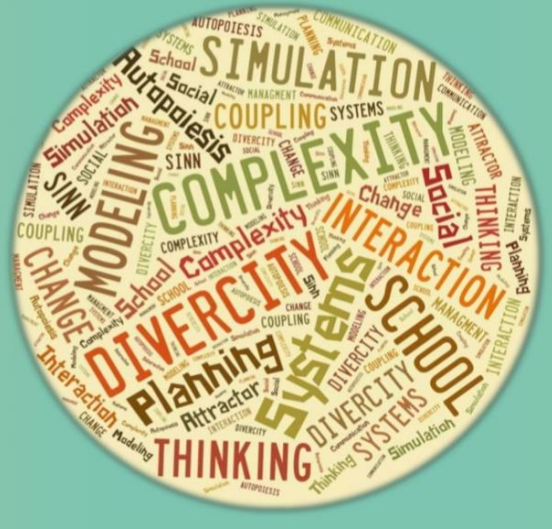
UNIVERSITY OF THE AEGEAN
SCHOOL OF HUMANITIES
DEPARTMENT OF PRESCHOOL EDUCATION SCIENCES AND EDUCATIONAL DESIGN
MASTER'S DEGREE PROGRAM "MODELS OF EDUCATIONAL PLANNING AND DEVELOPMENT"

10th Anniversary International Scientific Conference of Educational Planning

"The complexity in the School Design and Development"



Friday 18th of May 2018 (Starting time:16:00)
Saturday 19th of May 2018 (Starting time: 9:00)

Πλήρες Πρόγραμμα:

"Cleovoulos" building
University of the Aegean

Full program:

CONFERENCE PROGRAM, MAY 18-19th 2018

Friday, 18/05/2018	
15:00 – 16:00	Registration
16:00 – 16:45	Conference opening

1st session (16:45- 18:15)
Chair: Fragkiskos Kalavasis, Helena Theodoropoulou

16:45- 17:05 Anastassios Kodakos	From The Complexity of an Enterprise to the Task of Complexity
17:05-17:50 Alain Bouvier	Is the University of the Aegean a learning university?
17:50-18:15	Coffee Break

2nd session (18:15-19:45)
Chair: Mihalis Meimaris, Anastassios Kodakos

18:15-18:35 Helena Theodoropoulou	"For frozen thoughts that the thinking activity ought to unfreeze"
18:35- 19:30 Philippe Hermel Annie Bartoli Christophe Assens	Management of Complexity for Business Schools facing Global Challenges
19:30- 19:45	Questions- Discussion

Dieter Lenzen's nomination to honorary doctor of the Department of Preschool Sciences and Educational Planning will complete the procedures.
Start Time: 20:00

Saturday, 19/05/2018

9:00-9:15	Attendance
9:15-10:15	Special session for the students of the Master's Degree Program "Models of Educational Planning and Development"

1st Special Session (09:15-10:15)
Chair: Anastassios Kodakos, Fragkiskos Kalavasis, Panagiotis Stamatis, Eleni Nikolaou

09:15-09:30 Spiros Spirou	Managing change and innovation in the school unit: The case of pedagogical exploitation of applications and books of Augmented Reality in the educational process
09:30-09:45 Angeliki Plakoutsi	The role of the teacher in introducing and managing innovations:Primary Education Teachers' views
09:45-10:00 Maria Athanatou	Cooperation between school and the local community: The role of school leader in crisis management
10:00-10:15 Irini-Evdoxia Kokkora	Parents' views of pre-school and first-school children on the contribution of emotional intelligence to the quality of their communication with teachers

2nd Special Session (09:00-10:30)
Thematic Workshop

Giorgos Fesakis Elisavet Mavroudi	Introductory workshop in modern digital environments for dynamic systems' modeling and simulation and their applications in the education sector

3rd Session (10:30-11:50)
Chair: Christos Govaris, Vasileios Papavasileiou

10:30-10:50 Thomas Babalis Konstantina Tsoli Soultana Kolerda	Managing complexity as a capacity for enhancing teacher-student relationships
10:50-11:10 Christos Saitis Andreas Mitsaggas Spiridoula-Maria Papagianni	School Teachers' and Head Teachers' views on crisis management in primary schools of the Educational Prefecture of Crete
11:10-11:30 Eleni Nikolaou	Teachers' views on the development of their psychological resilience in school environment
11:30-11:50 Panagiotis Stamatis	Teaching practices for addressing communication violence in preschool education, based on conclusions of an empirical research
11:50-12:05	*Coffee Break*

4th Session (12:05-13:40)
Chair: Christos Saitis, Thomas Babalis

12:05-12:25 Vasileios Kefis	The implementation of business processes reengineering in education as a positive method to take challenges
12:25-12:45 Chrisi Vitsilaki Nikolaos Tapsis	Strange attractors of the educational institutions' functions
12:45-13:05 Vasileios Papavasileiou	Sustainability as a starting point of educational design
13:05-13:25 Christos Govaris	The complexity of relationships between identity and otherness as a challenge to pedagogical development of the school
13:25-13:40	Questions- Discussion

Saturday, 19/05/2018	
16:00-16:30	Attendance

5th Session (16:30-17:50)
Chair: Chrisi Vitsilaki, Vasileios Kefis

16:30-16:50	
Nikolaos Raptis Konstantinos Karampelas Maria Kouroutsidou	Ontology and School: Does the law shape school culture in the Greek educational system?
16:50-17:10	
Anastassios Kodakos Maria Papadosifou Petroula-Exakousti Aggelakou	From the individual quality to the complexity as indicator of organizational well-being
17:10-17:30	
Giorgos Fesakis Panagiotis Varvaresos Dimitrios Laos Antonis-Akliviadis Bakaros	Supporting the understanding of the complexity of educational governance through the use of educational games and social simulations
17:30-17:50	Designing educational processes that respond to the need for social inclusion: The case of refugees
Mihalis Meimaris Vaggelis Moraitis	
17:50-18:00	*Coffee Break*

