

Doc. 300.1.2

Date: 24.3.2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
European University Cyprus  
In collaboration with:
  - Macromedia University of Applied Sciences (Germany)
  - EM Lyon Business School (France)

- **Town:** Nicosia, Paris and Munich, respectively

- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

### In Greek:

Κοινό Μεταπτυχιακό στην «Καινοτομία και Τεχνολογία για Εκπαίδευση» (2 Έτη/120 ECTS, Μάστερ M.Sc.) των:

1. Macromedia University of Applied Sciences (Γερμανία)
2. Ευρωπαϊκό Πανεπιστήμιο Κύπρου (Κύπρος), και
3. EM Lyon Business School (Γαλλία)

### In English:

Joint Master in "Innovation and Technology for Education" (2 Years/120 ECTS, M.Sc.) of:

1. Macromedia University of Applied Sciences (Germany)
2. European University Cyprus (Cyprus), and
3. EM Lyon Business School (France)

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report without any interference in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>1. The panel, in constructive discussion with the leads from the consortium, noted that the ambitious and innovative nature of the programme design involving three main partners brings with it a series of operational, pedagogic and academic challenges. It was noted that the breadth of the programme may carry risks in terms of a potential sacrifice of the depth required for postgraduate study. Panelists expressed reservations about the emphasis on cognitive neuroscience as the primary lens on learning, given the wealth of theoretical and methodological perspectives currently influencing our understanding of how individuals, groups, and societies interact with, develop, and learn with technologies.</p> <ul style="list-style-type: none"> <li>Reconsider the appropriacy of the 'pillar' of cognitive neuroscience as the dominant scientific lens on learning.</li> <li>Consider broadening this pillar to, e.g., 'Understanding Learning' to include an emphasis on learning</li> </ul>	<p>We thank the EEC for this recommendation. We share the view of the EEC of the diversity of learning processes (including but not limited to neurocognitive insights). As the EEC recommends, us as well, perceive the programme from a "transformative educational sciences" perspective, which is based on an inclusive approach of the social dynamics of learning. Hence, the design of the programme addresses this approach with a continuous ambition and focus on how to develop adapted learning experiences through technology, and universal design in the K12, HE and adult training settings.</p> <p>As far as the titles of the related modules which articulate "cognitive &amp; social aspects" of learning, these are prepared and coordinated by Prof. Trapp and Prof. Louca – experts in their respective fields of cognitive sciences and learning methodologies. In order to further adopt to the EEC recommendation, our colleagues have updated the module syllabi of the relevant three courses. The new course syllabi/descriptions appear in Appendix I. Amendments and additions to the modules are highlighted in yellow.</p> <p>In summary, we have now reinforced the focus/emphasis on the social dynamics of learning within these modules (cognitive and social processes) and we revised them aiming at:</p> <p>(1) becoming more encompassing concerning the perspectives on how individuals, groups, and societies interact with, develop, and learn with technologies;</p>	

<p>theories and human-technology relations derived from a broader range of disciplines, including, for example, social sciences, science and technology studies, and philosophy of education</p>	<p>(2) embedding cognitive neuroscience as one among several fundamental approaches to understand learning.</p> <p>With regards to (1) above an additional learning objective was added to the module “The Role of Education in Society” (Discuss the evolution of human-technology relations in the context of education from a broad range of social and political science perspectives). Additionally, the teaching units were complemented to account for recent developments in (digital) technologies in education and their critical reflection from social/political science perspectives (please see pages 1-3)</p> <p>With regards to (2) above two modules that were dedicated to more than just cognitive neuroscience already by their titles “Cognitive and Social Aspects of Learning Fundamentals” (please see pages 4-6) and “Advanced Cognitive and Social Aspects of Learning in the Age of AI” (please see pages 22-24) were revised substantially with complemented learning objectives as well as complemented units. They now cover in addition to cognitive neuroscience also a range of perspectives from social, socio-cultural, as well as sociopsychological reasoning and empirical evidence. In addition, with regards to AI, the social and ethical dimensions of AI-human interaction were addressed.</p>	
<p>2. The consortium leads expressed an ambition for the programme to become a leader in the field; the panelists conveyed that to achieve this aspiration, the programme would need to develop a very strong academic reputation</p>	<p>We greatly appreciate this EEC insightful recommendation. The programme indeed has the “holistic ambition” to address educational challenges with a view to impact our society, viewing education as the “most powerful weapon which you can use to change the world”, and more specifically to:</p>	

<p>drawing on and operating on the cutting edge of research developments in the field. This, we suggest, would involve moving beyond ‘solutionist’ approaches in accordance with agendas of the for-profit ‘EdTech’ sector, towards a more critical, holistic and theorised set of understandings drawing on qualitative insights regarding technology and change offered by the social sciences, in addition to those arising from cognitive neuroscience.</p> <ul style="list-style-type: none"> <li>Implement a continuous process of reviewing and, where necessary, refreshing module reading lists to explore cutting-edge research and thinking in the field</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and shape the role of education in societal development</li> <li>Process learning solutions in the AI era.</li> </ul> <p>This is indeed the reason why our approach is “broad” – with a view to educate our students to address transformations, possibly within the EdTech sector (one of the three main career paths we anticipate), but for i) educational institutions (K12 and higher education) and ii) for learning and development in companies and organizations (the programme structure was also positively inspired by our external contacts with stakeholders in the public sector, ministries and international organizations, such as the OECD).</p> <p>EUC, as a core member of the consortium EUC, brings together an experience and diverse faculty in Education Sciences, whose expertise spans both theoretical foundations—including learning theories and pedagogical paradigms—and practical applications, such as innovative instructional approaches and cutting-edge educational technologies. This breadth of knowledge enables EUC to actively support the consortium in continuously exploring groundbreaking research and transformative teaching practices. More specifically, three key Committees, operating under the Office of the Vice Rector of Academic Affairs, work collaboratively to foster engaged, meaningful, and deep learning in higher education across the University:</p> <ul style="list-style-type: none"> <li>The Digital Enhanced Learning (D.e.L.) Committee;</li> <li>The Faculty Professional Development Committee;</li> <li>The E-Learning Programmes of Study Committee.</li> </ul>	
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	<p>Each of these university Committees is led by faculty members from the Department of Education Sciences, ensuring a strong academic foundation that integrates diverse theoretical perspectives with innovative, technology-enhanced learning methodologies and tools for all EUC.</p> <p>As far the recommendation for the continuous review process of the programme's module reading lists with readings of cutting-edge research and thinking in the field, is it confirmed that both the Module Coordinators and the associated faculties of the consortium continuously review the status of research and thinking in this field and make specific proposals for amendments and updates of each module reading lists through the Academic Committee (via the subcommittees for Curriculum Development and for Research). The constitution and the role of the Academic Committee appear in Appendix II "Monitoring Mechanisms".</p> <p>Namely, to ensure the programme remains aligned with current academic discourse and cutting-edge developments in the field, the Academic Committee, comprising representatives from each partner institution, oversees a structured and continuous review process. This includes annual programme-wide evaluations and more frequent meetings dedicated to curriculum supervision, quality assurance, and research integration.</p> <p>In more specific, the Subcommittee on Curriculum Development (please see pages 4-5) is tasked with maintaining the academic coherence, relevance, and innovation of the curriculum. As part of its mandate, it ensures that module content, including reading lists, is</p>	
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	<p>regularly updated to reflect contemporary disciplinary knowledge, advances in pedagogy, and the latest research trends.</p> <p>Complementing this, the Research Subcommittee (please see page 5) plays a strategic role in monitoring developments in the broader research landscape. By tracking emerging scientific insights, funding opportunities, and sectoral priorities, the subcommittee informs curricular revisions and ensures that reading lists incorporate the most relevant and impactful scholarship. This integrative process ensures the academic programme remains both forward-looking and grounded in the evolving state of the field.</p>	
<p>3. We highlighted a potential tension inherent in the ownership of the HEIs by the for-profit provider Galileo and its close commercial relationship with major players in the EdTech space. Specifically, we discussed this in terms of academic freedom and criticality, and the need for robust protection of academic freedom in the programme for academic staff and students to adopt critical stances towards technologies and the tech industry, where desired.</p> <ul style="list-style-type: none"> <li>Put in place practices and procedures to explicitly promote and protect academic freedom and criticality for students and academics on the programme</li> </ul>	<p>The three HEI are three independent universities where academic freedom is an inherent part of their nature, mission and role. The three (3) institutions:</p> <ol style="list-style-type: none"> <li>recognise the overarching principles of academic freedom;</li> <li>recruit academic talent from the global labour where such norms are commonplace, and</li> <li>state this in their bylaws and public commitment to academic excellence.</li> </ol> <p>Indicatively, in the case of EUC, academic freedom is safeguarded by the EUC Charter and internal regulations and academic freedom acts as a fundamental pillar in the faculty evaluation process, alongside academic responsibility, professional integrity, and institutional commitment. This framework ensures that faculty members can engage in independent research, critical inquiry, and innovative teaching, while upholding the highest standards of academic excellence and ethical conduct.</p>	<p>Choose level of compliance:</p>



Similarly, Macromedia University of Applied Sciences in Germany operates under Article 5 of the Basic Law of the Federal Republic of Germany, which forms the constitutional basis for the protection of academic freedom. This commitment is formally codified in the university's bylaws, where §3 Principles, Article 1 states: *"Macromedia University respects the freedom of art and science, research and teaching in accordance with Article 5 of the Basic Law of the Federal Republic of Germany"* (please see the Article in Appendix III "Basic order of Macromedia University state-recognized University of Applied Sciences of Macromedia").

