ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Α .Δ Ι .Π .

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ
ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H .Q .A .

HELLENIC QUALITY ASSURANCE
 AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

Department of Education Sciences in Early Childhood

DEMOCRITUS UNIVERSITY OF THRACE

SEPTEMBER 2013

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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Education Sciences in Early Childhood of the Democritus University of Thrace consisted of the following three (3) expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005 :

1. Dr. Evangeline Newton, Professor of Literacy Education, The University of Akron in Akron, Ohio (USA)

   (Coordinator)

2. Dr. Christos Panayiotopoulos, Associate Professor of Child and Adolescent Mental Health Policy, University of Nicosia, Cyprus

3. Dr. Eleonora Papaleontiou - Louca, Associate Professor, Psychology, Vice-Chairperson, Department of Social and Behavioral Sciences, The School of Humanities and Social Sciences, European University Cyprus, Cyprus

N.B. *The structure of the "Template" proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.*

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction

Background. The Department of Early Childhood Education was founded in 1987. It became administratively autonomous in 1992, and it was renamed Science of Education and Early Childhood in 2002. In 2003-2004 the department started operating its first postgraduate degree in collaboration with the University of the Aegean and the National Kapodistrian University of Athens.

The first postgraduate degree program led to a masters entitled, ''Socio- cultural education and training of facilitators''. Because of financial constraints the Ministry of Education and Life Learning never approved the program. Consequently, the degree was terminated in 2008-2009.

Despite this setback, the department has placed particular emphasis on the development of a new autonomous master's degree titled, ''Innovative Educational Approaches in Multicultural Educational Environments.'' This program has two areas of concentration: 1) atypical and typical forms of education and; 2) intercultural education

The External Evaluation Procedure. The committee was composed of three members:

- Dr. Evangeline Newton (Coordinator), Professor of Literacy Education, The University of Akron in Akron, Ohio (USA)

- Dr. Christos Panayiotopoulos, Associate Professor of Child and Adolescent Mental Health Policy, University of Nicosia, Cyprus

- Dr. Eleonora Papaleontiou - Louca, Associate Professor, Psychology, Department of Social and Behavioral Sciences, The School of Humanities and Social Sciences, European University Cyprus, Cyprus.

On the morning of September 3, the committee met initially for briefing at the Hellenic Quality Assurance Agency for Higher Education (HQAA) offices in Athens.

From September 3-5 the committee met at the Department of Early Childhood Education. During this period, the committee met with the Head of the Department, the majority of full-time and adjunct (i.e., Special Laboratory Teaching Staff [EETEP]; Special Technical Staff [EDIP]) faculty, students, and administrative staff.

The committee held both individual and group interviews with full time and adjunct faculty as well as with students and administrative staff.

During this time the committee also toured the Early Childhood Education department, the School library, classrooms and staff offices. Its tour included extensive visits to all of the labs (i.e., Environmental Education, Educational Research) that operate under the Department of Early Childhood Education. In addition, the committee met with the Dean of the School, the Vice-Rector and the president of MODIP.

The committee was provided with the following documents.

The *Internal Evaluation document* focused on three areas: 1) objectives of the curriculum; 2) faculty research productivity and; 3) the department's contribution to the community. The report concluded with a discussion of the department's short- and long-term goals. This report had been composed in June 2013; it referred largely to the years 2008-09 through 2012-13.

At our request, the department provided updated faculty *curriculum vitae*; course syllabi, samples of exam questions, practicum and dissertation handbooks, records of general assembly meetings (indicatives), minutes taken during the upgrading of faculty, and manuals for practicum placement and for dissertations.

The committee thanks the Department of Early Childhood Education for its generous hospitality and support at all times.

The Internal Evaluation Procedure. It was evident that the department invested much time in its preparation of the June 2013 Internal Evaluation. We commend the faculty for the meticulous preparation of this evaluation, particularly in the context of their limited time and resources. The document had an appropriate organizational structure and provided detailed information about the department's operation and goals. This document in conjunction with the additional documentation provided to the committee resulted in a deeper understanding of what was presented and discussed during the first day (4/9) of the visit.

