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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Doc. 300.1.3

Date: 17.04.20

Feedback Report from EEC Experts

- **Higher education institution:**
  Open University of Cyprus

- **Town: Nicosia**

- **Programme of study (Name, ECTS, duration, cycle)**

  In Greek: Μεταπτυχιακό πρόγραμμα: Μέσα Επικοινωνίας στο Σύγχρονο Σχολείο (90 μονάδες ECTS, 1.5 ακαδημαϊκά έτη)

  In English: MA Media in Contemporary School (90 ECTS, 1.5 years)

- **Language of instruction: Greek**

- **Programme's status**
  New programme: Yes
  Currently operating: No

A. External Evaluation Committee (EEC)

Julian McDougall	**Professor**	**Bournemouth University**
Kari Anden-Papadopoulos	**Professor**	Stockholm University
Bradley Wiggins	**Professor**	Webster Vienna Private University
Santi Caballe Llobet	**Professor**	Open University of Catalonia
Stephanie Nicolaou	**Student**	University of Cyprus
Name	Position	University
Name	Position	University

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1. Study programme and study programme's design and development (*ESG 1.1, 1.2, 1.8, 1.9*)
EEC's comments on the external evaluation report

1.5 (4) & 1.6 (4), 1.8.6 (4) and 1.8.7 (3) The panel were concerned about the status of the thesis as optional and the lack of a practical equally weighted alternative and recommend that the team review the advice and guidance to encourage take-up of the thesis, or consider a project alternative so that students have the option of a more developed application of knowledge in a practical (educational) context.

1.11 (4) and 1.12 (4) The panel were not convinced that the most current media literacy research is integrated into the programme. The medium specific focus (eg cinema literacy, TV literacy, separation from the internet from older media) combined with a lack of academic attention to transmedia literacy and learning may undermine the ability of students to engage with the latest developments in the field.

1.8.2 (3) and 1.15 (3) The panel have some concerns about sequencing and in particular how the module on the practical application in media literacy is taken before the more generic, theoretical social science modules. We discussed this in the site visit meeting and it was agreed that merging the modules on cinema and television literacy, combined with the consideration of a new project module (see above, 1.5 and 1.6) would resolve this. In addition, the panel were not satisfied that the unit descriptions for the two units relating to the internet, e-learning and school management were consistent with the verbal explanation during the on-site visit of the distinction between the two units. The panel recommend the unit titles and descriptions are reviewed so it is clear that one unit is about the internet, teaching and learning and the other unit is about the internet and school management.

1.16 (4) Related to 1.15, the panel are concerned about the incremental development of learning outcomes, given the issue stated above.

1.17 (4) Electives have 15 ECTS but teaching hours are only 2-3 hours compared to compulsory courses which have 10 ECTS and 2 hours. The panel consider this a disproportionate increase of 50% for one more hour. We suggest this is discussed, perhaps at a broader institutional level.

Findings: the panel were provided with comprehensive documentation about this new programme and during the on-site visit, the specific needs of the regional student market were made clear, with regard to the decision to deliver the programme in Greek and the nature of media education in the region which determines some of the curriculum design. This was not stated in the documentation so whilst it was very helpful to find out about this on site, perhaps a more directed rationale in the documentation would have enhanced the application.

HEI's response

As far as 1.8.7 goes, regarding the **structure of the programme**, it has been updated and modules are now merged as you will see in the newly proposed structure. Still, there are two academic paths: the first is the choice to undertake and submit a Master Thesis (30 ECTS), and the second option of a student who will not opt for the thesis is to attend two elective modules **MES611 and MES612** with 15 ECTS each. Please bear in mind that new M.A. is offered in the Faculty of Humanities and Social Sciences, thus a Master Thesis is not obligatory for all students. Still, students that want to follow an academic or research career or that wish to improve their research skills will be encouraged to take-up the Master

Thesis path. Also, please note that both elective 15ECTS modules (MES611 and MES612) have a practical orientation.

The first elective module instead of Master Thesis I is **MES611 "Teaching and School Leadership in the New Technology Era"** and the **second is MES612 "Audiovisual Literacy in the Digital Era"**.