6th Session (18:00–20:30)
Chair: Anastassios Kodakos, Giorgos Fesakis, Panagiotis Stamatis

18:00-18:45	Are people really aware of their nonverbal decoding skill? New data on one's ability to validly assess an essential aspect of communication
Hans Gerhard Klinzing Bernadette Gerada Aloisio	
18:45-19:30	What can be induced about relations between models for education and models for societies?
Jean Dhombres	
19:30-20:00	"... the hidden charm of interactions"
Fragkiskos Kalavasis Andreas Moutsios-Rentzos Georgios Kritikos Anastassios Kodakos	
20:00-20:30	Discussion-Conclusion
20:30	*Conference Closing*

ABSTRACTS

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''From The Complexity of an Enterprise to the Task of Complexity''

The transition from phenomena with complex attributes to the complexity phenomenon constituted for the Master Program a transition of all factors from a first-degree observation model to a second-degree observation or self-observation model. The initial demarcation and description of an attractive but valid postgraduate field and its coexistence is undoubtedly a great challenge, especially in Greece, which transits constantly from one functional situation to the other. The initial selection of the School's Organization and Administration field, fortunately did not succeed. On the contrary, the "poetic" version of the project, as Models for the Design and Development of Educational Units, did succeed. The new selected field, although modern and dynamic, did not contain elements of a guild threat to the former school monopoly administrators. The reference to the educational units or Schools and their development has had multiple effects on multiple levels and made it possible to bypass the old and traditional model of the school while creating the dynamics of a change proposal that eventually changed us all. The great response of candidates and teachers, their profiles and the successive transformations of all the Master's program elements were unpredictable, emergent. Before its transformation into a mature system, the Master Program confronted the challenge of managing, the complexity of the scientific field of school organization, Greek education system, Greek society (systems, structures, organizations, roles, interactions, structural couplings), as well as the complexity of its own operation. Over time, this single-loop approach has evolved into a systemic, dual-loop learning process where complexity as a systemic phenomenon has become the hallmark of the Master Program. With this anniversary conference, we inaugurate the transition to a new stage where the Master Program is transformed into a mature system, having now developed all five dimensions of complexity, a stage of so-called degrading where the epicenter is neither the beings nor their entities and ontologies, but only the transportable ability to develop complexity as a necessary emerging requirement for systemic development. This transition of the Master Program from a quasi-system to a mature system, through the connection of theory and action, outlines this proposition, without being able to avoid distortions and bends at the level of the mental and social system.

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"Is the University of the Aegean a learning university?"

Since 2009 I have been several times to the University of the Aegean. In fact, I already knew it from several years before, when I was involved in a mathematics research project. Later, the purpose of my visits was their international conferences on education, organized by the School of Humanities, as well as lectures for a master's degree in educational planning and development. Thus, I witnessed the changes in the successive conferences and scientific productions. Some ten years later, the time is come to ask the following question: is the School of Humanities of the University of the Aegean a learning organization?

Prof. Elena K. Theodoropoulou, Dean of T.E.P.A.E.S., University of the Aegean
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''For frozen thoughts that the thinking activity ought to unfreeze''*

The thinking-helice as a new type of articulation produced by complexity seen as a circuit transcending the linear conception of causality (Morin), rhizomatic multiplicity and folding (Deleuze), eco-sofy, as the complex ethical-political articulation between the three fundamental ecological relations (environment-social relations-human subjectivity, Deleuze-Guattari), the concepts of strobilus (Da Vinci & chaos theories), of exodic way (Serres), of double-bind (Bateson, Haley, & Weakland), the overpassing of the either/or logic (Dewey), the concept of iterability (Derrida) & of the rest Lefebvre), this one of bricolage (Levi-Strauss) & of adventure (Simmel), the concepts of antinomy (Reboul), of didactic "polystheny" (Nicolescu), of dilemmatization (Theodoropoulou & Carvalho), shape, among others, a conceptual spectrum escorting & interpreting complexity, as it comes to sustain a pedagogical conception integrating the dynamics of conceptual elements, as these ones of

threshold, tact, detail, in a continuous intensification of the philosophical sense being a buttress for multiple movements. Can the activation of a such spectrum acquire a sense for an understanding & development of a professional ethics which would fractured its established applied & normalized conception?
*Hanna Arendt, Responsabilité et Jugement, Paris:Payot, p. 198

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"Management of Complexity for Business Schools facing Global Challenges"

Almost everywhere in the world, business schools (BSs) experience a particular development dynamic, which differentiates them from most other academic disciplines. In France, for example, no less than 20% of students in higher education are enrolled in business sciences (MINESR 2017, Albouy & Martinet 2017). However, under the deceptive appearance of ease because of their great success, BSs have to face some difficult challenges, which force them to pursue contradictory objectives and to manage paradoxical situations.