To further elaborate on this issue, academic freedom for EM Lyon Business School is bound by its French higher education system constitutional status, derived from the principle of independence of university professors established in 1984. Teacher-researchers in France enjoy full independence and freedom of expression in their teaching and research, subject only to principles of tolerance and objectivity. This freedom differs from general freedom of expression as it's based on the presumed quality of academic opinions and their potential contribution to general interest, including a "right to error." (please see the latest reference to this (May, 2<sup>nd</sup>, 2024) [here](#)).

Beyond these institutional foundations, the Academic Committee is explicitly tasked with safeguarding academic freedom across the programme. As the central academic governance body, it ensures that academic staff and students are empowered to engage critically with all dimensions of the curriculum.

	<p>Nonetheless, based on the recommendation of the EEC for the consortium to place practices and procedures to explicitly promote and protect academic freedom and criticality for students and academics on the programme, the consortium further developed a separate section of the Academic Committee's key responsibilities of governance to demonstrate its role in securing academic freedom in the programme (please see page 3 in Appendix II "Monitoring Mechanisms"). As developed now, the principles of academic freedom and its practical applications will be scrutinized by the Academic Committee (chaired by one of the degree awarding partners and not Galileo Group). The role of the Academic Committee is also presented in the agreed legal partnership agreement between the HEIs (please see Appendix IX).</p> <p>Needless to say that at the same time, as many universities across Europe and the globe today, the three HEI (as well as Galileo in which they belong) use to collaborate with third parties – including but not limited to private EdTech players. Critical engagement with these partners enriches programmes of study and curricula with the real-world engagement, placing students in real world and authentic industry/job environments.</p> <p>The three HEI have an extensive experience in such collaborations and "breach" of the principle of academic freedom has never been reported, because no partnership of any kind with any third party is allowed to impact academic freedom (for both academic staff and students). Such principles are included and explicit in any far-reaching partnership agreement.</p>	
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	<p>Based on academic freedom principles, in practice:</p> <ul style="list-style-type: none"> <li>• All the programme courses are designed by the three HEI. In doing so, and in order to support the application/practical dimension of the courses, the module coordinators invite external partners for some master classes or learning expeditions for instance.</li> <li>• By design, the risk of another “over arching influence” is controlled: these modalities represent only a limited part of the total learning experience of the programme, namely no single partner may interfere with all or most courses for all or most modules.</li> <li>• The exposure of students to the experiences gained with the tech providers of the programme, aim at providing the opportunity to students for comparison and critical assessment, while at the same time none of these providers has a full coverage of all applications students will be confronted with.</li> </ul> <p>Finally, the feedback surveys, for students and academic staff alike, are a powerful tool to ensure such fundamental obligations.</p>	
<p>4. We found the planned approach to quality assurance of the programme of study could be made clearer in terms of future QA procedures and external examining.</p> <ul style="list-style-type: none"> <li>• Provide an overview of future quality assurance processes and arrangements for benchmarking against cognate programmes,</li> </ul>	<p>We thank the EEC for providing us the opportunity to further reflect and elaborate on the programme’s quality assurance processes and arrangements for benchmarking. As presented in the document in Appendix II “Monitoring Mechanisms”, the quality assurance (QA) of the programme is governed by a structured, multi-tiered process overseen by the Academic Committee, whose responsibilities are detailed in the specific document (please see pages 2-5). Within this framework, the Quality Assurance</p>	<p>Choose level of compliance:</p>

e.g., via external examining.	<p>Subcommittee (please see pages 3-4) plays a central role in designing, monitoring, and refining QA processes at the programme level. These processes are harmonised with the respective institutional and national QA frameworks, including the “Quality of Education Management Handbook of Macromedia University of Applied Sciences”, the “European University Cyprus Quality Assurance Policy and Manual”, and the “Quality Assurance of emylon business school”).</p> <p>The QA framework is structured around four Core Areas, as outlined in the general quality management system (G-QEM):</p> <p>Teaching Personnel Professional Development:</p> <ul style="list-style-type: none"> <li>- Personnel planning and selection</li> <li>- Onboarding</li> <li>- Continuous professional development</li> </ul> <p>Programme Development and Accreditation</p> <ul style="list-style-type: none"> <li>- Programme development and redesign</li> <li>- Preparation for accreditation, reaccreditation, and submission of significant changes to accreditation bodies</li> <li>- Implementation of Teaching</li> </ul> <p>Preparation and delivery of teaching</p> <ul style="list-style-type: none"> <li>- Assessment design and exam implementation</li> <li>- Teaching and administrative evaluations</li> <li>- Graduate and alumni feedback loops</li> </ul> <p>Systematic Review of Quality Management (QEM) as a System</p>	
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	<ul style="list-style-type: none"> <li>- Regular adjustment of the general quality goals of the G-QEM</li> <li>- Ongoing refinement of the core areas in response to internal and external feedback</li> </ul> <p>In alignment with this structure, future QA procedures will include scheduled programme reviews in advance of reaccreditation cycles. These reviews will be conducted independently of the accreditation agencies and will involve external academic experts, ensuring alignment with international academic standards and sectoral developments. The timing of these reviews may be adjusted based on internal quality indicators, emerging scientific trends, shifts in labour market demands, and feedback surveys from students and academic staff, thus benchmarking insights relative to comparable programmes.</p> <p>Additionally, the didactic and pedagogical development of teaching staff is a key focus area for the programme. This includes continuous training and development to ensure alignment with evolving academic expectations and best practices in higher education.</p> <p>Benchmarking and external examination will be embedded within these processes through the systematic inclusion of external experts in curricular reviews, comparative programme analyses, and academic audits. This will ensure the programme not only meets but also anticipates the quality and relevance standards of leading cognate programmes.</p> <p>Together, these mechanisms form a coherent and responsive QA system designed to support academic</p>	
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	excellence, continuous improvement, and transparency.	
5. Regarding admissions, the panel expressed concerns about the relatively low IELTS English Language threshold for entry to the programme, and the attendant risks to international student progress.	We adhere with the EEC recommendation, hence we align our English Language admission requirement of International English language examinations of the Common European Framework of Reference for Languages (CEFR) at the required B2 level. For Cyprus in more specific, the Ministry of Education, Sport and Youth identifies the benchmarking of most known international English language examinations (including IELTS, TOEFL, etc) on the webpage of the Department of Higher Education at <a href="https://enimerosi.moec.gov.cy/d/daae">https://enimerosi.moec.gov.cy/d/daae</a>	Choose level of compliance:

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
1. We suggest the consortium consider the accuracy and coverage of programme's title. It is important to clearly communicate the topics addressed. For example, the consortium could consider revising the title, alternatives could be “Innovation and Technologies for Business Training” (or alternatively for Change Management, for Entrepreneurship). This may better reflect the core expertise of participating universities and the intended focus.	<p>We thoroughly discussed with the EEC this recommendation. The discussion focused on the objective of the program which is further discussed in our response in Section 1, topic item 2 above, namely to transform EDUCATION and LEARNING. In addition to this discussion, the three HEI maintain that the underlying and overall purpose of the programme is to train participants in ways that they will articulate the best learning and training paths. In doing so, the programme has a holistic approach – with a strong focus on:</p> <ul style="list-style-type: none"> <li>i) educational institutions (K12 and Higher Education), and</li> <li>ii) continuous learning for individuals and companies.</li> </ul> <p>It is by no mean limited to “business training” (which is actually only one of the three sectorial specialisations).</p> <p>The purpose of the programme and its content was based on the core expertise of the participating universities which includes such research strengths (Educational Sciences in EUC, EdTech incubator in EML, Higher Education Management in Macromedia).</p> <p>In sum, the ambition of the programme, in continuing our reflections presented in Section 1, topic item 2 above, is to concentrate the three HEI’s efforts to build this strong focus on</p>	Choose level of compliance:



	Education (as opposed to providing further general management programs).	
2. The “one-size-fits-all” approach to courses might not always be adequate, but it is understandable from an administrative perspective. Although we appreciated the mapping of learning objectives and competencies in each course description, we could not really detect much variety there. Neither did we see in the application (or hear in the talks) how the Dublin descriptors (and Bloom’s levels) of competencies at Master’s level build up across the various courses and components of the programme. Although from an administrative perspective, we see the benefit of this equal blocks structure, from a didactic perspective we suggest that opportunities for personalised learning and engagement should be maximized throughout the programme. Especially in the context of business training (or even more for an educational science) programme, which advocates personalised and adapted learning, the Faculty should “teach as they preach”.	<p>We highly appreciate this EEC’s recommendation with which we are in full alignment. Indeed, templates (including module/syllabus templates) may disguise the depth and breadth of the real nature of the vision of the respective module/syllabus. This might lead to impressions that underestimate the essence. For the sake of simplicity, we presented the programme in “simple categories”, with a limited number of “natures” (seminars, lectures, workshops).</p> <p>Indeed, during the development of the courses of the programme, Bloom’s Taxonomy was explicitly considered to ensure that the competencies align with the Master’s level. Specific guidelines were therefore provided to instructors to facilitate this alignment. These guidelines are presented in Appendix IV “Syllabi Development Guidelines” where Bloom’s taxonomy was central and served as a reference for designing course content and evaluation criteria.</p> <p>Noteworthy, the underlying didactical framework of the programme is based upon the personalisation and adaptation of courses to the individual students. This didactical framework (what we call “mPower”) is described in detail in Appendix V. The Framework is an integral part of the teaching and learning methodology culture in the three HEIs. During the Exit Discussion</p>	

	<p>with the EEC, we were happy to hear that students who participated in the afternoon session with the EEC, students sustained that the academic staff of the three HEI's "teach as they preach".</p> <p>In further analysing the personalised and adapted learning approach, we add here that personalising the learning journey of students of the programme is part of its "core design", supported by:</p> <ul style="list-style-type: none"> <li>• The actual practice and experience of the academic staff;</li> <li>• The limited number of students per class;</li> <li>• The actual and upcoming developments of personalised pedagogies and tools that support such personalisation.</li> <li>• The student surveys to be used which intend, among others, to measure whether/how far this promise is delivered.</li> </ul> <p>Following an engaged, hands-on, and minds-on approach ensures that students will have the opportunity, from day one, to share their backgrounds and experiences as an integral part of the learning process. This approach enables instructors to embrace, leverage, and build upon the diversity of the student population, fostering an inclusive and dynamic educational environment. At the same time, it allows for the delivery of a personalized learning experience while maintaining the essential social and co-constructed nature of learning.</p>	
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	<p>Aiming at providing an example from one of the HEI consortium members, EUC, as previously outlined (Section 1.1.) EUC's diversified faculty in Education Sciences, along with the three key Committees under the Office of the Vice Rector of Academic Affairs, play a pivotal role in aligning closely with the commitment to personalising the learning experience for students, ensuring that pedagogical approaches are responsive to diverse learning needs. By integrating both theoretical insights and practical applications in their own teaching, faculty members embody that "teachers teach the way they have been taught" mantra, fostering an educational environment where best practices are not only studied but also actively implemented and researched.</p>	
<p>3. We recommend improving and elaborating on the format and the procedures for student assessment. Incorporating continuous assessment, that includes case studies, should be guaranteed. The methodology and evaluation of each course is announced in the public domain, but until now without specific details. Detailed information needs to be given to students when the study programme operationalises.</p>	<p>We agree with the EEC that detailed information should be provided to all students from the beginning of their studies. We have therefore created a "Student Handbook" which provides all information of the different types of assessments students will need to address in the programme. As presented in Appendix VI, p 7., <i>Assessments of Students</i>, and Annex 2 <i>Study and Examination Regulations of the Student Handbook</i>, p. 113.</p> <p>In addition, each module/course of the programme will have on its Blackboard LMS Course page a fully detailed presentation on the Course Outline of the specific assignments and examination obligations per course. This will be</p>	<p>Choose level of compliance:</p>

	<p>available to all enrolled students from the beginning of their studies.</p> <p>Furthermore, during the Orientation Week per semester, students will be briefly presented with each course/module and the assignment and examination obligations per course.</p>	
<p>4. There seem to be no limitations in the type of master thesis research permitted. We do recommend devising more strict quality criteria and formats for setting up, carrying out, and reporting (thesis guidelines) research, as common frameworks for staff reference.</p>	<p>We are in alignment with the EEC. There will be no limitations in the Master Thesis that students may choose to conduct research on but strong academic guidelines. This is clearly stated in the document “Master Thesis Guide” (please see page 4, Appendix VII).</p> <p>Given the nature and primary objectives of the programme, the three HEI anticipate that most students will select an applied master thesis, as students will be focused on applied innovation across the programme. Nevertheless, given the exposure of the students to a broad range of theoretical and conceptual content they will be expected to also gain firm academic foundations, aligned with the expectations of master level qualification. It is also anticipated that given the pluri-disciplinary approach, students will deliver theses with multiple angles.</p> <p>Needless to say, that given the overarching importance of academic freedom (cf. Section 1, topic item 3 above), it is also not the intent to forbid/limit specific students’ aspiration to basic and fundamental research. The three HEI’s academic staff are used to manage such diversity in their own fields.</p>	<p>Choose level of compliance:</p>

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
1. The proposed programme is intended to recruit 60 students every year, therefore, it is of substantial size and has the potential to contribute to the academic communities of the HEIs involved (e.g., research-based theses, attracting talented PhD candidates). Although the personnel listed are adequate to start the study programme (starts with 30 students), once the programme has been launched and is ready to scale up, the HEIs involved need to consider recruitment possibilities to be able to handle the expected load (e.g., supervision of theses, advising of students). The EEC recommends that the institutes involved establish a recruitment plan to anticipate the needs of increased student intake and to have the resources for the programme to achieve the strategic objectives.	<p>We agree with the EEC that additional academic staff resources will need to be planned along the development of the programme.</p> <p>This will come primarily from the “depth” of the HEI – which do have existing resources capable to support the program and its development.</p> <p>Each HEI delivers a plan to develop their academic staff on a regular basis, in line with their portfolios of programs. All three HEI expect to continue such growth. Furthermore, since the individual HEI’s contributions rely upon their existing academic expertise the faculty growth will build upon these foci.</p> <p>Given the expected importance of this programme, it is the intent to:</p> <ul style="list-style-type: none"> <li>i) Further recruit academic staff with relevant profiles based on the incoming student numbers per cohort, and</li> <li>ii) Train and grow existing faculty to support the programme (notably based on the modules of the programme).</li> </ul>	Choose level of compliance:
2. Moreover, the HEIs could consider using income from the study programme to provide dedicated additional support for academic staff in terms of related research grant capture, conference attendance and	<p>We adhere and align with the EEC on the two dimensions of this opportunity:</p> <ul style="list-style-type: none"> <li>• The programme provides opportunities for joint research related to income of the programme and external funding (as demonstrated by the HEIs in</li> </ul>	Choose level of compliance:

publications, in order to enhance the academic reputation of the programme.	<p>other programs of collaborative nature).</p> <ul style="list-style-type: none"> <li>• It is also planned to leverage the programme for joint events, conferences and publications benefiting both the academic staff and the programme's reputation.</li> </ul>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
1. To recruit more relevant students and students with previous experience in some of the topics of the master's programme, it would be advisable in the future to add more specific requirements (e.g., relevant expected courses from the BSc studies of the applicants). Moreover, it is advisable to review and, if possible, raise the IELTS threshold for international students, or if not feasible, ensure support for English language and academic writing is provided.	<p>We once again agree with the EEC's recommendation. The current approach is more practical, as we are still in a "learning mode", expecting the programme to start. In a revised version of the programme, as the EEC suggests. Based on the conclusions on the first cohorts of student intake applicants, we could add more specific expected bachelor courses that an applicant will need to provide evidence for.</p> <p>Current assumptions are as follows:</p> <p>B.Sc. and M.Sc. students are expected to come in majority with a background consistent with the "core expertise" of the programme, namely educational sciences, social &amp; cognitive sciences, Tech &amp; AI, innovation design, management and entrepreneurship.</p> <p>The programme does not exclude applicants with other backgrounds, even though we consider this unlikely at this stage. The interview process will assess their suitability and motivation.</p> <p>For professional candidates, we anticipate them to come either with a background in educational settings (educational groups, L&amp;D in companies) or a desire to re-skill to join such settings.</p> <p>Finally, as discussed in Section 1, item 5 above, we align our English Language admission requirement of International English language examinations of the Common European Framework of Reference for Languages (CEFR) at the required B2</p>	Choose level of compliance:



	level (please see in addition for Cyprus, the Ministry of Education, Sport and Youth benchmarking of most known international English language examinations on the webpage of the Department of Higher Education at <a href="https://enimerosi.moec.gov.cy/d/daae">https://enimerosi.moec.gov.cy/d/daae</a>	
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. Tools and development approaches for immersive learning (like Serious Gaming) and XR (VR, AR, and MR) applications should be further explored and exploited (both in the course content and lab facilities) since these are very timely ET applications for a variety of vocational learning solutions nowadays. We recommend that the relevant teaching staff are provided with adequate training and development for the use of these technologies in teaching and learning.</p>	<p>We agree and appreciate the EEC's emphasis on the importance of XR and serious games. These technologies have been deeply integrated into our partnering institutions' educational frameworks for years, though this may not have been sufficiently highlighted during the accreditation sessions.</p> <p>These approaches are embedded by design in the modules of "Technology Innovation" &amp; "Pedagogical Innovation". The two modules are presented in Appendix I.</p> <p>In addition, as outlined in the programme as such, students will engage with these varied technological approaches across multiple educational settings—within the three primary HEIs, other Galileo institutions, and with external industry partners.</p> <p>Below, we provide an overview of our consortium's extensive experience and infrastructure in these innovative pedagogical approaches. In the text below, we make reference to specific sources which are presented numbered below the text:</p> <p><b>Macromedia's Immersive Technology Integration</b></p> <p>Macromedia has embedded immersive technologies as core components of future-oriented teaching. Faculty members are not only trained in these technologies but actively incorporate them in research and pedagogical innovation. The Munich campus houses a dedicated XR lab where students can access cutting-edge VR and AR technologies for both coursework and independent projects, with comparable infrastructure available across all campuses. Module lead Prof. Joschka Mütterlein and colleagues have published</p>	<p>Choose level of compliance:</p>

	<p>extensively on immersive technologies [1], establishing the institution's research leadership in areas such as VR-based learning, co-creation in virtual environments, and technology acceptance models.</p> <p><b>EUC's Advanced Simulation and XR Applications</b></p> <p>EUC's state-of-the-art Medical Innovation Center/Simulation Complex represents a fundamental shift from traditional medical education. This facility implements early clinical skills training through a spiral curriculum spanning years one through six, utilizing advanced technology modalities across more than 300 simulation scenarios. These realistic patient simulations enable students to develop critical clinical skills progressively while experiencing the complexities of healthcare decision-making in controlled environments.</p> <p>Beyond healthcare applications, EUC has established expertise in 3D game technology and virtual reality, developing innovative solutions for law enforcement training. The Faculty of Educational Sciences contributes significantly to research on Immersive Technology in Education through Prof. M. Meletiou-Mavrotheris's internationally recognized work [2], particularly in applications for mathematics and science education.</p> <p><b>EM Lyon's EdTech Leadership</b></p> <p>EM Lyon received an early recognition for pioneering pedagogical innovation with its 2020 "Award for Immersive Training"[3]. The institution has also developed sophisticated gaming approaches integrated across various programs, including for executive education, simulating complex business challenges.</p> <p>Module leader Imène Brigui heads innovative and inclusive learning initiatives, exemplified by the upcoming "Women In Data Science Worldwide" event to be hosted this month by emlyon - that combines a "data-thon" with</p>	
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	<p>specialized workshops[4], showcasing the institution's commitment to enhanced collaborative learning environments.</p> <p><b>NOROFF's Pioneering Expertise in XR Education</b></p> <p>As a key contributor to the programme design, NOROFF brings significant expertise in XR education. The institution was among the earliest educational pioneers in VR/XR technology, having integrated immersive technologies into their curriculum since 2014 when they first adopted Oculus Rift technology [5]. For over a decade, NOROFF has been training future leaders in VR/XR through a comprehensive array of vocational courses.</p> <p>Their specialized programs include XR Development, Digital Prototyping, and 3D Art and Games Technology with interactive 3D components [6][7][8]. This long-standing commitment to immersive technology education has positioned NOROFF as a significant contributor to the XR talent pipeline across Northern Europe, with graduates directly entering industrial and educational applications of these technologies. Their practical, industry-aligned approach to XR education provides an excellent complement to the theoretical foundations offered by other consortium partners.</p> <p><b>Le Delta Campus and PSB's Learning Innovation</b></p> <p>The Master's programme main "Le Delta" campus, home to Paris School of Business (PSB) and its "PSB Learning Lab" has been launched in 2019 [9] [10]. This facility focuses on immersive and maker learning methodologies, providing a collaborative space where technology and pedagogy intersect. Students of the Master's programme will have direct access to the campus's shared makers' and fabrication laboratories, benefiting from both the physical</p>	
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infrastructure and the Lab's accumulated expertise in technology-enhanced learning.

### **Galileo Network's Broader Innovation Ecosystem**

The Galileo network includes additional institutions pioneering disruptive pedagogies. Istituto Marangoni (Italy and international) has led Metaverse developments for fashion education [11], recently inaugurating their Dubai campus with an innovative hybrid VR/physical catwalk and establishing a campus in the metaverse in 2025, showcasing the network's forward-thinking approach to educational environments. The Digital Learning community within Galileo facilitates continuous knowledge and experience sharing across the network.

### **Leveraging a Diverse Technology Ecosystem**

Beyond our institutional capabilities, we're actively leveraging diverse EdTech partnerships, notably through the emlyon VentureLabs incubator, the EUC-Microsoft incubator in Cyprus and in the various schools' ecosystems in 19 countries. These connections significantly expand student exposure to cutting-edge educational technologies beyond our internal resources, ensuring our programme remains at the forefront of educational innovation.

#### Sources:

[1] e.g., Mütterlein, J., Berger, B., & Waltermann, H. (forthcoming). How Head-Mounted Displays Affect Immersion in Virtual Reality Experiences – A Laboratory Experiment. AIS Transactions on Human-Computer Interaction; Mütterlein, J., Berger, B., Matt, C., Stirner, A., & Hess, T. (2022). Co-Creation in Virtual Reality: Immersion as a Driver of the Customer Experience. HMD Praxis der Wirtschaftsinformatik, 59(1), pp. 246-260; Mütterlein, J., Kunz, R. E., & Baier, D. (2019). Effects of Lead-Usership on the Acceptance of Media Innovations: A Mobile Augmented Reality Case. Technological Forecasting & Social Change, (145), pp. 113-124.

	<p>[2] <a href="https://library.iated.org/authors/Maria_Meletiou-Mavrotheris">https://library.iated.org/authors/Maria_Meletiou-Mavrotheris</a></p> <p>[3] <a href="https://em-lyon.com/fr/executive/actualites/innovation-pedagogique-recompensee">https://em-lyon.com/fr/executive/actualites/innovation-pedagogique-recompensee</a></p> <p>[4] <a href="https://em-lyon.com/women-in-data-science">https://em-lyon.com/women-in-data-science</a></p> <p>[5] <a href="https://www.noroff.no/en/news/3d/29-noroff-adopts-oculus-rift-technology">https://www.noroff.no/en/news/3d/29-noroff-adopts-oculus-rift-technology</a></p> <p>[6] <a href="https://www.noroff.no/en/studies/vocational-school/xr-development">https://www.noroff.no/en/studies/vocational-school/xr-development</a></p> <p>[7] <a href="https://www.noroff.no/en/studies/vocational-school/digital-prototyping">https://www.noroff.no/en/studies/vocational-school/digital-prototyping</a></p> <p>[8] <a href="https://www.noroff.no/en/studies/vocational-school/3d-art-and-games-technology-interactive">https://www.noroff.no/en/studies/vocational-school/3d-art-and-games-technology-interactive</a></p> <p>[9] <a href="https://www.mondedesgrandesecoles.fr/psb-paris-school-of-business-la-realite-virtuelle-au-service-de-la-pedagogie/">https://www.mondedesgrandesecoles.fr/psb-paris-school-of-business-la-realite-virtuelle-au-service-de-la-pedagogie/</a></p> <p>[10] <a href="https://www.psbedu.paris/fr/actus/learning-lab-psb">https://www.psbedu.paris/fr/actus/learning-lab-psb</a></p> <p>[11] <a href="https://www.istitutomarangoni.com/en/maze35/metaverse">https://www.istitutomarangoni.com/en/maze35/metaverse</a></p>	
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## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:



## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
1. Teaching staff mobility involves several practical challenges (e.g., uncertainty about the need to move, the period of the mobility, potentially high costs for accommodation, personal difficulties, and so on). Moreover, there is some uncertainty when it comes to topical and sectorial specializations (how many students will select each of these, if all of them are going to materialize or not, etc.).	<p>We thank the EEC for pointing this out. The planning of teachers' movement takes place 4 to 5 months ahead of the intake – so as to facilitate the smooth operations. It includes the design of the most appropriate number and length of the academic staff stays at the hosting institutions (the process is underway for October 2025 – and shall be finalized by the end of April 2025). In addressing the EEC's recommendation, we have amended the Faculty Handbook to this respect (please see pages 17-18 in Appendix VIII. Amendments are highlighted for the convenience of the EEC in yellow).</p> <p>The choice of specialization by the students shall take place at the beginning of Semester 2 (here again four (4) months before the actual relocation, to align with the planning process above) – in order to plan and support appropriately the student relocation and the academic staff's planning. We have amended the "Student Handbook" to this respect (please see p. 4 in Appendix VI. Amendments are highlighted in yellow).</p> <p>Based upon pedagogical and financial considerations, we consider eight (8) as the minimal number of students for a sectorial specialization (triggering the choice of the location) based on the CY.Q.A.A. relevant announcement on maximum and</p>	Choose level of compliance:

	minimum number of students per course. ( <a href="#">announcement link</a> )	
2. Those risks might hinder the level of responsibility and ownership of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, and resources for the mobility of staff. It might be beneficial if the cooperation agreement has provisions for these possibilities. Since the cooperation agreement is still in a draft stage, those concerns can be addressed.	<p>Indeed, as the EEC points out, practical challenges and risks always have side effects to a consortium's cooperation. Hence, the Cooperation Agreement of the three HEI for the delivery of the programme was provided in a SIGNED form, so that its provisions address the concerns expressed here by the EEC.</p> <p>The Cooperation Agreement (please see Appendix IX) includes provisions for the centralisation of costs &amp; revenues (including the re invoicing of direct costs incurred by the partners + a markup). These costs include notably the pedagogical costs and the costs of mobility. This ensures a stability for all the HEIs in the initial investment/development phase (and no risk of financial loss).</p> <p>As stated in Article 16.4. (incentive) of the cooperation agreement, "Once the Program becomes profitable (i.e., the cumulated revenues exceed the cumulated costs), surplus revenue shall be primarily reinvested in the Program's development. To promote the engagement of the consortium members, the Program Director, on the advice of the Joint Program Committee, may propose an increase of the mark-up on re invoiced costs for the member of the consortium. The total amount of the mark-up increase shall not exceed 30% of the surplus." This is in alignment with the EEC recommendation in Section 3, item 2, above)</p>	Choose level of compliance:

	<p>The modalities of this “reinvestment” are decided by the Joint Program Committee – and may involve the development of new offers, investment in research, publications, further training for instructors, etc.</p> <p>The additional 30% might translate as an additional mark up for the HEI’s.</p> <p>As mentioned during the accreditation sessions, it is also contemplated to take the decision then to possibly move to a “revenue sharing” agreement.</p>	
3. All terms and conditions are laid down in a draft version of a cooperation agreement. That agreement needs to be further revised and extended, especially in regard to future financial benefits of participating universities.	The final version of the signed Cooperation Agreement was provided on the CY.Q.A.A. cloud in the additional appendices folder. We append it here as well (please see Appendix IX).	Choose level of compliance:
4. Since all participating universities are owned by the Galileo Learning Group, which is a for-profit provider, financial interests and/or needs might outweigh academic interests and/or needs. There is a delicate balance to be found between the business model and the independent and autonomous academic model. Although the cooperation agreement is complete according to the accreditation criteria, we would like to express our concern about this risk in the governance model of the Copernia consortium.	<p>We understand the EEC’s concern. It is noted, however, that the three HEI’s participating in the consortium are all strong regulated by their own national education standards, alongside other public, not-for-profit, and private providers. They adhere to the rigorous national standards of the respective consortium members which are not only an imperative but also part of their ethos and values.</p> <p>Furthermore, they are already established for-profit providers – which does not prevent them for being praised and awarded for their academic quality, by their students and ranking institutions</p>	Choose level of compliance:

	alike (QS Ranking, THE, governmental organizations). Issues of academic rigour as well as academic freedom have been further analysed in Section 1, item 3 above.	
5. All parties are designing an overarching quality assurance process. The aims and learning objectives are clearly stated. Study counselling and mobility plans take into account different kinds of students.	We thank the EEC for this positive appraisal. Indeed, this is the current practice in the three HEIs, and it is the intended practice for the M.Sc. programme. Student feedback surveys will be particularly monitored on this aspect.	

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. It is recommended to specify a policy for an annual review of the study programme. This should also involve industry external advisors and students.</p>	<p>We thank the EEC with which we agree. We have therefore further developed the respective policy which falls under the jurisdiction of the Academic Committee. The constitution and the role of the Academic Committee appear in Appendix II "Monitoring Mechanisms" (please see pages 2-5). As detailed in Appendix II:</p> <p>The Academic Committee is comprised by representatives from each Party, and is entrusted with maintaining the academic relevance and overall quality of the programme. It undertakes annual reviews with internal and external stakeholders and convenes regular meetings to supervise curriculum development, ensure quality assurance, and support research activities. Furthermore, the Committee is responsible for designing and monitoring the core operational processes governing the implementation of the academic programme. The Committee is chaired by a representative elected from among the Degree Awarding Members, serving a term of three years. Programme operations are conducted by the designated school or unit in adherence to the core processes established and overseen by the Academic Committee. The Academic Committee is supported by three subcommittees: Quality Assurance, Curriculum Development, and Research.</p> <p>As part of the re-accreditation preparation, a comprehensive review</p>	

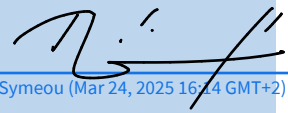
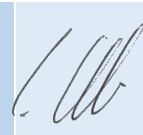



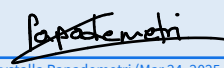
	<p>of the programme will be undertaken in advance independently of the accreditation agency. This review will include input from external experts.</p> <p>The re-accreditation process may proceed as scheduled or be initiated earlier if quality issues arise, or if driven by scientific developments, changing employability demands, or competitive positioning with respect to other programmes.</p> <p>In addition, the didactic and pedagogical development of teaching staff within the programme will be a key focus, ensuring continuous professional enhancement and alignment with evolving academic standards.</p>	
<p>2. There is a good number and distribution of modules throughout the two years. The progression from the second semester to the third entails some pragmatic risks. It is recommended to define clear criteria and routines for the implementation of the specializations and teaching staff mobility (e.g., minimum number of students for a specialization to materialize, a guide for staff mobility).</p>	<p>We thank the EEC for pointing this out. As far as the progression from the second semester to the third year, the choice of specialisation by the students shall take place at the beginning of Semester 2 (four (4) months before the actual relocation, to align with the planning process above) – in order to plan and support appropriately the student relocation and the academic staff's planning. We have therefore amended the "Student Handbook" to this respect (please see p. 4., Appendix VI. Amendments are highlighted in yellow for the convenience of the EEC). It is important to note that a minimum of eight students is required for a specialization to be offered (please see our response in Section 7, item 1, above). If this threshold is not met, students will need to choose the alternative specialization with a higher number of participants.</p>	

	As far as the planning of teachers' movement, this again takes place 4 to 5 months ahead of the intake – so as to facilitate the smooth operations. It includes the design of the most appropriate number and length of the academic staff stays at the hosting institutions (the process is underway for October 2025 – and shall be finalized by the end of April 2025). We have therefore amended the “Faculty Handbook” to this respect. Please see p. 17, in Appendix VIII (amendments are highlighted in yellow).	
3. The organisation of the joint venture is complex and not without risks of losing academic quality and autonomy.	Indeed, as the EEC points out, practical challenges and risks always exist. Hence, the Cooperation Agreement of the three HEI for the delivery of the programme was provided in a SIGNED form, so that its provisions address the concerns expressed here by the EEC (please see the Cooperation Agreement in Appendix IX). Academic quality and autonomy and how these will be safeguarded have been discussed in various sections of this Response Report document above. The EEC has provided the consortium with ample feedback and recommendations to strengthen the the Academic Committee and the Operational Committees duty to include close monitoring of such risks.	Choose level of compliance:
4. The EEC recommends that the universities involved establish a recruitment plan to anticipate needs for increased student intake, and to have the resources for the programme to achieve the strategic objectives.	We agree with the EEC that the three HEIs need to explicit these requirements in the overall recruitment planning process of the HEI's. We have provided more detail on how this will be maintained in Section 3, item 1 above. We also underline here the opportunity presented by the programme to train	Choose level of compliance:



	and grow existing Faculty teachers to support the program as it develops.	
5. The universities should continue to periodically assess (every 1-2 years) the adequacy and suitability of resources and inform the responsible services of the HEIs for their actions given the target of increasing the student intake year on year.	We are in alignment here as well with the EEC. As detailed in Sections 3.1, 4.1 and 5.1 above the three consortium HEI's have planned all actions to secure the adequacy and suitability of resources per year in order to plan on the actual student intake per cohort.	Choose level of compliance:

### C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Loizos Symeou European University Cyprus	-Vice Rector of Academic Affairs -Chair of the EUC Committee on Internal Quality Assurance (C.I.Q.A.) -Member of the Quality Assurance/Academic Committee of the Joint Master in Innovation and Technology for Education	 Loizos Symeou (Mar 24, 2025 16:14 GMT+2)
Prof. Castulus Kolo Macromedia University of Applied Sciences	-Rector (President) -Member of the Quality Assurance/Academic Committee & the Joint Programme Committee of the Joint Master in Innovation and Technology for Education	
Prof. Mark Smith EM Lyon Business School	Dean of Programmes	 Mark Smith (Mar 24, 2025 21:39 GMT+1)
Mr. Nicolas Badre Copernia Galileo Global Education	-Director of the Joint Master in Innovation and Technology for Education	
Prof. Stavros Karayanni European University Cyprus	Dean, School of Humanities, Social and Education Sciences	
Dr. Chrystalla Papademetri, Assistant Professor European University Cyprus	Chairperson, Department of Education Sciences	 Chrystalla Papademetri (Mar 24, 2025 19:56 GMT+2)

**Date:** 24/03/2025



## Appendix I. Course Syllabi/Descriptions

### The Role of Education in Society

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Discuss a brief history of education and educational theories – with a global perspective, from Socrates until now.	4
	L2: Analyse the relation between education and employment/ quality of work: lookback over history, approach of academic vs professionalizing schools etc.	2
	L3: Present and analyse the correlation between education and democracy – and its limitations.	3
	L4: Discuss the evolution of human-technology relations in the context of education from a broad range of social and political science perspectives.	4
	L5: Illustrate the on-going debates on educational and training policies.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic,	3

	institutional, and interpersonal levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	1 <sup>st</sup> Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Oikonomou, M. N. (2018). The role of education in societal development: A comparative study of Paulo Freire's and John Dewey's selected works. Logos Verlag Berlin.	
Relevant Journals	Education Policy Theory and Research in Education	

	International Journal of Educational Reform
Classroom & material requirements	None
School Responsible for Module	European University Cyprus
Exam Semester	1 <sup>st</sup> Semester
Module Coordinator	Loizos Symeou
Course Content (distributed over 12 Course Units)	<p>Introduction to the module</p> <p>The Growth of Schooling in Global Perspective</p> <p>The social context of education and its evolution with pedagogical/technological innovations</p> <p>Understanding of Schools' Role in the Stratification System: Are Schools a Compensatory, Neutral, or "Exacerbatory" Institution?</p> <p>Social Justice &amp; Education Policy</p> <p>Gender, Race and educational outcomes</p> <p>Education and the labor market</p> <p>International &amp; Comparative Education</p> <p>The Political Economy of Education in a Globalized World</p> <p>Theories of Change in Schooling</p> <p>Recent Development in Digital Technologies in Education and their critical reflection from social/political science perspectives</p> <p>Wrap-up/Feedback/Exam preparation</p>

## Cognitive and Social Aspects of Learning Fundamentals

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Classify observations of learning and memory from neuroscientific perspectives across various levels of analysis, including cellular and molecular neuroscience.	2
	L2: Analyse modern imaging techniques used to depict the structures and functions of the human learning and memory systems.	4
	L3: Evaluate experiments focusing on these brain systems	5
	L4: Discuss contemporary psychological and socio-psychological theories applied to education	4
	L5: Illustrate on-going debates on scientific approaches to learning and teaching as a social process.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objectives
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	2
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	3
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	1
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	3
Competencies	Type of competency	Relevance in this module



	Rating of competencies according to part 1 of this document
	K1: Academic knowledge 6
	K2: Knowledge in professional practice 5
	K3: Methodological skills (research) 3
	K4: Methodological skills (professional practice) 3
	K5: Social skills 1
	K6: Personal skills (e.g. reflection, organisation) 2
Module Length	1 Semester
When Offered	Twice per academic year
ECTS Credits	5 ECTS
Prerequisites/ Recommendations	None
Total Workload	150 h [45 CH / 105 SH]
Study Semester	1 <sup>st</sup> Semester
Type of Module	Compulsory Module
Teaching Language	English
Type of Assessment	Written Exam
Teaching and Learning Methods	Lecture and Tutorial
Essential Reading	Squire, L. R., & Kandel, E. R. (1999). <i>Memory: from mind to molecules</i> . New York, NY: Scientific American Library.
Relevant Journals	Nature Neuroscience Journal of Neuroscience Neuroimaging Journal of Cognitive Neuroscience Trends in Cognitive Sciences

Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	1 <sup>st</sup> Semester
Module Coordinator	Sabrina Trapp
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Overview on Social and Cognitive Foundations of Education</li> <li>3 Introduction to Cognitive Neuroscience and Education</li> <li>4 Cognitive Neuroscience – Methods (EEG, TMS, fMRI)</li> <li>5 Cognitive Neuroscience – Learning paradigms</li> <li>6 Biochemical Foundations of Learning and Neural Plasticity</li> <li>7 Neurocognitive Mechanisms of Learning</li> <li>8 Emotional Influences on Learning – The impact of motivation, stress, and emotion on learning.</li> <li>9 Social, Socio-cultural and Socio-Psychological Theories of Learning</li> <li>10 Collaborative and Peer Learning (the role of group interactions and scaffolding in education)</li> <li>11 Debates on Learning and Teaching as a Social Process (Contemporary challenges and interdisciplinary perspectives)</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Pedagogical Innovation

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically analyse the current local and European ecosystem of education and schooling.	5
	L2: Discuss pedagogical innovation in schools and the educational system as a means of encouraging a change in attitudes and culture among those involved in teaching and educational leadership and policy.	3
	L3: Suggest actions, methodologies, and means for innovative teaching methods and material and transforming the spaces in which teaching takes place.	4
	L4: Critically assess pedagogical innovation in the learning process and curricula aiming at a new teaching approach that differs from the old or traditional methods to enhance teaching and learning processes.	6
	L5: Develop and evaluate course(s) and curriculum(a) in specific sectoral education levels from K12 via Higher Education to Lifelong Learning demonstrating the ability to introduce new teaching approaches that differ from the old or traditional methods to enhance teaching and learning processes.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6

	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/Recommendations	None	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	1st Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture & Tutorial	
Essential Reading	Farini, Federico & Scollan, Angela. (2023). Pedagogical Innovation for	

	Children's Agency in the Classroom: Building Knowledge Together. 10.1007/978-3-031-28501-1.
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Relevant Journals	<i>The international journal of pedagogy and curriculum</i> . (2012). Champaign, Illinois, USA: Common Ground Publishing LLC.
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Paulo Nita Freire International Project for Critical Pedagogy, & University of North Carolina at Greensboro. (2008). *The international journal of critical pedagogy*. Greensboro, NC: University of North Carolina Greensboro.

*International Journal of Pedagogy, Innovation and New Technologies*. (n.d.). Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej (Warszawa).

National University. (2017). *Journal of research in innovative teaching & learning*. Bingley: Emerald Publishing Limited.