The module **MES611 raised from the combination of the initial two modules MES611 (focused in teaching) and MES612 (focused in leadership)**.

They have been merged as one new elective module named **MES611 "Teaching and School Leadership in the New Technology Era".**

Plus, the initial modules **MES613 "TV literacy" and MES614 "Cinema Literacy"**, have been merged as one named **MES612 "Audiovisual Literacy in the Digital Era"** focusing in the use and creation of Audiovisual Media in the digital era and this is also an elective module instead of Master Thesis II. Merging the initial two modules on cinema literacy and tv literacy into a new module on audiovisual literacy in the digital era came as a result of the panel's comment that "the medium specific focus combined with a lack of academic attention to transmedia literacy and learning may undermine the ability of students to engage with the latest developments in the field" as mentioned in **quality indicators 1.11 (4) and 1.12 (4)**, which we considered and accepted as justified. We do believe that the new MES612 "Audiovisual Literacy in the Digital Era" will ease the panel's concerns.

PREVIOUS STRUCTURE INITIALLY PROPOSED IN THE APPLICATION FORM:

8 COMPULSORY MODULES (thesis and non-thesis master's degree)		90 ECTS
1st SEMESTER MODULES (Compulsory)		30
END511	Contemporary World: The Political Condition	10
END512	Understanding Media: The message	10
MES511	Media Literacy and Media Education	10
2nd SEMESTER MODULES (Compuslory)		30
END521	Contemporary World: The Social Condition	10
END522	Understanding the message: The Effects	10
MES521	Media Literacy and Media Education in practice	10
3rd SEMESTER MODULES (Elective)		30
MES611	Strategic Communication and School Unit management in practice	15
MES612	Technologies and Internet Services in Education	15

MES613	Television Literacy	15
MES614	Cinema Literacy	15
MES701A & MES701B	Master Thesis (it is equivalent to two elective, scientifically related Modules of the Master's Programme, 3rd Semester)	30

NEW STRUCTURE AFTER TAKING INTO CONSIDERATION THE COMMENTS MADE BY THE EXTERAL EVALUATORS:

8 COMPULSORY MODULES (thesis and non-thesis master's degree)		90 ECTS
1st SEMESTER MODULES (Compulsory)		30
END511	Contemporary World: The Political Condition	10
END512	Understanding Media: The message	10
MES513	Media Literacy and Media Education	10
2nd SEMESTER MODULES (Compuslory)		30
END521	Contemporary World: The Social Condition	10
END522	Understanding the message: The Effects	10
MES523	Media Literacy and Media Education in practice	10
3rd SEMESTER MODULES (Elective)		30
MES611	Teaching and School Leadership in the New Technology Era	15
MES612	Audiovisual Literacy in the Digital Era	15
MES701A & MES701B	Master Thesis (it is equivalent to the two elective modules (MES611 and MES612) of the Master's Programme, 3rd Semester)	30

Please note that the modules with code END are the ones that are offered in the framework of the already existing OUC M.A. Programme "Communication and New Journalism". The modules with code MES are unique for this newly established M.A. Programme "Media in Contemporary School".

As far as 1.11 (4) and 1.12 (4) go, the programme has been updated and two initial modules **MES613 "TV literacy" and MES614 "Cinema Literacy"**, as mentioned previously, have been merged as one named **MES612 "Audiovisual Literacy in the Digital Era".** This module focuses in the use and creation of Audiovisual Media in the Digital Era, so its content has been enriched to the transmedia literacy and provides students the ability to engage with the latest developments in the field.

As far as **1.15, 1.5 & 1.6, 1.8.6 and 1.8.7** go, regarding the **research orientation** of the programme, please note the following, beading in mind that this new M.A. is offered in the Faculty of Humanities and Social Sciences, thus a Master Thesis is not obligatory.