Like other university schools, BSs must fulfill a double mission (education and research), each facet of which involves specific issues. Business schools must also address two audiences, whose stakes and expectations are different: young students and managers in continuing education. In addition, the strong interdependence of BSs with their environment increase the need to constantly update their educational material, given the rapid social, economic, legal, political, technological and cultural changes of their contexts. Besides, technological innovations and the attraction of "on-line" or "open access" classes for executives, require major transformation of didactic processes.Another crucial challenge is that of globalization, which affects the entire economy and has a direct impact on education, leading to an "international market for higher education" (Musselin, 2008). This encourages competition between BSs in the world, which is reinforced by the international "rankings" of higher education. Globalization is not carried out without reference to the local context, which constitutes an additional paradox to manage: business schools must both pursue an international development strategy, and at the same time maintain their local investment. Yet, the realities of BSs are very different from one country to another, particularly in terms of regulations, role of public authorities, tuition fees, or cultural representations attached to the discipline of management. Local business school ecosystems thus reflect an astonishing diversity, especially for structures that give an impression of similarity at the international level.Faced with so many challenges, business schools generally strive to manage the paradoxes of their environments, which can be described as complex systems (Morin & Lemoigne 1999). To what extent is the management of complexity implemented in business schools? The cases of French BSs are analyzed: there are often beneficial processes of coopetition (Brandenburger & Nalebuff 1996), but also temptations to find simple answers to these complex issues, such as some mimetic approaches to Anglo-Saxon models, which evoke forms of institutional isomorphism (Di Maggio & Powell 1983).Overall, this paper aims to show that the simplifying answers often brought by French BSs to the challenges of complexity, do not in any way reflect a logic of "simplexity" (in the sense of the neurophysiologist Alain Berthoz, 2009), insofar as they often proceed by technocratic analogy, rather than by the search for new and adapted solutions. Different lines of action are examined, in order to move towards anti-bureaucracy and management by trust, within network logics where performance gains could then take on a collective dimension.

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''Management of complexity as an ability to enhance teacher-student relationships''

According to systemic theory, each student's personality is a subsystem of the class which is affected, while interacting with other subsystems (teacher and classmates), by individual (biological and hereditary) and

social (environmental) factors, causing a complexity in their relationship. The management of this complexity is achieved through the appropriate communication and methodological choices of the teacher and requires the enhancement of the capacity to apply practices that improve the teacher's quality. The purpose of the research was to study practices-techniques used by primary school teachers to enhance teacher-student relations. In particular, ten (10) primary school counselors from the prefectures of Attica and Thessaloniki participated in the research, which was conducted using the semi-structured interview at the beginning of the school year 2017-2018, while data were gathered from Health Education Officers of three Directorates regarding the number of programs relevant to the research topic. According to the views of School Counselors, teachers appear to have multiple problems with their students, mainly related to behavioral issues, for which teachers and school counselors follow different ways of dealing with, while social and emotional education programs are a proposal in this direction. The findings of the research are important as they highlight the need to strengthen teachers' ability to provide positive social and emotional learning environments for the benefit of students.

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''School Teachers' and Head Teachers' views on crisis management in primary schools of the Educational Prefecture of Crete''

The purpose of present study is to investigate the views of school teachers and their Heads who serve in Crete's public primary schools as far as the readiness of the above units is concerned in order to confront critical situations such as natural disasters, earthquakes and incidents of violence among students etc. that can arise within the working environment of the school. The research was conducted with a sample group of 155 school teachers and 66 Head teachers from 66 schools of Crete's primary education comprising of at least 2 school teachers, namely 21, 5% of primary schools from this specific area. The investigation of school teachers' and their Heads' views were effectuated on appropriately organized and weight questionnaires for the aims of the present study. The study's results testified to the fact that public schools often constitute accident – prone areas. The main factors that can cause accidents are the following: gathering of students in small school yards, insufficient maintenance of this areas and students' aggressive behavior. In addition, the preventive measures aimed at confronting unpleasant incidents in school units are constrained resulting to an insecure work environment which causes stress to the school teachers. Furthermore the limited training and internship of teachers in order to confront special and unforeseen needs, the lack of strategic crisis management planning in schools across the country and the lack of requisite infrastructure constitute to a great extent and obstacle to the timely and effective confrontation of critical situations endangering the orderly and effective functioning of the school units in Crete. In conclusion, it is mandatory to focus on preventing and confronting special circumstances in schools across Greece while the secure working environment constitutes the effective functioning of a school unit.

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Eleni Nikolaou, Lecturer , University of the Aegean

''Teachers' views on the development of their psychological resilience in school environment.''

Psychological resilience refers to the individual's ability to adapt to different situations and to improve his/her ability to cope with adverse conditions (Bobek, 2002). It is directly linked to the individual's adaptation and development under unfavorable conditions. According to Luthar (1993), resilience is directly related to the context, systems or relationships rather than individual characteristics. In recent years, research interest focuses on developing the resilience characteristics of students and school classes. Moreover, students will not able to develop resiliency characteristics that teachers may not have. Teachers are expected to be models of positive, social and emotional behaviors through the development of positive relationships (Gordon & Turner, 2001). In addition, the psychological resilience of teachers contributes to teachers' commitment to their profession despite adversity and their effectiveness. Teachers can improve their resilience by providing opportunities to them for communicating with each other, opportunities for training and forming supportive networks and collaborations. Moreover, positive relationships among teachers as well as between teachers and students

and the collaboration between school and family enhances psychological resilience. This study explores primary school teachers' views on the sources of stress among them, on their strategies for managing stress-related situations and their possible sources of support. The data collection tool is the interview and the analysis of data is based on content analysis. The present paper presents the preliminary findings of this research. The results can be used in the design of interventions for promoting the psychological resilience of teachers.

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‘’Teaching practices for addressing communication violence in preschool education, based on conclusions of an empirical research.’’

