



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



**Εθνική Αρχή  
Ανώτατης Εκπαίδευσης**  
Hellenic Authority  
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece  
**T.** +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaee.gr • [www.ethaee.gr](http://www.ethaee.gr)

**Accreditation Report**  
**for the Undergraduate Study Programme of:**  
**Philosophy and Education**  
**Institution: Aristotle University of Thessaloniki**  
**Date: 28 May - 3 June**

Report of the Panel appointed by the HAHE to undertake the review of the  
Undergraduate Study Programme of **Philosophy and Education** of the  
**Aristotle University of Thessaloniki** for the purposes of granting  
accreditation

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review.....</b>	<b>4</b>
I.    The External Evaluation & Accreditation Panel.....	4
II.   Review Procedure and Documentation .....	5
III.  Study Programme Profile .....	9
<b>Part B: Compliance with the Principles .....</b>	<b>11</b>
Principle 1: Academic Unit Policy for Quality Assurance .....	11
Principle 2: Design and Approval of Programmes .....	13
Principle 3: Student- centred Learning, Teaching and Assessment.....	16
Principle 4: Student Admission, Progression, Recognition and Certification .....	18
Principle 5: Teaching Staff .....	19
Principle 6: Learning Resources and Student Support .....	21
Principle 7: Information Management .....	22
Principle 8: Public Information .....	24
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes .....	26
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes .....	27
Principle 10: Regular External Evaluation of Undergraduate Programmes.....	28
Principle 10: Regular External Evaluation of Undergraduate Programmes.....	29
<b>Part C: Conclusions .....</b>	<b>30</b>
I.    Features of Good Practice .....	30
II.   Areas of Weakness .....	30
III.  Recommendations for Follow-up Actions .....	31
IV.  Summary & Overall Assessment .....	32

## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Philosophy and Pedagogy** of the **Aristotle University of Thessaloniki** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Assoc. Prof. Panagiotis Christias (Chair)  
University of Cyprus, Nicosia, Cyprus
2. Prof. Leonidas Kyriakides  
University of Cyprus, Nicosia, Cyprus
3. Prof. Petros Pashiardis  
Open University of Cyprus, Nicosia, Cyprus
4. Assoc. Prof. Spiro Panagiotou  
McMaster University, Hamilton, Canada

## II. Review Procedure and Documentation

Due to the COVID-19 pandemic crisis and relevant measures taken by the Greek government, the entire undergraduate study program review took place remotely through Zoom. No events or technical problems marked the process of the evaluation, which, in spite of the lack of physical presence, went according to planning. The technical communication with the Aristotle University of Thessaloniki and the Department of Philosophy and Pedagogy was well established and never interrupted. The interaction, in technical terms, was of great quality and the means to assure it appropriate.

The main objective of this report is to properly consult the Department and to offer respectful, collegial and frank advice that may contribute to the Department's future development.

Prior to the online visit of the AUTH, the members of the Accreditation Panel (EEAP) had the opportunity to study all documents supplied to them by HAHE in advance, including:

- (a) HAHE Materials such as Guidelines for Accreditation, Mapping Grid for members of AP, indexes of the Department of Philosophy and Pedagogy.
- (b) Recommendations of the 2012 External Evaluation Report of the Department.
- (c) the Department's Proposal for Accreditation with relevant annexes

The Accreditation Panel members (EEAP) has attended an on-line meeting, at which the Accreditation Procedure was explained by members of the HAHE and useful information was provided on HAHE mission, the guidelines of the Quality Assurance process, and the role and tasks of the EEAP members.

On Monday, 31<sup>st</sup> of May, between 15.00-17.00, the members of the AP met in a private consultation to briefly discuss the Proposal, to divide tasks among them and to organize in detail the teamwork.

The *in situ* on-line review procedure began on the evening of the same day, with a teleconference with the Vice-Rector for Academic & Student Affairs and President of MODIP, Professor Dimitrios Koveos and the Head of the Department, Professor Georgios Zografidis. The Vice-Rector informed the EEAP members of the interest that the Department of Philosophy and Pedagogy presented for the University. The EEAP members were presented with a broad overview of the history, academic profile and current status of the Undergraduate Study Programme. Prof. Zografidis explained various aspects concerning the students' profile, mobility, mentoring, the main lines of the UP, the academic profiles and research interests and programs of the teaching staff (ΔΕΠ), and the professional opportunities for graduates.

After a short break EEAP members discussed the degree of compliance of the Undergraduate Programme to the Quality Standards for Accreditation with:

- **OMEA** members, Souzana Panteliadou, Professor, Head of OMEA, Konstantinos Bikow, Professor, Georgios Zografidis, Professor, Ioanna Pazarloglou, OMEA Secretary.

- **MODIP** member, Prof. Vasilios K. Gounaris, Department of History and Archeology
- **MODIP Staff members**, Alexandra Tzaneraki, MODIP Secretary and Konstantinos Aivazidis, Quality Management Official.

OMEA representatives explained the Department's evaluation processes, which are coordinated by OMEA and answered a series of questions addressed to them by the EEAP, providing supplementary information when requested. The question of the cooperation between the two sections of Philosophy and Pedagogy was discussed thoroughly as were matters regarding the working conditions of the academic staff and collaborates.

After the break, in the evening, EEAP members held an online private meeting.