Moreover, the presentation given by all faculty and the extensive tours of all departmental facilities gave the committee a clearer picture of what has been achieved by the department over the last few years. Furthermore, the interviews conducted with administrative staff and auxiliary faculty (ΕΕΤΕΠ,ΕΔΙΠ) helped the committee understand the duties and responsibilities of auxiliary staff to permanent faculty. Altogether, these documents, interviews and tours enabled the committee to visualize how the department operates.

Overall the committee believes that the objectives of the internal evaluation have been met. We have achieved a full picture of the strengths and weaknesses of the department.

A. Curriculum
To be filled separately for each undergraduate, graduate and doctoral programme.

APPROACH

Goals and Objectives: The prospectus identifies the overall goals and objectives of the program. The curriculum is consistent with the stated objectives and clearly compatible with the needs of contemporary society.

The department has implemented an annual review of program content at the end of each academic year. During that meeting, faculty both self-assess and consult with students about the effectiveness of program content as well as delivery. While the program is currently measured by the credit system, the faculty intend to implement the European Credit Transfer System (ECTS) to enable students to make European transfers easily accessible.

There is ample evidence that the department has designed a rich, comprehensive and student-centered program of studies which address a wide range of relevant topics. Moreover, it is clear from examination of syllabi and other teaching materials that the research component of each course is current and present throughout the curriculum.

Furthermore, the curriculum addresses issues related to the needs of the local community where departmental graduates will be working in multicultural settings and environments. Of particular note are efforts to develop deeper understanding and effective instructional strategies for students with diverse cultural experiences. In the Education of Muslim Children project, for example, students are assigned to multicultural classrooms in which they experience first-hand how theory becomes practice in a non-typical educational setting.

Similarly, the curriculum is enriched with programs adapted from other courses and international programs (e.g., Lesson Study, local resources) that emphasize the value of first-hand pedagogical experience. These adaptations reflect the faculty's clear understanding of contemporary, research-based child development theory and how it can be operationalized in a variety of in actual educational settings (see "Teaching").

IMPLEMENTATION

The committee believes that the department's goals and objectives are being implemented effectively, particularly in the following five ways:

1. There is a coherent academic rationale for the content and order in which courses are offered.
2. Technology and e-learning resources are effectively incorporated into classroom instruction.
3. Faculty employ a variety of instructional methods to deliver course content.
4. Students are actively engaged in a range of experiences that require critical thinking and metacognitive reflection.
5. Students are assessed regularly using multiple methods (e.g., exams, written essays, portfolios) that demonstrate deep understanding.

The committee notes that while a course outline is provided at the initial class meeting, the outline template needs to be consistent across courses and include basic information (see Improvements).

Practicum

The practicum section which is considered core for the Department's operation seems to take a lot of time from faculty members (2) who teach courses too. That means that faculty members devote much time to the organization, allocation and supervision of supervisors. It is therefore recommended that the Department hire an experienced practitioner with minimum criteria of holding a Master as to alleviate the burden from permanent full time members.

RESULTS

In general, the department is achieving its goals very well and we believe is to be commended for delivering high-quality instruction under challenging circumstances (e.g., lack of funding and resources). Faculty have demonstrated the ability to develop and implement innovative, research-based programs that represent "Best Practice" (Zemelman, Daniels &Hyde, 2012) and contribute significantly to student learning.

IMPROVEMENT

Based on our observations, examination of materials and discussions with faculty, staff and administrative personnel we make the following suggestions:

- While we commend the department's yearly self-evaluation, we also recommend that this assessment process include discussion of issues related to publication, research involvement, personal development and student evaluation.