Nowadays, an increasing number of aggressive attitudes at school and at home, even at the age of pre-school children, is growing. These phenomena, under the international term "bullying", are manifested worldwide in many different ways, which teachers and parents are called upon to deal effectively with, as they are children's sources of dangerous situations at a psychological and physical level. Education is also called in this case, as usually happens when major social problems arise, to bear the burden of specific antisocial behavior by developing appropriate teaching and management strategies, often under pressure of time and many other limiting factors. In this context, teachers are invited to develop specific teaching methods in this direction, alone or in good cooperation with parents.This paper presents the findings of a recent empirical research into a diagnostic approach to the perceptions of pre-school teachers and parents regarding the adoption and observance of communication rules in the nursery classroom. This regulatory framework, as a framework for "communicative education", which is considered to be of fundamental importance for the addressing of aggressive attitudes at pre-school age and, more than that, in later ages, attempts to apply with internationally recognized teaching practices of addressing communicative violence in pre-school education units, such as those presented in this paper.

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‘’The implementation of business processes reengineering in education as a positive method to take challenges’’

The Business Process Reengineering (BPR) includes changes in the structures and procedures of public enterprises, services and organizations. All the human, organizational and technological dimensions that characterize the public sector are able to change-improve through the reorganization process. Information Technology plays an important role in the reorganization, since the automation provided by:

• it allows the public service to process procedures at different locations,
• it enables adaptation to innovative processes,
• it allows faster service for citizens,
• it contributes to faster transactions.

More generally, BPR brings changes to the way business processes are performed to make them more efficient, simpler and more streamlined.

What is the Business Process Reengineering technique

Globalization and the liberalization of the economy have brought about significant changes in the market and in society, which are characterized by instability and intense competition. These changes are more radical in the field of education. Competition is constantly growing in areas that concern quality, availability, service and speed. At the same time, the fastest technological developments intensify the necessity of modernizing and adapting all educational processes in. All of these changes make it imperative to reorganize public enterprises, organizations and services where the processes, the operational climate and the administrative structure are completely changed.

Hammer and Champy give the following definitions:

-**Reengineering** is the **fundamental** and **radical** redesign of business **processes** to achieve **dramatic** changes to the critical points that determine the organization's performance, such as cost, quality, service and speed.

-**Process,** is a structured set of activities designed to produce a particular desired result for a particular citizen. The process determines how a job is performed (Davenport 1993).

Results of BPR implementation in the Public Sector

The expected results in the vulnerable and strategically important area of education are listed below:

• Reclassify tasks and processes to lessen and run in a natural order.

• Reorganization in the structure of the organization (from vertical to cross-sectional) and upgrading the role of human resources.

• Work and processes become more flexible depending on the needs of each case, each service and the citizens (a combination of focused and regional functions).

In conclusion, it is worth mentioning that the aforementioned changes, if implemented, will result in a reduction in costs, a better quality of the services offered to citizens, but mainly the discharge of workers from anxiety and lazatory processes.

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''Strange attractors of the educational institutions' functions''

Chaos theory, one of the three main science theories of the 20th century, which is considered by many an extension of the General System Theory, has been used as interpreting tool of complexity, and many attempts have been made to apply it to other sciences, such as education (Duit, Komorek & Wilbers, 1997). Recently this trend has opened up a new scientific field, the Social Physics.Some aspects of the educational design of educational institutions are: the more efficient functioning of the education system, the "acceleration of the educational process" and the improvement of the learning outcomes. In which way the educational design could benefit from developments in other sciences?Given that a lot of researchers consider the education system as a complex non-linear system and there are preconditions for applying to it the theory of complexity, the current study seeks the metaphor concepts that allow (a) the interpretation of the function of educational institutions and (b) the enrichment of their educational design. According to Theory of Chaos, some systems are unstable, located in the so-called chaotic state. This is a source for system vitality and is the necessary condition of its development. Under these conditions, the system converges to certain points or situations, or types of organization, called attractors. At the structure of the organizational dynamics of educational institutions, it seems to exist some kinds of attractors (Gilstrap, 2005, p.54). The simple attractors, such as limited task completion, the unpopularity of educational institutions, recurring events, the copying of lesson plans, or their microediting, the departmental budget cycles, cannot bring a multiple effect. Instead, strange attractors, such as teacher beliefs (Ennis 1992), shared vision of members of the educational community, the way teams manage the information, the feedback mechanism, the multiple information flows, etc (Morgan, 1997; Pascale et al., 2000; Fullan, 2001), may be more successful.Finally, for an effective educational design of an educational organization, it is proposed the strange attractors of the particular educational system to be defined and identified in advance, as well as how they influence its development.

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''Sustainability as a starting point of educational design''

The constant deterioration of environmental problems and the awareness of their association with economic, social and cultural problems has led to the necessity of more systematically addressing them in the context of sustainability. This exploration has an interdisciplinary nature, as concepts and approaches from the natural sciences and humanities, as well as social sciences are creatively involved. Therefore, any educational design that adopts an one-sided and one-dimensional approach to contemporary problems is unsuccessful. Starting from the broad and complex nature of sustainability, the complexity of various problems leads to interdisciplinary, multidisciplinary and holistic approaches. Sustainability, as a wider system, includes environment, economy, society and culture as subsystems, which are interrelated and intertwined. The four axes of sustainability, as delineated schematically, include several overlaps, which in fact demonstrate the multidimensionality of a dynamic system. Consequently, the necessity of systemic educational planning appears to be imperative. Sustainability is linked to the future, to future generations, as it is "interested in meeting present needs without undermining the rights of future generations to satisfy their own needs."

It requires predictability and thinking about the future. Thus, any form of sustainable educational design should have long-term targeting. Sustainability is also a guiding principle for every citizen's daily choices as well as for important political and economic decisions of society. It is linked to the way of thinking, to economic structures, social structures as well as to the patterns of consumption and production. Therefore, within the context of educational design, it can be approached as a guiding principle for the development and transformation of contemporary school into a sustainable one. Sustainability as Education ("Education for sustainability") also includes some additional basic pedagogical principles that can be utilized in the context of educational design. The following are among these principles: the orientation towards values, critical thinking - problem solving, experiential learning, creativity - innovation, the use of local knowledge, co-operation, participation in democratic processes - ability for action and the multiple methods - techniques.