Students are introduced to research from the first Thematic Unit (i.e. module) of the first semester in END511. The learning unit "Introduction to Academic Research" of the Module END511 focuses on the basic tools for academic research and writing, including bibliography. In addition, the second learning unit of END511 focuses on informal logic and argumentation that enriches further students' research skills. Students are also taught how and where to search for academic references, which sources are academic how to distinguish between reliable and unreliable research articles and material. These elements prepare students to conduct a thorough "research and dissertation, a crucial section for any research project. In the same philosophy, the first learning unit of module END512 focuses on "Research methodology", where students are introduced in processes of operationalization of a theory, which is how a theory can be used to construct research tools, e.g. code sheets and causal relations. This leads to the "interpretation" of the results, where students are asked to interpret the findings based on the literature review, they have already conducted. This approach, the "operationalization" of every theory taught, runs through the next two learning units (6.2 and 6.3) of END512 where students are asked to operationalize the theories taught and to interpret their results. In the next learning unit (6.4) students are introduced to more qualitative research tools (Content Analysis, Thematic Analysis and Interpretative Phenomenological Analysis) and to basic quantitative statistical tests (x2) in order to enrich their research capabilities. All the above methodological tools are crucial for the whole Programme with the ambition that students that complete END511 and END512 will have a sound knowledge of the crucial parts of a dissertation or any research project: The process of writing a solid literature review, the formulation of research questions or hypotheses, the methodological tools, the results and the interpretation of these results based on the literature review.

According the Panel's recommendations, the new structure of the Programme has two options. The first option of studying in this postgraduate programme includes the implementation of a Master thesis.

The second option of a student who will not select the thesis version is to attend two elective modules MES611 and MES612 with 15 ECTS each. The module MES611 "Teaching and School Leadership in the New Technology Era" includes four (4) implementation projects, which will:

1. help the students apply the theory into practice with concrete methods
2. combine research and evaluation elements such as the SELFIE evaluation tool, integrated educational projects in blended mode - in person and via the Internet.

Please refer to the new description of MES611, attached, as Annex 2 of the application form.

Furthermore, the module MES612 "Audiovisual Literacy in the Digital Era" includes the implementation of two (2) digital projects. So, if one student selects the second option (no thesis, and enrolment in Module MES611 and MES612), he/she will get a vast practical experience combined with numerous research elements.

As far as 1.15 goes, i.e. the structure of the programme and sequencing of its Thematic Units (modules), regarding the **distinction** between the initially proposed modules MES611 and MES612, titled "Strategic Communication and School Unit management in practice" and "Technologies and Internet Services in Education" respectively, they have been merged as one **new elective module named MES611 "Teaching and School Leadership in the New Technology Era".**

The new module combines the use of new Internet services and Media in both education and leadership of the school unit.

The module approaches the use of Media and internet technologies/services in regard with two axes: 1. Axis "Teaching "and 2. Axis "Leadership".

The module has 15 ECTS and includes the implementation of four (4) projects.

More specifically, and based on the Panel's recommendation that Thematic Unit/Module titles and descriptions are reviewed so it is clear that one unit is about the internet, teaching and learning and the other unit is about the internet and school management, we choose to rename the new module MES611 to "Teaching and School Leadership in the New Technology Era", reconstructing the individual learning units as such:

1. Introduction to Educational Technology and Internet Educational Environments (3 weeks)
2. Introduction to the participatory web (2 weeks)
3. Web 2.0 Applications in Education (2 weeks)
4. Design, Technologies, Standards and Evaluation of Internet Educational Environments – Integrated educational project for evaluation of the digital capacity of the school unit (2 weeks)
5. Integrated educational project for the development of actions at the school unit (1 week)
6. Integrated educational project for the development of actions at the school community via the Internet (1 week)

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7. Integrated educational project for the development of actions at the school community in blended modes (in person and via the Internet) (1 week)

Please refer to the new description of MES611, attached, as Annex 2 of the application form.

In response to the comment that "The panel have some concerns about sequencing and in particular how the module on the practical application in media literacy is taken before the more generic, theoretical social science modules", we clarify that the social sciences thematic units/ modules with codes END are not just social sciences modules but modules connected directly to Media Literacy and are taken in the first and second semester, before or at the same time with the more practically-focused Thematic Units with codes MES.