- Although it is clear that faculty use an outline to plan and deliver instruction, we recommend that the department creates a template that will provide uniform formatting (e.g., aim, objectives, learning outcomes, content of subjects, evaluation measures that include the weight of each assessment measure, and current references). (See Appendix for an example.)

- Since Educational Psychology is a basic course central to teacher preparation, we urge faculty to add this course to its major requirements.

- While Cognitive Psychology is included in the curriculum, it appears very early. We recommend the following sequence: 1) Introduction to Psychology; 2) Child Psychology; 3) Social Psychology; 4) Cognitive Psychology; 5) Psychopathology.

- It is important that the faculty consider at some stage implementing prerequisites in their courses of study. For example, a student should not take Cognitive Psychology before successful completion of an introductory psychology course. This information needs to be explicit in the order of courses offered each semester.

- The current program requires only one semester of music education. Similarly, kinesthetic movement is only one part of Practicum (A2). Since

- music and movement enhance all aspects of child development, and constitute part of the daily curriculum in nursery schools, we urge faculty to consider expanding their presence in the curriculum.

- We recommend that the department consider a "Special Needs" committee that would provide counselling and advising services for students. We understand that such a plan is underway, so we encourage its timely implementation.

B. Teaching

APPROACH

Teaching Approach and Methodology. We believe the department has a well-established and cohesive student-centered teaching approach that aligns with current evidence-based research methodologies. In fact, after close inspection of a variety of methods and student products, we believe the faculty is to be commended for delivering consistent high-quality instruction to their students. There is also a high correlation between a faculty member's discipline and the courses he or she teaches, suggesting that most of the faculty are teaching in areas where they have scholarly expertise.

In its internal evaluation, the department noted that in addition to traditional lecture, faculty employed a variety of instructional methods (see Section 4.2). Our in-depth examination of materials corroborates this claim. As noted earlier, we saw that the instructional and assessment methods employed by the faculty incorporate project-based learning, creative and critical thinking, "Best Practice" instruction through cooperative learning activities, metacognitive and reflective work, field trips, workshops and community-based projects.

In addition, faculty incorporate a variety of digital technologies, video and overhead projectors, television and in some classrooms computers and SmartBoards. Moreover, by using so many resources that can translate learning theory into practice the faculty is modelling effective instructional techniques their students will be using one day in their own classrooms.

The internal evaluation provides further evidence of the faculty's strengths. For example, the document noted that there was a high level of satisfaction among students (see Section 4.1). In our interviews with approximately twenty current and former students, we found a similar high level of satisfaction. Students said that faculty are accessible, supportive, and display personal concern for their development. In a 2008 alumni response, 8 of 10 graduates said that they would choose the same program if they were about to become students again.

Teacher/Student Ratios: Overall, there are 19 active faculty members for 642 students. The ratio is 35 students per staff member. Although they have not yet joined the staff, three additional faculty members have been approved. Still, the teacher/student ratio is problematic. In 2009, for example, the department had 15 adjunct faculty members who provided additional instructional support, but because of budget cuts only one adjunct faculty member remains.

Because of this faculty attrition, there are some basic courses which have no staffing.

To date, current faculty have volunteered to team-teach some of these courses. This certainly demonstrates their commitment to students and to the department, but such a burden is unsustainable; we believe that additional faculty must be hired in the critical areas as soon as possible.

Similarly, it will be difficult for faculty to sustain such a high level of teaching and research without additional resources. For example, many faculty members teach more than the required workload in order to deliver the program. While this enables the department to meet programmatic needs, it limits the amount of time faculty members can devote to research, their own professional development, their service to the university and local community, and might potentially result in staff burnout. To date, faculty have struggled to achieve an adequate level of research but we believe that unless the department hires additional faculty members, this level of excellence cannot be maintained.

IMPLEMENTATION

Materials and Resources. In their internal evaluation, faculty noted that they regularly augment textbook instruction with supplementary reading (see section 4.2). We found evidence that faculty do in fact use e-learning articles and websites as well as project-based "manipulative" materials to teach mathematics and science. These enhance learning by giving students information from a variety of sources as well as "hands-on" experiences that build critical thinking.