The following day, 1st of June, from 16.00-16.45, the EEAP held a teleconference with teaching staff members:

- Dimitrios Mavroskoufis, Professor, Dean of the Faculty of Philosophy
- Dimitris Stamovlasis, Associate Professor, Head of the Division of Education
- George Zarifis, Associate Professor, Internship Coordinator
- Pantelis Gollis, Assistant Professor, ECTS/Erasmus+ Coordinator, Academic Studies Advisor
- Vassilis Foukas, Associate Professor, Academic Studies Advisor
- Antigoni Sarakinioti, Assistant Professor, ECTS/Erasmus+ Coordinator
- Filimon Paionidis, Professor
- Dimitrios Athanassakis, Assistant Professor

With the members of the academic staff, were discussed professional development opportunities, mobility, workload, student evaluations, competence and adequacy of the teaching staff to ensure learning outcomes, links between teaching and research, teaching staff's involvement in applied research, projects and research activities directly related to the program, possible areas of weakness. The question of the structure and the academic quality of the programme was discussed extensively, and precisions were given as to the academic vision of the UP and the relation of the Philosophy section to the Pedagogy one. A second series of questions regarded the methods of teaching applied by the academics and the procedures of students evaluations. The discussion was franc and cordial.

Following this meeting, the EEAP members met with Undergraduate **students** from the first to the fifth year of studies. The EEAP was particularly interested in students' satisfaction from their study experience and the facilities of the University and the Department, and any difficulties they are up against. Since the meeting took place in a constructive atmosphere the members of EEAP had the opportunity to ask the students about their satisfaction with the Department in general, their motivation for their fields of studies and the study program.

The proceedings of the second day ended with a meeting of the EEAP with administrative staff members & teaching staff members, from 18.00-19.00, in the presence of:

- Savvas Papadopoulos, Secretary of the Department
- Kleoniki Georgakopoulou, Member of the Secretariat
- Konstantinos Tsioumis, Professor

- Eleni Hodolidou, Associate Professor
- Dimitris Kokoris, Associate Professor
- Christos Douskos, Assistant Professor
- Triantafyllia Giannou, member of the teaching staff (EDIP), Laboratory of Philosophy
- Olga Pantouli, member of the teaching staff (EDIP), Libraries Coordinator

The members of the EEAP had visioned a small film of an excellent quality, presenting an on-line tour of the material facilities of the University and the Department: classrooms, lecture halls, libraries laboratories, and other facilities: Links to access the video: <https://www.youtube.com/watch?v=9mUEclHhCYM>

<https://qa.auth.gr/media/auth.mp4>

Followed a discussion about the facilities presented in the video. A special emphasis was given to the library and the depository of graduate and doctoral theses. During this meeting, the EEAP had also the opportunity to discuss matters of secretarial administration.

The second day of the in situ online visit ended with a private consultation of the members of the EEAP for an exchange on the meetings.

The last day of the visit, Wednesday, June 2nd, the EEAP met in a teleconference with the a group of alumni of the Department:

- Chloe Balla, Associate Professor of Philosophy, University of Crete
- Stefania Bouri, MA Student in the University of Macedonia, Coordinator of Educational Programs in Greece, Sweden and United Kingdom
- Maria Karanikola, Major Development Agency Thessaloniki
- Penelope Kouloukourgiotou, General Coordinator of State Educational Programs for Children from migrant backgrounds, Nordrhein-Westfalen, Germany
- Brunilda Tasho, MA in Education, educator in Netherlands
- Ekaterini Tsinari, MA Humboldt Universität zu Berlin, PhD Candidate Justus Liebig Universität Giessen

In the discussion, matters like their experience of studying at the Department, the underline knowledge they acquired and their career paths were discussed. The discussion pointed out the strong points of their studies and some weaknesses, like the fact that most of them considered their double orientation in philosophy and pedagogy to be of little use to them or the fact that classes that ended late in the evening made walking in the campus a quite dangerous enterprise. One of the alumni told the Committee that she was a victim of a sexual assault / attempt of rape one evening leaving her class. The EEAP appreciated the honesty of the participants.

After a short break the EEAP held a teleconference with employers and social partners, from 17.00-17.45, where were discussed relations of the Department with external stakeholders from the private and the public sector:

- Chara Kromiadou, In charge of Educational Programs in the NGO Arktouros
- Pavlos Perperidis, Coordinator of Educational Projects, Region of Central Macedonia, Ministry of Education
- Vassilis Tiliakos, Athirma - Nonprofit Organization Management, Thessaloniki

- Solomos Vassilios (in the place of Alekos Papaioannou), Responsible of the Institute for Development and Employment, Thessaloniki

The discussion focused on the work experience that the students of the Department carry out in their institutions. The EEAP had an interesting exchange of ideas about the practical skills that the labor market appreciates in pedagogy and philosophy students. The overall assessment of the employers on the collaboration with the Department was very positive. The EEAP noticed that some of them were themselves graduates of the Department. EEAP appreciated the anchorage of the Department in the local society, and discussed possibilities for further strengthening of these relations.

After the break, followed a private consultation of the members of the EEAP in order to discuss the outcomes of the on-line review and begin drafting the oral report.

The in situ online visit concluded with a meeting with OMEA & MODIP representatives:

#### OMEA

- Souzana Panteliadou, Professor, Head of OMEA
- Konstantinos Bikos, Professor
- Georgios Zografidis, Professor
- Ioanna Pazarloglou, OMEA Secretary

#### MODIP

- Prof. Vasilios K. Gounaris, Department of History and Archeology
- Alexandra Tzaneraki, MODIP Secretary
- Konstantinos Aivazidis, Quality Management Official

and the closure meeting that followed right after with the Vice Rector of Academic Affairs and Head of MODIP, professor Dimitrios Koveos and the Head of the Department, Prof. Georgios Zografidis in the presence of OMEA & MODIP members and MODIP staff. After the discussion on certain points and findings, which needed further clarification, the EEAP presented informally their key findings. In their overall assessment, the EEAP were pleased that their key findings met the Department's concerns and internal discussions about the evolution of the UP. The solutions to structural problems of the relation between the two sections and the internal organization of each section that the Department of Philosophy and Pedagogy was considering was appreciated by the EEAP.