As far as 1.17 goes, we have discussed and increased teaching and studying hours for both elective modules MES611 and MES612 that are awarded with 15 ECTS instead of 10 ECTS as the rest of the modules. So now, we have equilibrated students' workload with 15 ECTS. (check modules in the application in English).

EEC's final recommendations and comments
The panel are satisfied with this detailed and rigorous consideration of our review and recommendations. Appropriate actions have been taken to addresss our points which were more conditional for approval (eg MES612, integrating elements of the programme in and across modules, clearer mapping of skills and distinction of pathways, integrated educational project, balancing of ECTS) and it is clear that where the programme team wish to retain the current situation, they have considered our points carefully (eg END modules and their integration into the disciplinary pathways). Regarding the substantive point about the Masters Thesis, we feel that the adjustments made are a reasonable compromise – notably the more substantial project alternative to the thesis, but encourage the team to keep this under review.

2. Teaching, learning and student assessment (*ESG 1.3*)

EEC's comments on the external evaluation report

2.9 (3) The panel were not convinced that the most current media literacy research is integrated into the programme. The medium specific focus (eg cinema literacy, TV literacy, separation from the internet from older media) combined with a lack of academic attention to transmedia literacy and learning requires urgent review. We recognise the need to prioritise Greek translation in reading lists but there is still room for refreshing the conceptual and academic focus of the teaching materials.

2.11 & 2.12 (4) The panel have some concerns about the optional thesis and it is unclear how the options will be presented. It appears that students can choose electives over the thesis without the opportunity for a more developed application of knowledge in a practical context, in the form of an equally weighted project (ie a double module). The panel are also concerned that there is a lack of research methods training for students who opt for the thesis in the programme content, as a result the documentation provided does not demonstrate a research skills trajectory within the programme itself.

Findings: during the site visit the teaching team and e-learning team gave detailed presentations about the pedagogic, assessment and e-learning elements of programme delivery. It is clear that there is robust support for e-learning delivery.

Areas for improvement and recommendations: see above. We have phased the justification of scores in relation to deficiencies as recommendations. The points relating to scores of (4) are for consideration and review, the points related to score of (3) concern currency of literature and research and are more urgent.

HEI's response

As far as **2.** "Teaching, learning and student assessment" goes regarding the strengths, we appreciate the comment made by the EEC, and especially for the fact that the panel was entirely satisfied with the educational activities planned, which will facilitate practical, experimental and collaborative learning.

As far as 2.9 goes, regarding the initial two modules MES613 "TV literacy" and MES614 "Cinema Literacy", **they have been merged as one named MES612 "Audiovisual Literacy in the Digital Era".**

Its content has a new approach towards digital and new audiovisual media and their use/creation in school education. Please refer to the new description of MES612, attached, as Annex 2 of the application form.

The object of this Thematic Unit/module is to give the opportunity to students to approach television and cinema as mass Media, to understand their special nature and their special characteristics and then to approach ways of using the TV, the cinema **and their digital formats** in the educational environment. The Module focuses on the:

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1. Theoretical approach of television and cinema, and their impact on viewers and particularly on childhood.
2. The historical evolution of television and cinema media in relation with other mass media.
3. The utilization of television and cinema in the context of educational environment.
4. The "language" of television media and analysis of television "text".
5. Television news: its theoretical framework and its pedagogical approaches.
6. Television advertising: its theoretical framework and its appropriate learning strategies.
7. Cinema both is the type of mass media and art
8. The language and the significant and influential systems of cinema
9. The theoretical approach of cinema literacy
10. Films creation in the educational environment
11. Learning strategies and practices, which are adopted during the production of cinema in educational environment.

Regarding reading lists (mandatory and elective bibliography), they have been updated with more current sources, focusing **on the digital era**. Please refer to the updated descriptions of all modules submitted as Annex 2 of the programme's application form.

As far as 2.11 & 2.12 (4) go, regarding the optional Master thesis, we have proposed a vast practical experience combined with research elements, developing application of knowledge in a practical context as they have been mentioned in the 1st section of our response, i.e. "Study Programme and Study Programme's Design and Development".