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''The complexity of relationships between *identity and diversity* as a challenge to pedagogical development of school''

The dichotomy between identity and diversity is a basic dimension of speech practices that reproduces a social status in which the constant distinction of boundaries between "yourself" and "the Other" is usually positively marked. From the pedagogical point of view, the dichotomy rhetoric and the corresponding reproduction of the above-mentioned discrimination limits obscures the dynamics of the relations between identity and diversity, a dynamism experienced by the subjects and expressed as questioning, shifting and renegotiating boundaries and identities. In other words, the dynamics of identity-diversity raises new forms of differences in the form of new visual cultures. From the point of view of Pedagogy Anthropology, this is a process of substantial learning, since the active involvement of the subjects of the shifting boundaries and of these / heterodeterminations makes them de facto creators of culture. This point is at the heart of the interest of the proposition. In particular, the contribution, exploiting theoretical tools from a series of individual scientific reasons of Education Sciences (Pedagogic Anthropology, Interpretative Pedagogy, Intercultural Education, Critical Pedagogy, School Theory, Transformational Pedagogy) will highlight the pedagogical and cultural autonomy of the production of differences –in the form of different perspectives, the different conceptions, the shift from the partial to the ecumenical - in this dynamic field - and the heterodeterminations, as well as the importance of these (new) differences for the pedagogical development of school. From the above point of view, the school is called to function as a major cultural production organization.

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''Ontology and School: Does the law shape school culture in the Greek educational system?''

This paper examines the relationship between ontology and school culture in the Greek educational system, from the point of view of the legislation. Educational ontology, as a study area, examines the foundations and basic principles on which the school and the educational system are based. It focuses on knowledge, skills and attitudes promoted by the school, as well as how it should function to meet the needs of the wider community. Several models of educational ontology have been formulated. School culture reflects the general climate prevailing in a school or educational system. It reflects and relates to all dimensions of teaching or learning, including content and type of subjects, school structures, activities, forms of design, administration, assessment. Culture is based on ontology. This is exactly what this thesis analyzes and applies to the Greek system. By considering ontology models, it tries to apply them in the context of the legislation of contemporary Greek education. It focuses on the role of key members of the educational community that is the manager, the teachers' club and the students. Through examining what role these members are expected to adopt according to legislation, it identifies what characteristics of the school culture are shaped.

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"From the individual quality to complexity as an indicator of organizational well-being''

Schools function on a highly complex environment, an environment of multiple stimuli and demands. Under these circumstances, understanding this complexity and embracing it fully is a prerequisite for being effective. The notion of complexity, both external(environment) and internal(system), describes a reality of possibilities(internal) as well as dangers(external), a reality that schools are called to manage effectively. The present paper carries out a recursion on the major educational change waves, both on the Greek and international context. This recursion concludes to the need of replacing the ideologically and ethichally overwhelmed terms (quality,effectiveness etc.) with the term "complexity" and its five dimensions(objective, social, temporal, executive, cognitive), examing schools as autopoietic, self-organised, self-refferential, and learning units. Changing the perception of school, inevitably changes the way it is evaluated. The levels of complexity's five dimensions development is considered a powerful tool on finding whether the school is capable of managing its environment, while, simultaneously , producing stable results. Consequently, a new evaluating system emerges, aspiring to replace the restrictive quality indicators with the flexibility of complexity development indicators.

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''Supporting the understanding of the complexity of educational governance through the use of educational games and social simulations''

In recent years simulations have made their presence felt in many disciplines, including education. This paper examines education in school leadership through the use of appropriate simulations. In particular, it investigates whether the use of simulations can help to improve the effectiveness of educational work, as well as the more effective leadership exercise. In addition, it cites the advantages that exist through the use of simulations in education, but also the disadvantages that may arise. Finally, it presents a series of indicative simulations, which are used to prepare teachers for the most effective exercise of their work.

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«Σχεδιάζοντας εκπαιδευτικές διαδικασίες που απαντούν στην ανάγκη κοινωνικής ένταξης: Η περίπτωση των προσφύγων»

Considering the forecasts for the refugee crisis, the Greek state should create social and labor market integration plans and structures. Particular characteristics of forcibly displaced populations (high percentage of children and young ages, low educational level, irregular school attendance) make their inclusion difficult.

Digital storytelling as a method of education and communication, especially through the process of story-circle as an experiential practice, offers the appropriate framework for skills acquisition and provides a starting point for social integration. An overview of a research on the importance of digital technologies for the displaced people is presented, as well as examples of best practices in refugee social integration, through educational processes. Key learnings from a digital storytelling workshop with young refugees, along with the study of relevant projects in other countries, contributed to defining the basic requirements and the important considerations that must be taken into account when designing such procedures.

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"Are people really aware of their nonverbal decoding skill? New data on one's ability to validly assess an essential aspect of communication"

Understanding socially agreed meanings is a key competence for effective and appropriate communication. Research evidence suggests that the nonverbal, along with the verbal, influence the success and appropriateness of the communicative interaction (Rosenthal, Hall, DiMatteo, Rogers, & Archer, 1979; Knapp & Hall, 2002). Nonverbal competence comprises two components: accuracy in nonverbal perceptiveness (nonverbal sensitivity) and nonverbal expressiveness. Some people are more effective than others in nonverbal sensitivity. Are they aware of their competence? To what extent can they assess their general nonverbal sensitivity and their accuracy in reading nonverbal cues in specific channels? Rosenthal, Hall, DiMatteo, Rogers & Archer (1979) and DePaolo & Rosenthal (1979), tried to answer these questions. They correlated subjects' self-ratings of nonverbal sensitivity with tested nonverbal sensitivity (26 samples, N=655,) and found very weak relationships (range of Mds. -0.06 to 0.10). Their findings clearly show a negative answer to the questions posed.