It is much appreciated that, during their visit to the Department, the EEAP members were given access to all additional material or information they requested. The EEAP was provided with the additional documentation. The EEAP would like to emphasize that the site visit was conducted in a very positive atmosphere. The online reception of the EEAP by the Department was excellent and all staff members and students were particularly cooperative. In writing its report the EEAP has consulted the documentation sent by the HAHE, the webpage of the Department and all supplementary information and documents communicated to it.



### **III. Study Programme Profile**

The UP of Philosophy and Pedagogy was designed, on the one hand, on the basis of the central educational orientation of the UP of the AUTH, which adequately serves the purposes stipulated in the relevant Presidential Decrees; on the other hand, it was adapted to the general strategy of the University of Thessaloniki for the cultivation of student-centered learning, for ensuring the quality of the educational process and strengthening extroversion.

According to the Department's self assessment: "A strong element of the scientific character of the UP, which differentiates it from the "similar" UPs of the country, is the statutory connection between Philosophy and Pedagogy, in a way that allows the theoretical reflection of philosophy to be fertilized and draw material from the empirical search of the social sciences. Moreover, it allows Pedagogy to renew its conceptual and methodological tools for understanding the contemporary world, based on the stimuli it receives from philosophy".

The overhaul and design of the UP was completed in 2012. In each Domain (due to their different disciplinary identity) a committee for the New UP was set up, consisting of academic faculty members of the Department with high and specific expertise in both disciplines (Philosophy or Pedagogy) and in university curricula, as they had studied abroad, worked and taught in research institutes and universities abroad, were recognized in their field - as attested not only by their participation but also by their presidency in the respective Greek and international scientific associations (e.g. e.g. Hellenic Philosophical Society, Pedagogical Society of Greece, Charles S. Peirce Society, Balkan Society for Pedagogy and Education).

Students admitted from the academic year 2011-2012 onwards follow the New Programme of Studies (NPS): the completion of 240 ECTS, corresponding to 45 courses, is required to obtain a degree. According to the current legislation, the Department's UP includes courses corresponding to at least 240 ECTS and is completed with the award of a degree, which corresponds to a 6th level qualification of the National and European Qualifications Framework. The UP offers two tracks, the Philosophy track and the Pedagogy track, which is chosen from the 3rd semester to the beginning of the 5th semester. Furthermore, students who are in their 7th semester and above have the opportunity to write a thesis within the framework of the direction they are following, which corresponds to 2 courses in the Philosophy direction or 2 free choice courses for the Pedagogy direction. The 240 ECTS that the student has to secure are distributed as follows: a) 31 common-156 ECTS b) 34 for each of the concentrations 84 ECTS. The structure of the MTS ensures a smooth transition of students to the various stages of study, the course material is rationally distributed and is in accordance with the ECTS system.

The common courses are all compulsory except for two, which can be free choices of other courses of the AUTH. The common courses are distinguished according to the objective they serve. (a) Philosophy courses (6 courses x 5 ECTS = 30 ECTS). The purpose of the six core courses is to introduce the problems of central branches of philosophy and to survey the main periods

in the history of philosophy. (b) Courses in Pedagogy (6 courses, 31 ECTS). The aim is to cover basic topics of Pedagogical Science, such as School and Historical Pedagogy, Sociology of Education and Educational Psychology. (c) Philosophical Texts (3 courses, 18 ECTS). The aim is to familiarize the students with the texts of ancient philosophical literature from the original. (d) Courses of philological training (9 courses, 42 ECTS). The aim is to cultivate proficiency in Greek philology, in ancient, byzantine and modern history, art history etc.. (e) Courses in Teaching Methodology (3 courses, 18 ECTS). The aim of the courses is to develop the knowledge, competences and skills required for future teachers to meet their work in formal education or the corresponding employment in non-formal education. (f) Information Technology (1 course, 5 ECTS). The aim is to familiarise students with basic concepts of IT in education and teaching (g) Foreign Language (1 course, 4 ECTS). (h) Free elective courses (2 courses, 8 ECTS). These courses can come from any Department of the Aristotle University of Thessaloniki, including the Department of Philosophy and Pedagogy. A course offered as a language course in a foreign language cannot be declared as an EC course. The minimum ECTS credits of each course in this category are four (4).

The courses for the two concentrations are optionally compulsory and cover 84 ECTS.

1. Direction of Philosophy (14 courses x 6 ECTS = 84 ECTS). Students must pass 14 courses in the Direction of Philosophy that they choose from those offered, which are renewed every year. These courses offer a more detailed engagement with specific forms, periods and problems of philosophical thought. These include Seminars, which provide an in-depth study of philosophical issues or texts and a research approach to them.

2. Direction of Pedagogy (14 courses x 6 ECTS = 84 ECTS). Students are required to pass 14 of the 14 courses offered in the Direction of Pedagogy.

According to the Department's sayings, the Department's aim is to produce philologists that can participate in national exams for secondary education (Ancient and Modern Greek philology and history). They are competent through their principal disciplinary studies, respectively philosophy and pedagogy. The UP provides full pedagogical sufficiency.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

### **Principle 1: Academic Unit Policy for Quality Assurance**

#### **Study Programme Compliance**

The Department of Philosophy and Pedagogy has its own policy for quality assurance, which is aligned with the quality assurance policy of the Aristotle University of Thessaloniki. The effort, as they mention, is to provide a top-level education in the two fields (Philosophy and Pedagogy) both independently as well as with various ways of connecting the two fields together. The main instrument of the quality assurance policy in the Department of Philosophy and Pedagogy is the Internal Evaluation group (OMEA) which conducts an annual detailed internal evaluation. The Internal Evaluation group (OMEA) works in cooperation with the University's Quality Assurance Unit (MODIP). Thus, these annual procedures are carried out in accordance with the criteria set by HQA. Therefore, the Quality Assurance Policy of the Department of Philosophy and Pedagogy seems to be in line with the Institutional policy on Quality Assurance processes. These quality assurance processes, which are carried out through self-evaluation, have resulted in reorientation of goals and the reprogramming of various actions. For example, they have enabled the programme to see the benefit of offering graduates the certificate of Pedagogical Sufficiency (Παιδαγωγικής Επάρκειας), which is necessary for the appointment of teachers in the Greek public education system.