EEC's final recommendations and comments
See above re intergrating modules. On reading lists, we are satisfied with this updating. All else is covered above.

3. Teaching Staff *(ESG 1.5)*
EEC's comments on the external evaluation report

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3.1 (3) and 3.6 (4) The panel consider the staffing to be outside of compliance with the statement below regarding special / permanent teaching staff.

Findings: in reviewing the preparatory material and during the site visit, the panel were entirely satisfied with the profiles and expertise of the teaching team. Visiting Professors do not appear to be included in delivery.

HEI's response

We appreciate all comments made by the EEC, and especially for the fact that the panel was entirely satisfied with the profiles and expertise of the teaching team. Please note that based on the Law governing the operation of Open University of Cyprus, Visiting Professors is not an option. Moreover, Open University of Cyprus only employees 24 Faculty members now, and as mentioned in our application form for accreditation, we work with Adjunct Faculty in all our programs of study. This is the case for the M.A. Programme in "Communication and New Journalism", as the Academic Coordinator, Associate Professor Sofia Iordanidou, is the only faculty member in the relevant fields.

We also appreciate the fact that the EEC considers the procedure for appointing adjunct faculty and the relevant selection criteria to be robust in terms of pedagogic, professional and research experience required.

EEC's final recommendations and comments
This response is satisfactory, this requires constant monitoring but outside of the scope of this evaluation.

4. Students *(ESG 1.4, 1.6, 1.7)*

EEC's comments on the external evaluation report
Click or tap here to enter text.

Findings: the panel's understanding from the preparatory material was enhanced by the detailed presentations given during the site visit. We met students from a continuing programme who were very positive about these quality indicators and have confidence that this programme will be equally robust and supportive in this regard.

HEI's response
Click or tap here to enter text.

We are happy to see that the students who met with the EEC were very positive about the educational aspects of the programme, as well as their employability prospects and adequate use of the degree they have / they will receive. It is one of the key characteristics of this newly proposed M.A. in "Media in Contemporary School", as of the existing M.A. "Communications and New Journalism" offered by Open University of Cyprus the fact that it puts theory into practice and that it provides forum for its students and graduates to advance further, beyond their studies, through internships, involvement in research projects, and participation in local and international conferences in cooperation with the Advanced Media Institute, which is linked to the M.A. Programme.

EEC's final recommendations and comments
No further comments.

5. Resources (*ESG 1.6)*

EEC's comments on the external evaluation report

Click or tap here to enter text.

5.2 & 5.7 and 5.10 (4) See below, on the assumption that since the reading lists are out of date, the library might need to be updated/expanded.

5.11 (3) As stated in earlier sections, the panel recommend a thorough review and revision of reading lists to include more current sources on the latest research in media literacy / transmedia literacy. Whilst we understand the need to prioritise Greek language translation for future cohorts, there are still areas where the reading lists are not sufficiently current for such a rapidly changing area of study and professional and educational application.

Findings: the panel was happy with the preparatory information provided and the meeting with staff with regard to library, internal communication and administrative support for the programme but given the distance learning mode of delivery, it was recognised that these functions are distinct from on campus programmes.

HEI's response

Click or tap here to enter text.

As far as 5.11 goes, we have elaborated the teaching material of all thematic units so as to be up to date. Please refer to the changes in the mandatory and elective bibliography of all TUs, based on the new structure of the proposed programme, in the Module Descriptions of Annex 2 of the revised application form.

More specifically, concrete chapters in books, articles in scientific journals or articles in academic conferences have been added using track changes on the modules' descriptions.

All of them approach more current sources on the latest research in media literacy / transmedia literacy.

EEC's final recommendations and comments

Covered above, satisfactory response.

6. Additional for distance learning programmes *(ALL ESG)*

EEC's comments on the external evaluation report

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6.5 (4) The University did not show, even if envisaged, any information system to automatically monitor student performance, and the indications provided during the interviews to supervise the learning process in general were manually based.

6.9 (4) The panel recommend a thorough revision of reading list to include more current sources and seminal works.