Purpose of the Studies: European investigations conducted by the authors in Germany and Malta contribute to the body of research in the USA with further 26 studies on individuals' ability to validly assess their general nonverbal sensitivity and their sensitivity to accurately read nonverbal cues in specific channels.

Research questions: The following research question was formulated: Are there practically and statistically significant relationships between tested nonverbal sensitivity (decoding abilities) and self rated nonverbal sensitivity in field studies among university students (*set 1* of the studies) and samples outside the university (in-service teachers in Malta, students and faculty members of a Southern German college of forestry; high school students, and psychotherapists, *set 2*)?

Subjects:Data from **26** replicated studies (N=1191) collected by the authors from 2004 – 2015 in the context of a project on *"The Importance of Nonverbal Competences in Teacher Pre- and In-service Education"* (Klinzing & Gerada Aloisio, 2014) were analysed. For this report the studies were structured into two sets. *Set 1* consists of 19 correlational studies conducted in lecture series and seminars with university students. The *second set* is made up of seven studies with samples from different populations outside the university context (altogether N=200): in-service teachers in Malta, students and faculty members of a southern German college of forestry, students and faculty members of a Methodist college, high school students and two samples of psychotherapists.

Data Collection:To assess decoding ability, the *Profile of Nonverbal Sensitivity* (PONS-test, Rosenthal et al. 1979) was administered in all of the studies reported here. This test utilizes a 40-minute black and white film and sound track composed of 220 numbered two-second auditory and/or visual segments. For the self-rating of own nonverbal sensitivity a six-item questionnaire was used. Subjects were asked to rate their own warmth, their ability to understand other people, social situations, tones of voice, body movements and facial expressions (both developed by Rosenthal et al., 1979).The data sources used in the studies possess sufficient validity and reliability.

Results: Correlations between self-reports of nonverbal sensitivity and tested nonverbal sensitivity were inconsistent, small or very small for all samples, both inside and outside the university context and for males and females (rs = 0.02 – -0.42). High similarities between general and specific sensitivity were also registered. These findings from studies in the European context correspond with those reported in earlier studies conducted in the USA.

The significance of these findings and the consequences for educational research, communication practice and the education and training of personnel in interaction-intensive professions like teachers will be discussed in the final paper.

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‘’What can be induced about relations between models for education and models for societies?’’

It seems particularly interesting to question the links between modeling that can be done in the educational field and in the social world. Especially when the organization is thought in terms of systems, if not structures. To do so in a practical way, I chose three sufficiently different cases. Contrary to an old habit of sociology, I will be arriving at historical questions in the last case only. My first case examines the relationship between what was called the movement of "modern mathematics" in the 1960s, more than fifty years ago, and the expressed needs of an industrial society, which was perceived as changing. Before the numerical revolution, the purpose was to create a new social system, where abstract mathematics, far from the real world, may help avoiding all sorts of social prejudices, even of the humanist type. I have to distinguish the French case, objectively carried by a large mathematical community that was in charge of the Institutes of Research on Mathematical Education (IREM), installing them in the university system, thus emerging from the relatively closed world of teacher’s training colleges, and the political actuality which was led by the idea of the Plan, dear to the Gaullists as well as to the proponents of a Europe that was to be ruled by economic rules only. I am opposing this French case to the American one in the same years, and on the same subject, with New Math. There the social question was of a very different nature. It was to include within the mentality of science minorities like Black or Hispanic. It is not the place here to discuss the failure of the two projects in the 1980s, but to look for what had to be adapted in the mathematical education system in view of the transformation of the social system. My second case is to look at the transformation of the school world due to the statistical thought ; it is a main problem modifying lots of curriculum in the world. On the one hand there is a society of risks, the sense of the precautionary principle, the fear also of any unscheduled innovation. And on the other hand, there is a society a priori measuring projects by estimation, for example by fixing a growth rate that should not be neither exceeded or not attained. On an educational point of view, the idea is to provide an understanding of the tools from probability theory, but not necessarily a critical appraisal of how models incorporate probability results. I am not sure we have attained great success in various parts of the world. My last case goes back more than two centuries ago, with the establishment of the Normal School of the Year III and the central schools in France from 1795 onwards. A double ideology presented itself. One one hand that of the complete revolution of minds, in order to bring into society the Enlightenment movement. On the other hand, the thought of freedom, including that of pupils (the name chosen was not students) to choose the courses they would like to follow, and that of professors who were required to present a complete curriculum of several years, their own, and even submitted it to a popular vote. The opposition can be read in the name given to the school, a *normal* school, therefore a school that had to standardize knowledge and even to impose it, in order to allow the training of the citizen. But simultaneously the affirmation of individual freedom, which can choose the effectiveness of a practical education, giving up any theory. It is surprising that these two systems did not lead to a cultural revolution whose abominable effects in China began in the late 1960s, and in fact that the Ecole normale was eventually a success during the third French republic. This passage from more or less failures to success is certainly a source for thinking.