In the opinion of the External Evaluation & Accreditation Panel (EEAP), the Department has worked diligently in order to develop appropriate quality procedures. Within the Department, a Study Programme Committee is in charge of carrying out a review of the study programme. The results of the student annual evaluations are discussed in departmental meetings and are used as a basis for the reports requested by HQA. However, it was evident from the discussions that faculty members are constantly trying to persuade students to fill in the online questionnaires needed for the evaluation of their professors and their courses. This annual review process opens the possibilities to continuous improvement.

In any case, it seems that the basic areas for constant improvement such as the quality of the education offered as well as the internationalization of the programme are in motion. Furthermore, an amicable and collegial climate was evident amongst members of the department during the discussions with the EEAP.

Moreover, the department takes extra care to orient new students into academia and academic life, they communicate with surrounding schools and keep their channels of communications open. Furthermore, they keep their students informed about recent research developments in the two main academic areas through colloquia. In the end, the overall impression of the Department's Quality Assurance Policy is positive.

## Panel Judgement

*Please tick one of the following:*

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The EEAP members encourage the Department to enhance the communication of the results of the quality assurance policy with all involved stakeholders (both internal and external) and to take more measures in order to implement some of the suggestions of the External Evaluation Report of 2012 for improving the Undergraduate Programme. Some measures have been taken, but still there is room for more improvement.

## Principle 2: Design and Approval of Programmes

### Study Programme Compliance

- *the Institutional strategy*

As is mentioned in the programme of studies, the faculty aims towards a student-centred learning process in an effort to cultivate a quality teaching and learning environment. The faculty considers the connection between Philosophy and Pedagogy as a strong feature of their programme, which distinguishes it from other similar programmes in Greece. They also believe that they are successful in doing just that through the creation of an international academic environment and through the high calibre faculty they are able to attract, through the Erasmus programme and through the enrichment of faculty with their policy of awarding sabbaticals. With all these initiatives and actions, they believe that they provide their students with top knowledge through which they can either become good secondary teachers and/or continue with research activities and academia in their respective fields. However, from the discussions with faculty, it was not clear what teaching workload is required of the faculty in order to provide this high calibre curriculum. In any case, in order for students to earn their degree, they need to complete 45 courses (240 ECTS). Through the curriculum offered, students are able to teach the Greek language in secondary schools either as first or as a second. Further, they are able to handle and integrate technology in their teaching. When faculty feels that changes need to be made in their offerings, they do that through long discussions amongst themselves where they actually include the students as well, as were told.

One observation that can be made is that a large number of courses are electives. In this way, the programme appears fragmented and the learning outcomes are not interrelated and cohesive. Therefore, there is a need for the OMEA, which periodically examines the curriculum and makes changes based on advances in technology, student needs, etc., to re-examine the overall learning outcomes in the study of both fields. During the discussions, the faculty mentioned that they intend to move towards a grouping of courses into packages based on the academic orientation of students. This is a step towards the right direction.

The department also provides a very useful and comprehensive comparison with other similar departments in the Greek universities. In short, it seems that their course offerings are comparable and their students earn their degree with a bit fewer course than others do and they are one of the few departments, which offers an undergraduate thesis option for their students as well as the Teaching Practice.

- *the experience of external stakeholders from the labour market*

Especially for the Teaching Practice, the faculty discusses with outside stakeholders through an annual one-day conference where the external stakeholders discuss the whole issue and try to provide solutions and improvements for next year. This seems to be a good strategy and should continue and be enhanced with views from all stakeholders.

- *the anticipated student workload according to the European Credit Transfer and Accumulation System*

The anticipated student workload is about 30 ECTS per semester (5 courses), which is according to European standards.

- *the option to provide work experience to the students*

The Teaching Practice in schools as well as in other educational entities is organized around three cycles where students of second, third and fourth year observe lessons in secondary schools or adult education structures and undertake teaching with the guidance of faculty as mentors. This is a strong feature of the programme and probably the third cycle (of 300 hours) should become compulsory.

- *the linking of teaching and research*

Some members of the Department seem to have been successful in getting funding from a number of competitive national and European research programs (albeit still to a limited number), in which they include their own students. Faculty is aware of the necessity to link teaching to research and actually provide courses that came out of research experience in these programmes. Moreover, the Research Methods course is compulsory for all students and Philosophy students have specially designed research seminars where they familiarize themselves with the research methodology in this field. Furthermore, students have the option of undertaking a small thesis as part of their undergraduate curriculum.

## Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

The EEAP members encourage the Department to make the evaluation of courses by their students compulsory so that they get a more reliable and valid course evaluation data on which to base their programme revisions. As all faculty members mentioned they are still struggling with this.

Faculty should also listen more carefully to external stakeholders' ideas and views as well as the views of their ex-students. Some of them were quite candid about their feelings with regards to the programme. In this regard, the EEAP members strongly encourage the Department to proceed with the idea of packaging their course offerings in order to reduce fragmentation.

## **Principle 3: Student- centred Learning, Teaching and Assessment**

### **Study Programme Compliance**

The teaching staff of the department takes into consideration modern theories and principles of teaching and learning methods that actively involve the learner in the learning process and, in many courses, the assessment of students is done with various additional methods aside from traditional written examinations.

In addition to lectures, many other methods of teaching and deliver content are applied in the courses, such as: participation of students in the design and preparation of assignments, lessons where small group assignments are made, group presentations during the lessons, discussions, feedback and reflection, comprehension exercises, use of audiovisual material, seminars, discussions in groups of students (tutorials), production of experimental plans of pedagogical material, presentation of projects and micro-teachings. Through the application of such methods, an effort is made to respect the diversity and the different needs of the students, enhance teacher-student communication, as well as more frequent and systematic evaluation of the student.