Teaching Procedures. The committee finds ample evidence that the curriculum is implemented using innovative and research-based teaching approaches. As noted earlier, the department links research and practice through a variety of instructional means. For example, some faculty have implemented a "Lesson Study" (Watanabe, 2003) an instructional model which engenders critical thinking and metacognitive awareness through student collaborative problem-solving. This research-supported model of classroom inquiry originated in Japan and has been replicated globally in many classrooms. It came to this department because of the department chair's scholarly research and participation in professional development that took her to Japan.

Furthermore, the Department is enriched by various labs which actively engage students in research-based activities that help them link theory with practice. In the Pedagogical Educational Materials lab, for example, faculty members have accumulated high-quality children's literature and games ("manipulatives") which they use to build critical thinking and concept knowledge in all content area subjects.

In the Educational Research lab faculty share resources to support applied research. The establishment of an electronic journal in this lab offers students easy access to materials that provide an opportunity to continue learning even after they have

graduated and enhances the Department's academic culture.

Similarly, a Laboratory for Communication and Research for Environmental Education houses a variety of hands-on scientific materials students can use to investigate a range of topics. In the process, students use cognitive and linguistic skills to find innovative solutions to scientific and environmental problems. For example, students developed   an impressive array of instructional materials for teaching children with visual difficulties learning to read through the Braille system. The committee saw examples of student projects on topics ranging from the solar system to weather.

For the Practicum experience, the department uses former teachers as student mentors. These teachers link the university with the local community. With their rich professional knowledge and experience these teacher-mentors provide students with a unique understanding of instructional issues related to early childhood.

The committee observed that despite the existence of opportunities for students to study abroad through the *Erasmus* exchange program, participation has been disappointing to date. The main reason for limited participation appears to be the current economic situation which imposes financial burdens. There are also linguistic difficulties because most students do not know the host country's language as well as cultural reservations about leaving their familiar home environment. To improve participation in this program, we suggest that returning students share their experiences with potential exchange students in open presentations.

There are also impediments to accepting students from abroad, since most of them have had no experience with the Greek language. Because of this, we suggest implementing a student mentor program for those studying from abroad. A student from Democritus could be assigned to provide some tutoring in Greek and help with cultural integration. We further recommend that the department develops further collaborations with Greek-speaking institutions in other countries.

Finally, the committee found that technology has been employed not only to facilitate students' access to materials but also to provide students with the latest tools for creative digital instruction. In the Pedagogical Educational Materials lab, for example, students can electronically examine books in the lab's collection and even write comments on a blog. The Communication and Environmental Education laboratory has developed an elaborate website that records its activities and provides relevant information.

Evaluation Measures. As noted earlier, the committee observed that a variety of evaluation measures are used to gain a full picture of student learning. In addition to the traditional final examination, faculty use alternative assessment systems including portfolios, essays and project-based assignments.

RESULTS

Overall, the faculty's clear commitment to teaching has produced solid results that attest to the effectiveness of the methods they employ. In their interviews, several students provided specific examples of what they considered excellent instruction. In fact, one student called her entire experience in the program a "magic journey." Furthermore, about 75% of students are successful in their first examinations. Students who are unsuccessful the first time have the opportunity to retake the exam the next examination period.

IMPROVEMENT

The committee had fruitful discussions with faculty about how to resolve a few current issues. Based on our examinations and those discussions, we have the following recommendations:

- The department has basic facilities (e.g., laboratories) to implement the curriculum, but they could have more support in this area. It is worth noting that the faculty have used the available resources extremely well, often contributing their own private materials and funds to buy necessary equipment.

- Students sometimes use e-learning resources as a substitute for class attendance. We urge faculty to continue looking for ways to encourage attendance and help students understand that these materials are intended to enhance learning, not substitute for attendance.