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"... the hidden charm of interactions"

The meeting of mathematics with the teaching and learning phenomenon transformed both images of mathematics and learning processes. Characteristic term of the start of these transformations Piaget's logical-mathematical concept and the cybernetics approaches. The awareness of the interactions that occur in each meeting of people or ideas has led us to observe the phenomenon of interaction itself rather than its poles and later all the three and in a holistic up stage to include the observer . In fact, we try to understand the transformations that occur in the poles and in the observer as the phenomenon of interaction develops. Student-teacher in mathematics, mathematics- other sciences in relation to the student and the teacher, learning process-digital environment, student-school, teacher- school, school- family, school- society ... interactions interact and transform us with our environment! In this direction, we met each other with an ever-increasing interest, mathematicians, physicists, philosophers, psychologists, historians, educators, management scientists and education practicians. Interdisciplinatity brought porosity in the frontiers of mono-scientific certainties, expanded our epistemological curiosity, dragged us into circular genetic epistemology. Systemic theory has allowed us to understand the models of coexistence of competing approaches and practices. The complexity of reality has become the forum for meeting the ways we model the different scientific descriptions of a constantly changing reality. The concept of governance has made us aware of the importance of regulatory interventions on connections. In the concept of a learning organization, we distinguished the links of historicity with inventiveness, of knowledge with organizational design, of cooperation with self-responsibility, the continuous and reciprocal transfer between theory and practice and among learning and act like on a Möbius strip. A recent result of our research and teaching interactions is the construction of a research tool by which we approach the concept of a learning city. We have tried to include the variety of roles with the multiplicity of descriptive maps of the city to highlight the interaction between them as one learning process element. The general features of this tool will be presented at the conference.

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‘’Introductory workshop in modern digital environments for dynamic systems' modeling and simulation and their applications in the education sector.’’

Modern educational organizations are considered complex, dynamic, social systems because they consist of a variety of complex elements (living and inanimate) that constantly interact with each other and with the environment of the organization, shaping an overall behavior that cannot always be predicted by studying simple cause-effect relationships. Trying to predict the behavior of educational systems as well as studying the long-term effects of various changes in them requires the study of reinforcing, balancing and delay loop relations. Complex systems are often more effectively approached by methods of the dynamic systems theory. Therefore, education systems can be studied by utilizing dynamic systems modeling and simulation software. In the Dynamic Systems Modeling Workshop, we will get to know modeling software in practice and we will analyze cases of their implementation in general and more specifically in the administration of education. The program provides a brief introduction to the theory of dynamic systems and focuses on experiential practice in modeling and analysis with the use of software, through well-designed educational problems and case studies.

The duration of the program will be two teaching hours and it will take place in a computer lab or an auditorium with an appropriate infrastructure. Entries are limited to 40 people and a timely entry must be made.

GOAL: The purpose of the training workshop is to familiarize the participants with the methodology and software environments of modeling and simulation of dynamic systems and to develop their capacity to use such systems in the governance of educational institutions.

OBJECTIVES: Combining both the theoretical and practical approach, this training sessions aims at: a) understanding of dynamic systems and

the concept of complex systems, b) realizing the difficulties of studying dynamic systems with linear methods and recognizing the contribution of modeling (distinct mediators or continuous flow networks) to the systems approach, c) getting familiar with selected software environments for modeling and simulating dynamic systems, by exploring simple examples d) studying software applications to solve educational organizations governance issues and e) discussing educational applications of modeling software beyond management.

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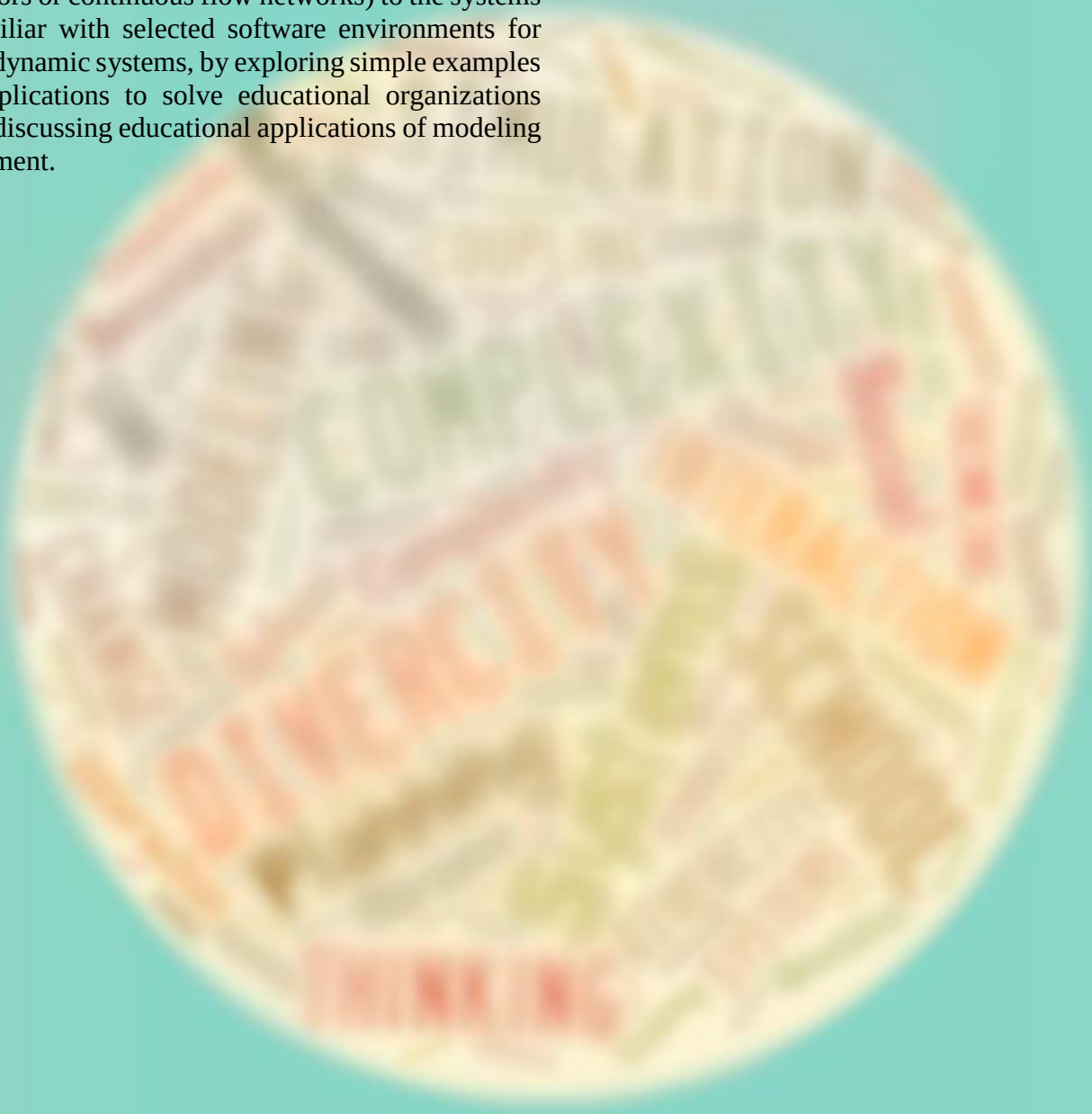