Instructors support students during the hours of cooperation with physical presence, by e-mail, as well as through the e-class platform. Moreover, instructors provide students with the opportunity to revise their writing through feedback and enabling reflection with the aim of improving the work before its final submission.

Student evaluation criteria and the evaluation method are announced at the beginning of each semester. Students are provided the opportunity to evaluate their courses and faculty at the end of each semester through an online questionnaire. Faculty have made great strides in increasing student participation in course evaluations but to date the level of participation continues to remain low. Of those students who complete the questionnaires, results indicate relatively high levels of satisfaction.

However, there is a remarkably high student/faculty ratio. Moreover, the limitation in facilities such as laboratories and research sites (due to the lack of financial resources) hinder the Department's faculty members' efforts to maximize the quality of their teaching.

Students with special educational needs can choose the way they are examined and receive general support. Support is also provided by faculty members and their fellow students who take on the role of volunteers facilitating students in need.

Finally, the academic advisor is responsible for the initial level of management of student complaints and fostering a positive atmosphere in the university community. At the next level, the student issues are referred to the Student Affairs Committee of the department and to the General Assembly, where the written requests of the students are discussed and dealt with. It may be helpful to ensure all students are aware of the aforementioned procedures.



### Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

### Panel Recommendations

Classes in the amphitheatres with very big audiences should be avoided as they do not comply with student-centred learning practices.

The high student/faculty ratio should be discussed in the Department of Philosophy and Pedagogy and appropriate solutions should be searched.

The EEAP encourages the Department to complement course evaluations based on student ratings with other evaluation tools (e.g., mid-semester surveys, and focus group interviews)

## Principle 4: Student Admission, Progression, Recognition and Certification

### Study Programme Compliance

Student admission to the Department of Philosophy and Pedagogy follows Greek law through which students are admitted once they have passed the Panhellenic entrance examinations. Everything regarding admission is clearly specified within the relevant documents of the department. In order to graduate, a student needs to follow the rules and regulations for relevant courses. These are again clearly provided on the webpage. Students have to earn 240 ECTS, as previously mentioned. For each semester, they earn about 30 ECTS. The courses are core/common for all, electives from a limited list, and free electives. The student needs to make her/his selections properly so that they can graduate.

As previously mentioned, the department has a welcome day for newcomers, where all faculty and administrative personnel welcome all students. Students are informed about everything and they are given a virtual tour of their buildings. All students are also provided with a student advisor, who is a member of faculty; they alternate every year. Further, all faculty have three advisory office hours per week, where students can get individual assistance. Students' progress is followed through a computer-based software, as was mentioned during the discussions.

The Department also has a policy for the recognition of transfer credits as well as Erasmus courses, as long as they were in the Learning Agreement. What is interesting is that both specializations have the undergraduate thesis as part of their curriculum; however, for Philosophy it is awarded 12 ECTS, whereas for Pedagogy it is awarded 8 ECTS. Further, the Teaching Practice seems to be well organized and seems to be one of the strong points of the Department and has already been described under Principle 1.

Another strong point for the Department is that, through its courses in Pedagogy, the graduates are automatically considered to have the Teaching Sufficiency (Παιδαγωγική Επάρκεια). Further, a diploma supplement is delivered to students.

### Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

## **Principle 5: Teaching Staff**

### **Study Programme Compliance**

The faculty continue to develop academically, and most faculty members have published their research work in international scientific journals. The faculty members of the Department have also participated and organized national and international conferences. However, while they are encouraged to participate in international conferences, there is a lack of adequate financial support for their participation. Despite the lack of available funding it is commendable that faculty members put forth personal funds to participate in various conferences every year.

The staff have excellent relations with one another and have established collaborations amongst them. Moreover, EDIP members reported very positive experiences with senior faculty, both in terms of support and department climate. However, the Department does not have a formal mentoring process. It would be beneficial to start working on a specific mentoring system due to the increasing number of EDIP members who will benefit from such a specific system.

Some professional development is encouraged by the Department, especially through cooperation agreements with foreign universities and research programs within the framework of the ERASMUS+ Mobility Program. However, more cooperation agreements with more universities in additional countries are needed.

The Department organizes conferences and workshops, which promote the exchange of ideas between academics, as well as the dissemination of scientific knowledge to practitioners and the scientific community. However, extra support to newly appointed teaching staff is needed to help them jump start their research.

Each academic semester, the teaching staff are being evaluated by students through a survey anonymously. The results of this evaluation are given to the staff and areas for improvements can be identified.

Lastly, the Department has a disciplined and transparent approach for recruitment and promotion. Faculty members are recruited and promoted based on meritocratic methods of evaluation. Apart from the minimum criteria required for promotion and/or recruitment (i.e., quality of undergraduate and graduate studies, quantity and quality of research work and teaching experience), the candidates are also ranked based on their scientific expertise and relevance to the subject area of the announced position. Because of these recruitment practices the research interests and qualifications of the faculty are related to the objectives of the Undergraduate studies program.

## Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

It would be beneficial for the Department to develop mentoring and monitoring mechanisms of the EDIP members.

Consider developing a professional development center at the University level for faculty development and professional growth (if not offered officially by the University, at least in cooperation among the academic staff). The Center might provide professional development on new pedagogical trends as well as opportunities to strengthen faculty-student engagement, learn about new technologies, e-learning teaching skills, IT skills and digital literacy, advanced research skills and/or writing proposals for research grants.

## Principle 6: Learning Resources and Student Support

### Study Programme Compliance

The EEAP was unable to inspect the facilities in person due to the pandemic. A YouTube video was made available for review where the buildings, laboratories, lecture halls and administrative offices were shown.