- Unless the number of faculty is significantly increased, the department has proposed – and we concur – that the number of students admitted annually be reduced.

- Faculty members often commented that they enjoyed learning from and with each other, but there were few opportunities for them to come together just for this purpose. Given the heavy teaching and research load they have, this is not surprising but we recommend that the department establish regular opportunities for faculty to meet, share instructional ideas and receive feedback.

C. Research
For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

Policy and Main Objectives. The committee was impressed by the efforts and the work that is taking place in the Department despite the limited financial resources. In particular, we would like to commend the department for its focus on issues of intercultural education and the dynamics that have been developed amongst the majority and the minority population in the area.

Although on our first day we were told about the research objectives and research policy the department is aiming to achieve, the committee did not find any written research policy or research objectives. In the internal evaluation report (Appendix 2A), however, the department states very clearly when a student can undertake a dissertation, what the student is expected to achieve and what time schedule must be followed.

Similarly, in the documents provided the committee found no evidence of any kind of Research Ethics Committee or any student guide on how to conduct research. Because issues of plagiarism and research ethics are of utmost importance, the committee believes that there should be a more comprehensive ''ΟΔΗΓΟΣ ΠΤΥΧΙΑΚΗΣ ΜΕΛΕΤΗΣ,'' one which clearly presents issues such as length of dissertation, time schedule, rules on organizational structure (i.e., literature review, methodology, analysis of findings, conclusions), plagiarism, presentation of dissertation (i.e., no pictures, no poems because it is a scientific document), supervisors' and supervisee duties. The establishment of such a committee, even if it meets on an occasional basis, is particularly important since the department intends to offer a Master degree.

IMPLEMENTATION

Quality and Adequacy. During the second day's meetings and tours, the committee determined that the faculty are doing particularly well producing scientific material (i.e., articles, chapters/books, grants), particularly given the current circumstances of financial restraints.

Infrastructure and Support. The promotion of research, either amongst the faculty or the students, is achieved in various ways:

- Teaching research courses (I,II) or the completion of assignments as part of course assessment;
- Completion of dissertations where students have the opportunity to explore, observe and study various issues related to pre-primary education in the

local context;
- Application and completion of research grants with the involvement of students in various stages;
- Operation of labs within the Department that allows both students and faculty to interact in a cooperative environment as to produce scientific work;
- Publication of articles through the establishment of an e-journal that enables both faculty and students to exchange research findings related to educational research.

Scientific Projects. In addition to the above activities, a sizeable number of faculty members have produced the following scientific output:

- **Books**: 1 monograph and five edited books
- **Publications in peer reviewed journals**: 10 in international journals and 7 in Greek journals
- **Chapters in books:** 20 chapters in Greek books and 1 in international book
- **Conference presentations:** 28 conference presentations. Three out of these 28 took place abroad, a figure which can be justified because of the lack of financial resources available from the School to attend a conference.

N.B.: The majority of the above data refers to the year 2011-2012.

Research Projects and Collaborations. In addition to these scientific scholarly publications and presentations, faculty members are actively seeking project collaborations with other European institutions. As a result, they have managed to accomplish **5** European projects with a variety of European Academic Institutes from countries such as Cyprus, Germany, Slovenia etc. The department also has close links with other Greek universities through its implementation of common projects. It is important to note that the faculty is trying to carry out these projects without any funding. Moreover, such projects may also produce scientific knowledge relevant to teaching material and daily practice.

The department has also developed 4 research labs with particular emphasis on family and child development, educational research and educational practices, environmental education and its implementation. These research units try to develop a research and educational mindset amongst students and faculty, one whose aim is the promotion of research procedures, innovative practice and the dissemination of research findings amongst the academic and student community.

Overall the committee believes that the quality and support of research facilities in as far as promoting research are adequate to this point. Faculty recognize the need for the purchase of additional equipment and for recruiting research staff to run the units. In particular, Dr. Koufaki mentioned that permission has been given to employ such staff through ''Επιχειρηματικότητα''.