Journal of Research in Innovative Teaching & Learning

Classroom & material requirements	None										
School	European University Cyprus										
Responsible for Module											
Exam Semester	2 <sup>nd</sup> Semester										
Module	Marios Vryonides										
Coordinator											
Course Content (distributed over 12 Course Units)	<table> <tr> <td>1</td><td>Introduction to the module</td></tr> <tr> <td>2</td><td>Introduction to Pedagogical Innovation-The Current Local and European Educational Ecosystem</td></tr> <tr> <td>3</td><td>Frameworks and Theories of Pedagogical Innovation</td></tr> <tr> <td>4</td><td>Pedagogical Innovation, Educational Leadership and Policies Supporting Pedagogical Innovation</td></tr> <tr> <td>5</td><td>Innovative Teaching Methods and Materials</td></tr> </table>	1	Introduction to the module	2	Introduction to Pedagogical Innovation-The Current Local and European Educational Ecosystem	3	Frameworks and Theories of Pedagogical Innovation	4	Pedagogical Innovation, Educational Leadership and Policies Supporting Pedagogical Innovation	5	Innovative Teaching Methods and Materials
1	Introduction to the module										
2	Introduction to Pedagogical Innovation-The Current Local and European Educational Ecosystem										
3	Frameworks and Theories of Pedagogical Innovation										
4	Pedagogical Innovation, Educational Leadership and Policies Supporting Pedagogical Innovation										
5	Innovative Teaching Methods and Materials										

6	Transforming Educational Spaces
7	Pedagogical Innovation in the Learning Process
8	Curriculum Development and Innovation
9	Sectoral Education Levels: K-12, Higher Education, Lifelong Learning
10	Implementing and Scaling Pedagogical Innovation
11	Critical Assessment and Future Directions
12	Wrap-up/Feedback/Exam preparation

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## Technology Innovation

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Explain the innovation process from ideation to continuous improvement and summarise the definitions, history, and importance of educational technology.	2
	L2: Apply user-centered design principles to develop and prototype educational technology solutions and propose potential applications of current trends and emerging technologies.	3
	L3: Develop and implement innovative educational scenarios and game-based learning principles to enhance student engagement, motivation, and learning outcomes.	6
	L4: Evaluate the potential of wearables, mixed reality, and mobile learning technologies, including BYOD policies, for enhancing student learning experiences.	4
	L5: Develop comprehensive plans for implementing educational technology solutions, including platform selection, content creation, and student engagement strategies.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise	2



	specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	1
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	3
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	1 <sup>st</sup> Semester	
Type of Module	compulsory module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Sciences, D. on E. P., Board, C. S. T., Intelligence, P. on A., & Technology, C. on D. I. in I. (2020). <i>Information</i>	

	<i>technology innovation: resurgence, confluence, and continuing impact</i> . Washington, D.C.: National Academies Press.
Relevant Journals	International Journal of Innovation in Education Technological Innovations in Education  <i>Computers and education. Artificial intelligence</i> . (2020). [Oxford]: Elsevier Ltd. <i>Computers &amp; education</i> . (1976). Exeter: Elsevier Science.  IFIP Technical Committee on Education. (1996). <i>Education and information technologies</i> . Dordrecht]: Springer Netherlands.
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	1 <sup>st</sup> Semester
Module	Joschka Mütterlein
Coordinator	
Course Content (distributed over 12 Course Units)	<div>1 Introduction to the module</div> <div>2 Basics of Innovation Processes</div> <div>3 Introduction to Educational Technology</div> <div>4 User-Centered Design Principles</div> <div>5 Evaluation of innovation success with KPIs</div> <div>6 Trends and Emerging Technologies in Education</div> <div>7 Introduction to Artificial Intelligence in Education, e.g., through low and no code bootcamp</div> <div>8 Wearables and Mixed Reality in Education</div> <div>9 Mobile Learning and BYOD (Bring Your Own Device)</div> <div>10 Chatbots and Virtual Assistants</div>

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11 Data Privacy, Security, and Ethics in Educational  
Technology

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12 Wrap-up/Feedback/Exam preparation

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## Research Project in Educational Management

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Identify relevant topics for research in education management and formulate research questions	1
	L2: Apply appropriate scientific methods and derive a research design	3
	L3: Evaluate the results in the light of a specific education management challenge ideally in cooperation with a cooperation partner	5
	L4: Assuming responsibility in a team project situation and actively reflecting on cooperation dynamics to optimise team performance	5
	L5: Develop a convincing presentation of research results that is meaningful also for an audience coming from industry practice	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	3

Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	5
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300h [45h CH / 255h SH]	
Study Semester	1 <sup>st</sup> Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Tian, M., & Huber, S. G. (2020). Mapping educational leadership, administration and management research 2007–2016: Thematic strands and the changing landscape. <i>Journal of Educational Administration</i> , 58(2), 129–150. doi: 10.1108/JEA-12-2018-0234.	
Relevant Journals	Educational Management Administration & Leadership (EMAL) <a href="https://journals.sagepub.com/home/EMA">https://journals.sagepub.com/home/EMA</a>	

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Journal of Educational Administration  
<https://www.emerald.com/insight/publication/issn/0957-8234>

The International Journal of Management Education  
<https://www.sciencedirect.com/journal/the-international-journal-of-management-education>

*Journal of education policy.* (1986). [London] :: Taylor & Francis.

American Educational Research Association. (1931). *Review of educational research an official journal of the American Educational Research Association.* Thousand Oaks, Calif.: Sage.

National Council for the Social Studies. College University Faculty Assembly. (1973). *Theory and research in social education.* Philadelphia, Pa.]: Taylor & Francis Group.

*International journal of educational reform.* (1992). Thousand Oaks, CA: SAGE Publications.

*Higher education.* (1972). Netherlands]: Springer Netherlands.

Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	1 <sup>st</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Course Content	
	<i>Organisational Requirements:</i>

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Ideally, this module is based on a real case provided by a cooperation partner from education practice.

A project description (briefing) is provided by the partner (or simulated by the instructor)

The briefing contains a description of the situation, the objective(s) of the project and the demanded deliverables.

The project shall be divided into two phases: (1) a fact-finding phase

in which students apply scientific methods and (2) a phase in which a practice-oriented solution is derived.

The assignments may differ across groups and groups may be reshuffled in the second phase.

The business partner shall interact with the students ideally at least three times (kick-off, intermediate status, final presentation) and give feedback from a practitioner's perspective.

Students present their findings in the form of a power point presentation.

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*Content Requirements:*

There is no specific topical focus in for this research project as

long as it is addressing issues in contemporary higher education management.

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*Assessment Requirements:*

The emphasis in this module is on translating a management challenge into a scientific question and to choose an appropriate scientific method to tackle it. Subsequently, the derived solution shall be formulated in a way that is understood in a practitioners context.

The total number of points that can be reached by the delivered project thesis shall be subdivided in at least ten subdimensions that allow for a differentiated grading.

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## Global Educational Perspectives in the Age of AI

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Share a “dynamic demographic” perspective and perform a prospective and comparative analysis of educational systems.	4
	L2: Understand the rankings (from PISA to Times Higher Education). Draw the conclusions on major challenges at a macro level: training vs. employment, public funding vs tuition fees, domestic vs. local students, challenges of adult training etc.	2
	L3: Integrate the “magnitude of diversity” (international, social, age etc.) into the design of educational solutions.	3
	L4: Anticipate scenarios and sketch solutions for the “Future of work / Future of learning” in K12, HE, lifelong etc.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	3
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	2

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in
	Rating of competencies according to part 1 of this module this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	2 <sup>nd</sup> Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Niemi, H., Pea, R. D., & Lu, Y. (2023). <i>AI in Learning: Designing the Future</i> (1st Edition 2023). Cham: Springer Nature. doi: 10.1007/978-3-031-09687-7.	
Relevant Journals	Educational Management Administration & Leadership (EMAL)  <a href="https://journals.sagepub.com/home/EMA">https://journals.sagepub.com/home/EMA</a>	

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Journal of Educational Administration

<https://www.emerald.com/insight/publication/issn/0957-8234>

The International Journal of Management Education

<https://www.sciencedirect.com/journal/the-international-journal-of-management-education>

Classroom & material requirements	None																								
School	European University Cyprus																								
Responsible for Module																									
Exam Semester	1st Semester																								
Module	Loizos Symeou																								
Coordinator	Marios Vryonides																								
Course Content (distributed over 12 Course Units)	<table><tr><td>1</td><td>Introduction to the module</td></tr><tr><td>2</td><td>The Global Context of Education: Globalization</td></tr><tr><td>3</td><td>Centers and Peripheries</td></tr><tr><td>4</td><td>International &amp; Comparative aspects of Students and Teachers</td></tr><tr><td>5</td><td>The Global digital economy</td></tr><tr><td>6</td><td>Global aspects of Citizenship Education</td></tr><tr><td>7</td><td>The Role of Artificial Intelligence in Global Education</td></tr><tr><td>8</td><td>The role of educators in the era of digital education and AI</td></tr><tr><td>9</td><td>New learner profiles in the era of AI</td></tr><tr><td>10</td><td>Education and the labor market in the digital world</td></tr><tr><td>11</td><td>The future of learning in the Digital World</td></tr><tr><td>12</td><td>Wrap-up/Feedback/Exam preparation</td></tr></table>	1	Introduction to the module	2	The Global Context of Education: Globalization	3	Centers and Peripheries	4	International & Comparative aspects of Students and Teachers	5	The Global digital economy	6	Global aspects of Citizenship Education	7	The Role of Artificial Intelligence in Global Education	8	The role of educators in the era of digital education and AI	9	New learner profiles in the era of AI	10	Education and the labor market in the digital world	11	The future of learning in the Digital World	12	Wrap-up/Feedback/Exam preparation
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## Advanced Cognitive and Social Aspects of Learning in the Age of AI