The teaching areas are sufficient to meet the needs of the students who attend classes. However, since attendance is not obligatory, many students do not attend classes. If more - or all – students were to attend class, the teaching areas would be insufficient to meet the additional capacity needed.

The teaching spaces are generally adequately equipped and have at least one computer (connected to the internet) and a projector. In addition, the main teaching premises meet the requirements and conditions for access by students with disabilities.

The offices of the Teaching Staff, which are also used as places of cooperation (meetings) with students, are currently sufficient (as a result of the reduction of the teaching staff). The equipment of the teaching staff's offices varies both in terms of its adequacy and in terms of its quality, while the economic tightness of the last decade does not allow its enrichment and the renewal of the equipment to the desired degree.

Students reported that faculty members are readily available outside their teaching hours. They are accessible and provide guidance and support, as well as assistance with career orientation. They have an open-door policy and foster a friendly teaching environment.

Moreover, the administrative staff were described as being dedicated and supportive of students.

Finally, excellent relations exist between the Department and the external stakeholders from the private and the public sector. This provides a smooth transition for students who seek additional experiences and practicum training.

### Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Department's facilities are in need of expansion as it pertains to available space in order to meet students' and personnel's demands.

## **Principle 7: Information Management**

### **Study Programme Compliance**

The Department's Secretariat manages the application docs.auth.gr, which is an information system for electronic document handling (protocol, document management and workflow) and covers basic administrative procedures. For the collection of information and the extraction of useful conclusions for students (MSc and MSc, Erasmus+, seniors and graduates), the Secretariat manages the student register with Cardisoft software. Students and lecturers of the Department have access to the Electronic Secretariat Services through the application sis.auth.gr, using their institutional account. Students have the possibility a) to view their courses and grades, b) to submit their course declaration electronically, c) to process requests for certificates electronically. Instructors have the ability to a) view their courses, classes, students and grades of their students and b) submit their grade reports electronically using a cryptographic device. Similarly, alumni can process applications for certificates electronically.

The Department of Philosophy and Pedagogy strictly follows the procedures and tools provided and indicated by the Aristotle University of Thessaloniki. The MOHIP-AUTH (qa.auth.gr) has developed and operates an information system, through which the data required by the implementation of the Internal Quality Assurance System of the Institution is managed. It is an evolving information system for Quality Management System (QMS), which is interconnected with the electronic databases of the AUTH, enriched with information entered by the educational and administrative staff, but also by internal users of the AUTH under the responsibility of the MODIP. The information of all kinds is used to produce reports and indicators concerning staff and students, as well as the educational, research and operational processes of the institution, allowing their monitoring and evaluation over time. Based on the above data, an analysis is carried out by the OMEA on variables related to both course evaluation and other key indicators, such as participation in mobility and research programmes, publications and publications of faculty members and the flow of student graduations. The automatic extraction of data from the services of the Aristotle University of Thessaloniki (Central Administration, Departments, Central Library, Research Committee), as well as from reliable international bibliographic databases, ensures the reliability of the data and the reports and indicators produced.

The Department has a standard procedure for the evaluation of the teaching staff and of the UP by the students. However, the feeble participation of students in the procedure provides no useful information.

The Department has no standard procedure in order to take into consideration the evaluations and opinions of stakeholders, social partners and graduate students.

## Panel Judgement

Principle 7: Information Management	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

1. Take into consideration the evaluations and opinions of stakeholders, social partners and graduate students in order to establish a clearer vision of the UP, more close to today's actual job market.
2. Increase the percentage of students participating in the Teaching staff survey.

## Principle 8: Public Information

### Study Programme Compliance

The Department of Philosophy and Pedagogy exploits the possibilities and the wide dissemination of modern technological means and social networks and uses mainly the following electronic means for public information:

The Department's website: ([www.edlit.auth.gr](http://www.edlit.auth.gr)) where all activities, news and announcements of the members of the Department are published. This website is updated on a daily basis including weekends, when deemed necessary by the team appointed to manage it.

Social media: A Facebook group of students and alumni of the Department is available in which students, alumni and staff of the Department participate. The name of the Facebook group is Department of Philosophy and Education-Department of Philosophy and Education (<https://www.facebook.com/groups/phil.edu/?fref=nf>). The group has 7,445 members.

Bulletin Boards: apart from the above, announcements, brochures, posters, conference programmes, etc. are often posted on the Department's Bulletin Boards (on the 1st and 2nd floor of the old building of the Faculty of Philosophy and at the Central Secretariat and the Secretariats of the Departments).

In particular, the following are presented in a clear, systematic way and continuously updated.

a) The Department (History of the Department, Administration/Divisions, Libraries, Secretariat, Meetings, Electoral Register, Computer workshop, Contact, Useful Links, Quality Policy). The Department is presented in a clear, systematic way and continuously updated.

b) Staff (Academic, Administrative, Emeritus, Honorary, Former, Staff Distinctions, Student Distinctions).

c) Undergraduate Studies (General Information, New Curriculum, Old Curriculum, Offered Courses, Internship, Academic Calendar, Student Affairs)

d) Postgraduate Studies (MSc in Philosophy: Texts, Interpretations, Practices, MSc: Systematic Philosophy, MSc: Pedagogical Science: Special Education, School Pedagogy, Continuing Education, PhD in Philosophy (old), Student Care).

e) Research (Doctoral Studies, Postdoctoral Research, Research Units, Programs, Publications, PhD dissertations in philosophy, PhD dissertations in pedagogy).

f) Workshops (Philosophy: Texts and Interpretations, Philosophy of the Social Sciences, Other Workshops)

g) Erasmus (Information, Postgraduate and Doctoral Candidates)

h) Announcements (Departmental, Philosophy Section, Pedagogy Section, Postgraduate Studies, Faculty, Scholarships, Events, Other announcements)

Finally, all internal and external evaluation's reports are systematically published in the Web page of the Department.