IMPROVEMENT

The committee commends the department for the great job they are doing in aiming to promote research. We believe that the following recommendations would continue to expand and strengthen the scientific output of the department:

- We urge all faculty to publish in peer-reviewed journals and attend conferences to the extent they are able to do so.

- We encourage the dissemination of findings to the wider academic community (e.g., conference presentations, publication in international journals).

- Consider organization of joint seminars with other departments within the University (Primary School Teachers, Social Administration and Political Science) in order to promote dissertations and share faculty research output. In that way the department will be a source of knowledge not only for the University of Thrace but also for the local community.

- Develop a Centre of Excellence that can promote the excellent work occurring in the department. Of special note is that with a particular focus in multicultural education.

- Develop a Research Centre in collaboration with the Department of Education that can provide scientific support (e.g., writing a proposal, statistical analysis, etc.,) and disseminate information about available grants and funding.

- Creation of an Educational Advisory Committee (EAC). The purpose of the Educational Advisory Committee would be to provide consultation when a student's academic status is in jeopardy due to plagiarism and/or poor academic progress.

Overall we commend the department for the work it has carried out, especially with the operation of research units that promote scholarship and publications.

D. All Other Services
For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

Administrative Procedures. It appears that the department has not yet developed a policy to simplify procedures because the administrative staff and the EETEP are currently able to cover both administrative and students' needs.

The Early Childhood Education department has three secretaries who seem to be meeting the unit's needs adequately. They are particularly good at contacting students about academic matters.

The committee felt that despite their limited resources and financial restraints, the administrative personnel have been very efficient at managing an enormous workload. The secretaries all noted the lack of technical support and their concern about the possibility of losing a staff member because of health reasons.

Student Presence on Campus. There appears to be no active policy to promote students' presence on campus. The committee observed that the physical structure itself does not create an attractive environment that might encourage a student presence on campus. We understand that this is due in part to the limited resources for students (e.g., computer labs). Moreover, it appears that many of the classrooms are do not lend themselves to interactive activities that would bring students to campus for a variety of purposes (e.g., lectures, clubs, athletics).

IMPLEMENTATION

Administrative Organization and Infrastructure. The department's current administrative staff seems to support the daily activities of the academic unit well. In particular, the EETEP staff appear to play a crucial role in the organization of labs, the contacting and sometimes even tutoring of students and the development of field activities at a local community level (e.g., having students catalogue books for two local libraries).

Infrastructure for Students. Library facilities seem adequate but there is ample opportunity for improvement, both in terms of material acquisition and expanded space.

In addition, the committee also feels it imperative to implement Wifi access across the entire campus community.

We observed that faculty offices are well-appointed and almost every faculty member has his or her own office. This creates a positive academic environment that promotes research and academic work and encourages students to consult with individual faculty.

IMPROVEMENTS

While services in general do appear adequate, we suggest a few areas where the department could enhance its delivery of services. The committee acknowledges, however, that these suggestions can only be implemented with additional funds, either from the university or external sponsors.

We suggest the following improvements:

- During our meeting with students, it was clear that the department has produced a number of enthusiastic alumni who are also effective communicators. We recommend the department consider developing an official organization of alumni who can become "ambassadors" for the program. Not only will this be an effective recruitment tool, but it will enable graduates to remain in touch with faculty and peers. As a result graduates will also have a way of continuing to grow professionally.

- Currently, the department does not offer services to students who have personal difficulties that could be overcome with the professional guidance of a counsellor. We urge the department to establish an office where students can go to consult with a qualified counsellor.

- While the library has generous operating hours (7:00 a.m. to 8:00 p.m.), appears well-equipped with Greek language texts and has expanded its electronic offerings, we recommend increasing access to English language texts and journals. The library also needs a data engine that records and catalogues dissertations. We further recommend that the library expand its journal collection to include more focus on relevant educational and teacher preparation topics (e.g., "Measurement and Assessment", "Multicultural Education", "Behavioural Difficulties", "Child Development").