6.17 (4) According to the study guides provided and the interviews conducted, it is not foreseen weekly assignments, at least formal assignments, as the level of self-assessment lacks of formal assessment and formative feedback from the tutor.

6.20 (4) See above, as the currency of reading lists impacts upon the currency of the e-learning material.

Findings:

The nature of the programme is compatible with distance learning delivery and the methodology provided is appropriate for the particular programme of study.

The university's eClass system supports online teaching, learning and administrative processes. The platform specifically provides synchronous and asynchronous tools to support the interaction needs of students with the tutors, the other students and with the materials. The platform also provides e-assessment procedures through quizzes with automatic feedback in order to assess students' knowledge. The provision of more complex forms of e-assessment to assess competences was not shown. In addition, mobile access to the platform, even if provided, was not proved whether specific pedagogical methods were applied that leverage the unique capabilities of mobile devices for teaching and learning. Finally, a learning analytics component was mentioned to be included in eClass though it was not shown in detail what data is managed and reported to the different stakeholders.

The university has a unit responsible for designing, creating, implementing and evaluating study materials. This unit addresses the requirements for study materials, interactive activities and formative assessment in accordance with state-of-the-art technological advances and own research activities. A proof of concept of advanced materials based on VR and IoT developed by the unit was demonstrated during the on-site visit. Whilst the use of AI, VR and augmented reality were demonstrated at a whole-institution level, it was unclear how media literacy students in particular will work with these new emergent forms in their practical application units.

The panel were not clear on how the recommended study time in the study guides was calculated as these are not consistent in the study guides for modules with equal credits.

Formative assessment and the corresponding formative feedback to students are provided by teachers through compulsory assignments (twice per semester) plus in live (generally online) meetings. The panel recommend the formative feedback from assignments is provided more regularly, personalized, and in a timely fashion. The panel recommends the University to consider and eventually incorporate state-of-the-art teaching innovations based on artificial intelligence technologies in order to automatically monitor student to detect just-in-time performance and early dropout issues while providing correction measures and automatic guiding (from intelligent tutoring systems) when required.

Areas for improvement and recommendations:

The proposed thematic units have a weekly study guide that includes relevant information: synopsis, aims, anticipated results, reviewed literature, and self-evaluation exercises. These weekly self-assessment exercises, though enriched by peers' and tutor's feedback, would be improved through the introduction of tutor assessments and formative feedback.

Formative assessment and the corresponding formative feedback to students are provided by teachers through compulsory assignments (twice per semester) plus in live (generally online) meetings. The panel recommend the formative feedback from assignments is provided more regularly, personalized, and in a timely fashion.

The panel recommends the University to consider and eventually incorporate state-of-the-art teaching innovations based on artificial intelligence technologies in order to automatically monitor student to detect just-in-time performance and early dropout issues while providing correction measures and automatic guiding (from intelligent tutoring systems) when required.

HEI's response

Click or tap here to enter text.

As far as 6.17 goes, and the panel's concern that "According to the study guides provided and the interviews conducted, it is not foreseen weekly assignments, at least formal assignments, as the level of self-assessment lacks of formal assessment and formative feedback from the tutor", please note that all Self-Assessment Exercises are mentioned in the Study Guides of all Modules, but only one was provided in English, as the newly proposed M.A. Programme will be offered in Greek. Moreover, all self-assessment exercises will be available for students on the eLearning Platform of Open University of Cyprus. Concerning formative feedback from tutors, please note that a clear formative feedback process from the tutor has been added to self-assessment activities. Instructions are given to the tutors to provide feedback not only to the assignments but also to the self-assessments activities.

Furthermore, based on OUC Internal Regulations for Studies and Duties & Responsibilities of Adjunct Faculty, all Tutors need to provide students with detailed feedback on their written assignments, providing annotated word files, and not just merely grade students' assignments.

As far as 6.9 (4) and 6.20 (4) regarding reading lists are concerned, please refer to our response in the previous section, i.e. Section 5. Resources. Mandatory and elective bibliography has been revised and updated for all Thematic Units.