The EEAP members found that the webpage was not very user friendly. For example, in order to access the faculty members' CV's, one has to download them and open them separately, instead of being able to read them in a new window.

The EEAP could not locate information and links to social stakeholders and partners.

### Panel Judgement

Principle 8: Public Information	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

The webpage should be more user friendly.

Provide an appropriate English version of the Department's webpage.

## **Principle 9: On-going Monitoring and Periodic Internal Review of Programmes**

### **Study Programme Compliance**

The Department and the Institution have procedures - the extent to which they are independent of one another in the collection of data is not obvious - for monitoring and assessing the quality of the programme, which are carried out by two different committees. One, acting on behalf of the Department, is known as Group for Internal Assessment (OMEA) while the other, known as Unit for Quality Assurance (ΜΟΔΙΠ), acts on behalf of the Institution. Both committees track quantitatively a plethora of data thought to be of significance to the quality of the programme (from the ratio of male to female students, course and teacher evaluations, to the number of foreign students). The OMEA report for the Years 2018-19 and 2019-20 also offers some evaluative conclusions on the statistical outcomes of some of the monitored elements but offers no views as to possible mechanisms for improvement even in areas it admits as problematic. However, the Department, in its Goal Setting document, states that a number of measures aimed at the amelioration of weaknesses will be implemented by the end of the year (2021). On the other hand, the report of ΜΟΔΙΠ for year 2018-19 (issued in April 2020) offers numbers but no evaluations, apart from on the one hand ranking the Department within both the Faculty of Philosophy and the University and, on the other, making three “proposal for improvement”. On the whole, then, there do exist proper and adequate mechanisms for the internal monitoring of the continued quality of the programme in Philosophy and Pedagogy.

At the same time, some comments may be in order regarding the conduct of operations of and the collection of data by the two monitoring committees. First, with respect to the evaluative conclusions drawn from statistical details in the OMEA report (referred to above), we should observe that one might gather and analyse more nuanced information before advancing likely conclusions. For example, the report notes a drop of 6% between the years 2018-19 and 2019-20 in the negative responses to the question in student questionnaires, “have you seen any change in the teaching of courses as a result of your [previous] evaluations?” The drop is probably statistically insignificant and, in any case, it may be accounted for in various ways and not only by the report’s explanation that “it may reveal that the instructors in the Department did take into account previous evaluations and comments from students”. Second, the ΜΟΔΙΠ report does not make clear what standards of performance the University aspires to in, say, teaching performance as judged in student evaluations or the number and, especially, the quality of scholarly publications as judged by citations or the impact factor of the relevant journals. What statistical quantity or what ranking assigned to the programme within either the Faculty of Philosophy or the University, is ‘excellent’ or ‘poor’ or ‘unacceptable’? Further and more importantly, given the aspiration to international recognition, how would “excellent” or “poor” within the Faculty of Philosophy or the University of Thessaloniki compare with the “excellent” or “poor” valuations in the better institutions outside of Greece? Finally, the presently collected indicators of quality and the procedures used for collecting them, however good they might be, do not address the ‘constitutional’ or ‘structural’ aspects of the programme; that is, the elements that form the fabric of the programme as distinct from elements that are largely desirable for its more effective ‘operation’. Such indicators as student evaluation of

courses and teachers, the number of retirements or new appointments, the presence of non-Greek or of female students in a class etc., may lead to changes or revisions in courses, deletion of a course and replacement by another, introduction of new or multiple methods of assessing student performance, safety measures for the protection of female students in late evening classes etc., and may thus make the operation of the programme smoother or more enjoyable (and in this sense improve its “operational” quality), but do not tell us much regarding the programme’s internal logic and cohesion. Changing or revising a course is an ‘operational’ issue. Whether the course or something similar should or should not be part of the programme is a “structural” issue.

The assessment by the members of EEAP concerns both the “operational” and the “structural” integrity of the programme.

### Panel Judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Internal evaluations should also be based on structural aspects of the UP and not just functional features. For example, it should reflect the degree of collaboration between the two sections concerning curriculum and research.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

### Study Programme Compliance

As far as the current EEAP can ascertain, the Department is a willing and active partner in the process of external evaluations whenever they occur.

The last external evaluation took place almost ten years ago (in 2012, under the aegis of HQAA or ADIP) and the relevant report is included in the material the EEAP received from HAHE. The findings of the 2012 evaluation committee are on the whole positive, though this judgement is phrased with an important qualifier: “the Committee’s overall assessment of the Department **is positive with regards to its potential** in both teaching and research” [emphasis in the original document]. The 2012 Committee also proposed numerous recommendations pertaining to curriculum, teaching, research, services, and strategic planning (some of these recommendations concerned the University or the national government). The Proposal for the Accreditation of the Programme submitted to EEAP by ΜΟΔΙΠ states that as of May 7, 2020 “more than 50%” of the recommendations proposed by the 2012 Committee have been implemented and gives a sample of implemented recommendations relating to curriculum, teaching and research (pp. 42-43). The Goal Setting document (see comments to Principle #9) also promises to address more areas of concern by the end of 2021, and some of these were flagged in the recommendations of the 2012 evaluation. So, there is movement but it is painfully slow.

A particularly important, from the structural point of view, 2012 recommendation that has yet to be implemented relates to the urgent request that the programme address the absence of courses in analytic philosophy and symbolic logic. (“[T]he absence of analytical philosophy and symbolic logic needs to be addressed as soon as possible. In future hirings highest priority should be given to filling the gap in these two critical areas”, p.21). It may well be that budget cuts and rigid legal restrictions did not and do not allow the hiring of new staff. In the meantime, however, members of the staff might undertake some ‘retooling’ in their areas of ‘competence’ (or even of their ‘expertise’), or the programme might explore ways for bringing in visiting instructors while it (along with the University and the country) awaits for more opportune times.