- The committee observed a lack of technical support, including opportunities to train faculty and administrative staff using new equipment and software programs. We urge the department to find ways for them to receive continual professional development (e.g., seminars, tutorials).

- Although not essential, it would facilitate students' work if there were a copy center available on campus for student and faculty use.

While we have offered a number of suggestions to enhance the quality of students'

educational experiences, the committee commends the faculty and staff for their diligent and voluntary efforts to face the challenges of serving students with limited resources. Furthermore, the committee believes that some of the suggestions we have made are the result of circumstances that cannot be resolved only at the departmental or school level. They are in fact the result of a highly centralized educational system, both at the university and ministerial level.

Collaboration with social, cultural and production organizations

During interviews, both faculty and students expressed the desire for more involvement between academic faculty and the life of the community. Such interaction would promote understanding and respect for the work of the department.

The committee applauds a number of recent efforts made by the department to involve members of the local community through social and cultural activities. For example, the Practicum Coordinator is working closely with production organizations on projects that may enable the university to become a continuous professional development centre.

The department understands, however, the difficulties that may impede being accepted by the local community. Faculty members were very receptive to the committee's suggestions of ways they might enhance university-community relationships (e.g., professional development training for early childhood teachers; "school parenting" through reading to children; lectures or seminars open to the public).

It is expected that in the near future, faculty of the department will develop close links with the community in order to promote the work that is being undertaken in the department and make the latter accessible to the public (i.e., open days to public, observation of classroom teaching from high school students who may want to see how a university operates). For example, the environmental lab is one example of how a university can attract citizens, bring them closer to academic knowledge and be part of the day-to-day community life.

E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

F. Final Conclusions and recommendations of the EEC

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

Conclusions. Overall, the committee applauds the department for working hard in the last few years to establish its presence in the local community. The committee further commends the faculty for the student-centered environment it has created in a remote part of Greece that does not easily attract students and faculty. Its excellent work with the Muslim community is particularly noteworthy.

We were similarly impressed by the openness and receptive attitude faculty members demonstrated as they listened to our suggestions. In fact, they were ready to start looking for ways to implement suggestions if possible. They asked questions, exchanged ideas and were clearly focused on a vision that represents high quality education consistent with current research findings.

In conclusion, the committee believes that if implemented, the suggested changes in the curriculum and the recommendations for improving program delivery (e.g., Practicum), scholarly research and strengthening links with the local community would take an already solid department to the next level of excellence.

Appendix

ΣΧΟΛΗ …
ΤΜΗΜΑ…..

ΔΙΑΓΡΑΜΜΑ ΜΑΘΗΜΑΤΟΣ

Φθινοπωρινό / Εαρινό Τετράμηνο 20..   **Καθηγητής / Καθηγήτρια:**

Κωδικός Μαθήματος: **Γραφείο.:**
                   Τηλ Γραφείου:

Όνομα Μαθήματος:

Πιστωτικές Μονάδες/ECTS:

Ακροατήριο / Τμήμα:

Ημέρα / Ώρες Συνάντησης :

Ώρες Γραφείου:
Τετάρτη   11:30 – 13:20 example
 Παρασκευή 11:30 – 12:20 example
Τρίτη   15:00 – 18:00 example

E-MAIL:

Σκοπός και Στόχοι Μαθήματος:

Αναμενόμενα Μαθησιακά Αποτελέσματα:

 1.   **Εβδ**   2.   **Θέμα**
ομάδα

Αξιολόγηση του Μαθήματος: (Είδος και Ποσοστά)

Προαπαιτούμενα Μαθήματα:

Βασικά Εγχειρίδια :

Zemelman, H., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in American classrooms (4th ed)*. Portsmouth, NH: Heinemann.

The Members of the Committee

       Name and Surname   Signature

1. _____

2. _____

3. _____