Concerning other recommendations made by the Panel regarding the use of eClass and the incorporation of state-of-the-art eLearning tools to support students' learning experience, please note the following:

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We do appreciate the fact that the External Evaluators' Committee thinks highly of the eLearning resources and the eLearning Platform utilized by the Open University of Cyprus. Please note that the University has set up a Laboratory of Educational Material and Methodology exactly to provide pedagogical support for designing and implementing learning materials for digital environments. This know-how and expertise will be fully exploited for the purposes of this newly-established programme of study. Indeed, OUC has been awarded the Gold Award for 'Best Learning Experience' at the 2019 Cyprus Education Leaders Awards for its entry 'Developing a natural environment simulation application, with gamification and internet of things elements' in distance learning. This is a pilot natural environment simulation application intended to optimize learning experience for the students of the 'Environment Conservation and Management' MSc programme. Thanks to the integration of distance-learning tools, such as the one described, learning experience is improved, and student participation at OUC is actively encouraged.

The OUC eLearning Platform is a state-of-the-art learning tool and it provides a comprehensive virtual learning environment: learning materials are provided in digital form, students use eClass to submit their assignments and receive their grades and detailed feedback, as well as use eClass to undertake their self-assessment exercises, and eClass is used for all e-lectures, which are recorded for offline viewing. Moreover, eClass provides both synchronous and asynchronous communication tools that students and staff use to communicate and interact. Teaching staff also have office hours and communicate with students via other tools, such as skype, email, etc. All these methods and tools encourage student-centered learning.

EEC's final recommendations and comments

The EEC is very grateful for the ample responses and new details provided in this section. In particular, the panel appreciates the details on the current and next learning analytics (LA) indicators available to constantly monitor the learning process and provide just-in-time help to the students. In addition, the panel again considers very positively the provision of key formative feedback on the written assignments as well as reinforces the suggestion to provide tutor feedback more regularly, during the weekly self-assessment activities included in the study guides (e.g. self-assessment tests could be set up so as to show formative feedback for any answer selected whether it is the correct answer or not). Last recommendation is to

incorporate where and when possible the latest advances in learning technologies, such as conversational pedagogical agents combined with LA to support teachers whilst engaging and motivating students by automatically triggering peer interactions and guiding and supporting student dialogues in individual and collaborative settings.

7. Additional for doctoral programmes *(ALL ESG)*

EEC's comments on the external evaluation report

Click or tap here to enter text.

HEI's response

Click or tap here to enter text.

EEC's final recommendations and comments

Click or tap here to enter text.

8. Additional for joint programmes *(ALL ESG)*

EEC's comments on the external evaluation report

Click or tap here to enter text.

HEI's response

Click or tap here to enter text.

EEC's final recommendations and comments

Click or tap here to enter text.

![ENQA European Association for Quality Assurance in Higher Education]

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's conclusions and final remarks as on the external evaluation report

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The panel is grateful for the discussions with the University's and Faculty's leadership during the site visit on 12 December 2019. This is a new programme which meets a clear regional need. It will utilize methodologies, approaches and in some cases, curriculum content and assessment design from a continuing programme with which the panel have broad confidence. The passion and dedication of the team and, in particular, the Programme CoOrdinator are commendable.

The panel have made several recommendations pertaining to the status of the thesis as optional combined with the lack of a practical alternative, currency of literature on the reading lists, phasing of programme content and the distinction between modules relating to the internet, schools and learning.

The panel encourage the team and broader institution to monitor and review the suitability of sharing 40 ECTS between this new programme and the continuing programme in Communications and New Journalism, when the first cohort have completed their studies in order to ascertain the synthesis between generic social science knowledge and the application in highly specific media literacy and educational contexts. This relates to the issues stated earlier in the report about phasing, as the panel have concerns about the practical application unit being studied before the introductory theory in some cases. The latter point should be considered now, the former point is for ongoing review.

Our understanding is that the physical retreat will be an important element of this hybrid / blended model and this will give teaching staff an essential opportunity to meet and reflect on the programme. As for the continuing programme, we recommend the team do whatever is possible to encourage the highest possible attendance by students at the retreats.