In connection with the issue of offering course(s) in Symbolic Logic, the programme might, alternatively, look at the possibility of designing a multi-themed seminar course in the broader study of argument known as Argumentation Theory. This field goes beyond the study of argument in either one of its traditional treatments: the “formal” (as it would be studied in, say, a course on Symbolic Logic), or the “informal” (as it would be studied in, say, a course on Fallacies); it may also study the broader contexts in which arguments in daily life and work are embedded and the conditions which might give rise to argument and argumentative conflict (e.g., psychological, cultural, institutional, educational, etc.). An area of study like “Argumentation Theory” would bring greater cohesion between the two horns of the programme, Philosophy and Pedagogy, which appear (certainly to an external observer) as two disparate disciplines. At the same time, the two horns of the programme jointly appear to have

the human and curriculum resources which, with some retooling and tweaking, may be sufficient to put together something (course, seminar, module) in this area of study. We have in mind such existing courses as Π1811 “The Role of Critical Thinking”, Φ336 “Elements of Critical Argumentation”, and Φ433 “Introduction to Traditional Logic”.

Another 2012 recommendation that has not yet been implemented is that the programme introduce courses designated as prerequisite for taking other courses, the rationale being that such measure would flag to students and teachers that there is a “noticeable progression of expectations” as to (a) the “prior knowledge required to enter a course” and (b) “the level of sophistication at which the course will be taught” (pp. 21-2).

### Panel Judgement

<b>Principle 10: Regular External Evaluation of Undergraduate Programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

The Department has yet to implement a good number of the recommendations of the 2012 external evaluation. In particular, we recommend that the Department develop the area of argumentation theory. Argumentation theory partially covers areas of symbolic logic and is useful for both disciplinary fields, philosophy and pedagogy. It could also be used as a bridge between the two sections.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

The members of the Department of Philosophy and Pedagogy are strongly committed to the initial vision of the Department, and are ready to proceed with the necessary changes in order to make the collaboration between the two disciplinary sections of philosophy and pedagogy more efficient.

The overall assessment of the EEAP is positive, in the sense that students enjoy a supporting and intellectually stimulating environment. In general, student-centered education prevails and the Department's graduates are appreciated in the public and private sectors.

Systems of Internships and undergraduate theses are well established and can be further strengthened.

### **II. Areas of Weakness**

The UP seems to be a combination of two independent disciplinary entities with very few and circumstantial rather than structural connections between them. The current situation weakens the comparative advantage the Department of Philosophy and Pedagogy of the AUTH has vis à vis Departments of Philosophy or of Pedagogy in other Greek Universities. A simple example is the fact that there are no faculty members on Philosophy of Pedagogy, and only circumstantial courses on Didactics of Philosophy (for example, no didactics of phenomenology or other subfields of philosophy).

Within the program of Philosophy, the EEAP has noted a serious lack of courses in the analytic tradition. In both sections, courses are not as concentrated as they ought to in the various subfields.

The Department does not have the adequate facilities (amphitheaters, classes) in order to avoid offering classes late in the afternoon or in the evening. This combined with the lack of adequate police protection on campus, may result in female students feeling unsafe and threatened.

In so far as we recognise that some of the weaknesses in the programme are, certainly in part, due to lack of adequate funding – and we may blame it on the recent economic crisis –, we deplore the waste of money that goes along with the tradition of funding textbooks and lesson notes.

Last but not least the extremely low percentage of female academic staff in the Department is unacceptable. More precisely, in the philosophy section out of a six member staff there are no women at all.

These issues must be tackled urgently.

### **III. Recommendations for Follow-up Actions**

In order to tackle the problems of the lack of structural collaboration between the two scientific sections of philosophy and pedagogy, the EEAP proposes a package of common “bridge” courses of Philosophy of education at all levels, from introduction courses to specialised ones (periods and philosophers), courses of argumentation logic, and courses of Didactics of Philosophy, including the didactics of subfields of philosophy like phenomenology, cultural criticism, political and civic education and communication.

In order to achieve the adequate teaching in each discipline separately the overall ratio between courses of Philosophy/Pedagogy should follow the logic of major/minor studies and should be 3/1. For example, for the program of Philosophy,  $\frac{3}{4}$  of the remaining courses (minus the package of the bridge courses and other general courses - philological, language and free courses) must be in philosophy and only  $\frac{1}{4}$  in Pedagogy. The same should apply for the program of Pedagogy.

In order to avoid fragmentation within the two programmes, the EEAP strongly supports the intention of the Department to proceed with a “packaging” of courses especially in the last two years of studies, in order to achieve coherence and fluidity. For example, in philosophy, packages of phenomenology, German idealism, ancient philosophy, contemporary political philosophy, could be considered. Specifically in Philosophy, one of the packages should be analytic philosophy (under-represented today).

The reorganisation of the program should be guided by a disciplinary spirit and orientation rather than by the vague principle that like all the other Departments of the Faculty, the Department of Philosophy and Pedagogy produces “philologists” for secondary education. It should be guided by the vision of the strong comparative advantage of a unique in Greece philosophy-and-pedagogy UP.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 4, 5, 6, 9

The Principles where substantial compliance has been achieved are:

2, 3, 7, 8, 10

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	



## The members of the External Evaluation & Accreditation Panel

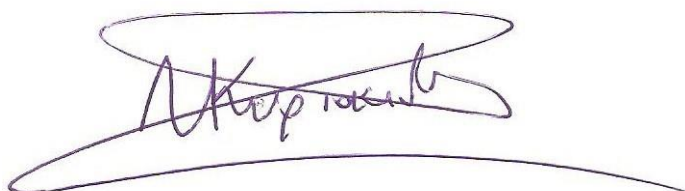
**Name and Surname**

**Signature**

1. Panagiotis Christias (chair)



2. Leonidas Kyriakidis



3. Petros Pashiardis



4. Spiro Panagiotou