POSTGRADUATES STUDENTS' SPECIAL SESSION ABSTRACTS
''Models of Educational Planning and Development''

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"Managing change and innovation in the school unit: The case of pedagogical exploitation of applications and books of Augmented Reality in the educational process"
ICT continually offer ing new opportunities to the educational process and increase the concerns of schools units. One of the modern capabilities of ICT is Augmented Reality. A.R. is the system that combines physical and digital objects, provides real-time interaction capabilities and allows the accurate entry of 3D virtual information into physical objects (Azuma, 1997: 2). The pedagogical exploitation of A.R. applications and books is an innovation that requires reliable partnerships, new ideas and a true understanding of risks and rewards. This diploma thesis is a case study. The case we have studied is the pedagogical exploitation of A.R. applications and books in the educational process at a Primary School. The exploitation of the A.R. was conducted in accordance with the "Problem Solving" innovation management model. Teachers' concerns have also been investigated in accordance with CBAM's Concerned Questionnaire. Additionally, based on the Technology Acceptance Model of Davis, it was examined how the technology of A.R. was accepted by the teachers, the pupils and the parents of the school. The overall results show the positive acceptance of this technology. Applying the steps of the Problem Solving model demonstrated that if an innovation is "adopted" by an organization in methodical way is more easily accepted by its members.

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''The role of the teacher in introducing and managing innovations:Primary Education Teachers' views''
The educational system is a developing functional part of society, which dictates a new approach to teaching objectives, which leads to a multifaceted perspective of education and education of the individual. A basic requirement of modern society is the acquisition of a general background through interaction, self-action and experimentation. Today, the majority of countries maintain that innovation can be a model and a lever for sustainable economic and social development. In order to achieve this, it has introduced a number of innovative programs. In particular, emphasis is placed on one of the key factors in educational change, the community of teachers. Teachers will introduce and manage innovations to shape educational change. It seems that teachers are best suited to designing an innovation and those who are responsible for its effectiveness as they know the students and how they will respond to this change. The motivation of teachers to create an innovative program is their students and the improvement of the educational work. The lack of time and the lack of logistical infrastructure they face for introducing innovations do not reassure them. Teachers will lead the education system to change.

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''Cooperation between school and the local community: The role of school leader in crisis management''
The school as an open social subsystem is obliged to introduce elements from its social environment in order to manage the complexity. The connection of the school with the local society is a two-way process. Communication and cooperation with the local community must be structured by the link between the school unit and society, the school leader.Through the institutional framework, the school head is responsible for managing these relationships and effective management of the school, with the aim of improving the efficiency of the school and the functioning of the entire school community.We hope that this research will indicate the role of the school principal and the importance of communication between school and local community association.This project aims to deepen the reflection on the role of the manager and the crisis management strategy at the focal point of communication that arise in relation to the influences of the school's external environment.
Our research took place in elementary schools of Dodecanese, analyzing the views of 15 school leaders with long and rich experience in associating with the local community.

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''Parents' views of pre-school and first-school children on the contribution of emotional intelligence to the quality of their communication with teachers''

The collaboration between family and school has been a major concern for the scientific community, mainly from the communication side, with the ultimate goal of child's benefit. Of course, it is approached and meant differently by educators and parents, often leading to conflict or alienation. The field of emotions was ignored in the past as a factor in investigating parent-teacher relationships. In recent years, emotions, and how they are managed or not, have begun to be included in the studies to provide a complete view of what happens in reality. Parents' relationships with teachers and vice versa are determined by the emotional state of both when they come in contact and the inability to converge attitudes is also due to misunderstandings that arise from the inability to understand primarily their own emotions and then the emotions in the everyone who faces them. Emotional intelligence and the development of corresponding skills to facilitate this relationship is the subject of research at the theoretical level and the exploration of its contribution to the research level.

The aim of the research is to illustrate the parent-teacher relationship in the light of the emotional intelligence skills of the former for the latter.

Particular goals are to explore parents' attitudes towards:

- The practical expression of emotional intelligence
- Hypothetical reactions to incidents with the teacher.
- The perspective they have formulated for the interaction / potential communication with the teacher
- The expectations they have about what they can derive from communication with the teacher.
- How do parents understand the way they communicate and how they perceive their own feelings as well as others.

The results showed that parents mostly consider the teacher as a mere employee and would not be willing to approach him to solve a problem related to their child together. As far as the empathic manifestation is concerned, they tend to ignore something they observe in teacher's behavior rather than react openly and with empathy.