

The status of undergraduate educational policy in university departments of education in Greece

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Abstract

The author sought to determine how educational policy taught to university undergraduates in primary and pre-primary education departments in Greece (i.e., Athens, Thessaloniki, Patras, Joannina, Crete, and Thessaly) might be improved. A questionnaire, based on information previously collected from the educational departments at the University of Patras in Greece, was distributed to 395 students in twelve Greek educational schools. Analysis of the 310 responses (78.5%) showed that concerning educational policy there is neither a common context nor common content in the syllabi of the departments under consideration, and educational policy is either integrated with other subjects or taught independently. The students' level of studies in educational policy was believed to be average (49%), satisfactory (36%), low (13%), and high (3%). Insufficiencies (72%) were attributed to few hours of instruction and limitations of infrastructure and research; whereas sufficient education (24%) was attributed to instruction by specialists. Most students (74%) believed that educational policy should be taught as a discrete subject. In conclusion, educational policy is generally taught in conjunction with compulsory and elective subjects in Greece, and the level of studies in educational policy is not sufficient. The students' satisfaction in studying educational policy is operationally defined and related to educational policy being taught as an independent subject by subject specialists.

Keywords: educational policy, departments of education, undergraduate curriculum, students' views, Greece