With regard to the EQF criteria and parity with external benchmarks for Masters courses, the recommendations made in relation to these points are mainly for reflection on the part of the programme team (those scored as 4). The points made in relation to scores of 3 are more significant and require amendments. The panel does not consider it an obstacle to approval if the coordinator chooses to review the points scored at 4 without amendments, but we do expect actions with regard to scores of 3.

HEI's conclusions and final remarks

Click or tap here to enter text.

In closing, Open University of Cyprus and the Academic Team of the newly proposed M.A. Programme "Media in Contemporary School" would like to thank the EEC for the very positive reception of the general philosophy, the aims and intentions of this new programme. The remarks, suggestions and recommendations of the EEC were very constructive and thoughtful, significantly supporting our efforts to shape the new programme in the best possible way. All concerns of the EEC (e.g. regarding the structure of the programme, its research orientation, the important role of English and updated literature,

the use of state-of-the-art eLearning Tools and providing formative feedback to students) are definitively going to be taken into account by both the Academic Team of the new M.A. Programme and the OUC in general. They are highly important suggestions and remarks, crucially enriching the OUC's teaching approach and process.

To sum up, we strongly believe that the proposals of the Committee were taken into consideration and we submit the revised Greek-taught new postgraduate programme "Media in Contemporary School" to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education to be approved. We look forward to a positive decision by CYQAA regarding the accreditation of the programme, as per the recommendation of the EEC.

EEC's final conclusions and remarks
The panel are satisfied with this detailed and rigorous consideration of our review and recommendations. Appropriate actions have been taken to addresss our points which were more conditional for approval (eg integrating modules with overlap or overly medium specific focus, clarifying the social science contribution to the disciplinary knowledge and skills, updating reading lists, clearer mapping of skills and distinction of pathways through the introduction of a major project as alternative to thesis) and it is clear that where the programme team wish to retain the current situation, they have considered our points carefully (eg the prominence of research skills where the panel were unconvinced on first scrutiny of modules). Regarding the substantive point about the Masters Thesis, we feel that the adjustments made are a great improvement, but encourage the team to keep this under review.

D. Names of the EEC

Julian McDougall
Kari Anden-Papadopoulos
Bradley Wiggins
Santi Caballe Llobet
Stephanie Nicolaou

Date: 17.04.20

NEW Programme's of Studies Structure M.A. MEDIA IN CONTEMPORARY SCHOOL							
	Thematic Unit	Semester	Mandatory / Elective	Prerequisite T.U.	Co-requisite T.U.	Workload	
						Hours	ECTS
ΕΝΔ511	Contemporary World: The Political Condition	1	Mandatory			250-300	10
ΕΝΔ512	Understanding Media: The message	1	Mandatory			250-300	10
MES513	Media Literacy and Media Education	1	Mandatory			250-300	10
ΕΝΔ521	Contemporary World: The Social Condition	2	Mandatory	ΕΝΔ511		250-300	10
ΕΝΔ522	Understanding Media: The effects	2	Mandatory	ΕΝΔ512		250-300	10
MES523	Media Literacy and Media Education in practice	2	Mandatory	MES511		250-300	10
MES611	Teaching and School Leadership in the New Technology Era	3	Elective	ΕΝΔ511, ΕΝΔ512, MES511, ΕΝΔ512, ΕΝΔ521, MES521		375-450	15
MES612	Audiovisual Literacy in the Digital Era	3	Elective	ΕΝΔ511, ΕΝΔ512, MES511, ΕΝΔ512, ΕΝΔ521, MES521	MES611	375-450	15
MES701A	Master Thesis I	3	Elective	ΕΝΔ511, ΕΝΔ512, MES511, ΕΝΔ512, ΕΝΔ521, MES521		375-450	15
MES701B	Master Thesis II	3	Elective	ΕΝΔ511, ΕΝΔ512, MES511, ΕΝΔ512, ΕΝΔ521, MES521	MES701A	375-450	15
					Total	2250-2700	90