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Describe the brain mechanisms involved in acute and chronic stress.	2
	L2: Illustrate how interindividual differences and disorders can impact learning and how neuroscience can address and diminish discrimination and disadvantage.	3
	L3: Formulate how neuroscience research enhances our comprehension of neurodiversity, emphasising the significance of fostering inclusive environments that embrace diverse thinking and learning styles	6
	L4: Debate the impact of a non-discriminator understanding of neurodiversity on social processes of learning in times of AI	4
	L5: Analyse how AI and Human-AI Collaboration respectively influence peer learning, collaboration, and group dynamics	4
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	3
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	6

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	3
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	Successful completion of module Cognitive and Social Aspects of Learning	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Lecture and Tutorial	
Essential Reading	Armstrong, T. (2012). <i>Neurodiversity in the Classroom: Strength-based Strategies to Help Students with Special Needs Succeed in School and Life</i> . ASCD.	
Relevant Journals	Journal of Autism and Developmental Disorders Research in Developmental Disabilities	

	Neurodiversity
	Journal of Learning Disabilities
	Journal of Child Psychology and Psychiatry
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	2nd Semester
Module	Sabrina Trapp
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Neuroscience and neurodiversity</li> <li>3 Learning and anxiety and depression</li> <li>4 Learning and autism and ADHD</li> <li>5 Age and learning modulations</li> <li>6 Brain development in childhood and Learning in children</li> <li>7 Learning under stress</li> <li>8 Digital media and the impact on cognitive and brain functions</li> <li>9 Neuroscientific Perspectives on AI-Augmented Learning (interaction of AI and brain-based learning processes).</li> <li>10 Social Learning and Human-AI Collaboration – Investigating how AI influences peer learning, collaboration, and group dynamics.</li> <li>11 Ethical and Bias Considerations in AI-Based Learning (fairness in AI-powered educational tools).</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Technology Integration in Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Categorise frameworks for integrating technology into educational practices and explain how pedagogical theories inform this integration.	2
	L2: Apply prototyping and iterative design methodologies to develop technology-integrated learning activities tailored to specific learning objectives.	3
	L3: Analyse and improve the effectiveness of adaptive learning systems in meeting diverse student needs.	4
	L4: Create and manage immersive learning environments, including virtual labs, using Universal Design for Learning (UDL) principles and other assessment strategies.	6
	L5: Develop practical skills in implementing, managing, and integrating immersive learning experiences and virtual environments into broader educational processes.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/Recommendations	Recommendation: Technology Innovation	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Aubrey-Smith, F., & Twining, P. (2024). <i>From EdTech to PedTech: changing the way we think about digital technology</i> . Abingdon, Oxon New York, NY: Routledge.	



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Relevant Journals    *Computers and education. Artificial intelligence.* (2020).  
[Oxford]: Elsevier Ltd.

IFIP Technical Committee on Education. (1996).  
*Education and information technologies.* Dordrecht]:  
Springer Netherlands.

The Journal of Technology-Integrated Lessons and  
Teaching

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Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	2nd Semester
Module	Joschka Mütterlein
Coordinator	
Course Content (distributed over 12 Course Units)	
	1    Introduction to the module
	2    Prototyping and Iterative Design
	3    Adaptive Learning Systems
	4    Technology-Enhanced Project-Based Learning
	5    Differentiated Instruction using Technology
	6    Assessment Strategies in Technology-Enhanced Learning
	7    Universal Design for Learning (UDL) in Technology Integration
	8    Culturally Responsive Teaching with Technology
	9    Collaboration Tools and Virtual Learning Communities
	10   Reflective Practice in Tech Integration
	11   Immersive Learning Rooms and Virtual Labs
	12   Wrap-up/Feedback/Exam preparation

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## Augmenting Educational Management Systems and Solutions

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand and articulate the importance of educational management systems, including their infrastructural elements and their role in educational settings.	2
	L2: Identify and describe the functionalities and features of learning management systems (LMS) and student information systems (SIS).	2
	L3: Apply Educational Technology for Classroom Management and Engagement to various educational apps and tools to manage classroom tasks effectively and enhance student engagement.	3
	L4: Utilise technology tools to map and align curriculum objectives with instructional practices, ensuring coherence and relevance.	4
	L5: Develop a comprehensive plan for continuous improvement and system evaluation in an educational institution, incorporating stakeholder feedback and data analysis, especially considering administrative processes, such as enrolment, attendance, planning, monitoring of pedagogical progress, grading, etc.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6

	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	Recommendation: Technology Innovation	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Lecture and Tutorial	

Essential Reading	Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. <i>Journal of Research on Technology in Education</i> , 42(3), 255-284.
Relevant Journals	Journal of Higher Education Theory and Practice <i>Journal of Research on Technology in Education</i>
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	2 <sup>nd</sup> Semester
Module	Joschka Mütterlein
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 IT Infrastructure: Hardware, Software, Cloud, and More</li> <li>3 Learning Management Systems (LMS) and Virtual Classrooms (VC): sharing and using content and experience</li> <li>4 CRM and Student Information Systems (SIS): managing pre-school and school experience</li> <li>5 Educational Apps and Tools for Classroom Management</li> <li>6 Mapping the curriculum and target experience with technology</li> <li>7 Quality Assurance and Data-Driven Decision Making in Education</li> <li>8 Customisation and Integration of LMS and SIS</li> <li>9 Accessibility and Inclusive Design in Educational Systems</li> <li>10 Security and Privacy in Educational Technology Systems</li> </ol>

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11 Stakeholder Engagement, Continuous Improvement  
and System Evaluation

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12 Wrap-up/Feedback/Exam preparation

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## Applied project

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand a quasi-client's (e.g. a specific education institution or a provider to such an institution) needs and to derive a realistic project proposal in a given time frame with defined resources.	2
	L2: Analyse the client's needs from the client's perspective and design pragmatic solutions based on identified actual best practices and/or innovative solutions derived from research findings.	4
	L3: Identify risks incurred by the client with the developed solutions and collateral societal and/or economics effects when implemented on a large scale.	1
	L4: Organise themselves in interdisciplinary teams and continuously align with the client's expectations thereby showing leadership in ones assigned role.	4
	L5: Deriving management solutions under uncertainty and developing a tolerance of missing data	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	3
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	3
	Objective 3: To analyse issues in the management of education and to appraise	5

	specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	6
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	5
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/Recommendations	None	
Total Workload	300h [45h CH / 255h SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Lis, M. (2023). <i>Higher Education Institutions and Digital Transformation: Building University-Enterprise Collaborative Relationships (Edition 1)</i> (1st ed.). United	

	Kingdom: Taylor and Francis. doi: 10.4324/9781003363132.
Relevant Journals	School Leadership & Management: Formerly School Organisation (1997 - current) Formerly known as School Organisation (1981 - 1996) Publication details Print ISSN 1363-2434 Online ISSN: 1364-2626  5 issues per year
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	2 <sup>nd</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Course Content (Teaching Format: Workshop)	<p><b>Organisational Requirements:</b></p> <p>Ideally, this module is based on a real case provided by a cooperation partner from education practice.</p> <p>A project description (briefing) is provided by the partner (or simulated by the instructor)</p> <p>The briefing contains a description of the situation, the objective(s) of the project and the demanded deliverables.</p> <p>The project shall be divided into two phases: (1) a fact-finding phase in which students apply appropriate methods and (2) a phase in which a solution is derived that can be implemented.</p> <p>The assignments may differ across groups and groups may be reshuffled in the second phase.</p> <p>The business partner shall interact with the students ideally at least three times (kick-off, intermediate status, final presentation) and give feedback from a practitioner's perspective.</p> <p>Students present their findings in the form of a power point presentation.</p>
1	<b>Content Requirements:</b>



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There is no specific topical focus in for this applied project as long as it is addressing issues in contemporary higher education management.

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## **2 Assessment Requirements:**

The emphasis in this module is on understanding a potential businesses challenge and to capture it in a well-structured and clearly articulate way.

The total number of points that can be reached by the delivered project thesis shall be subdivided in at least ten subdimensions that allow for a differentiated grading.

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## Research Design (Exposé Master Thesis)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Develop scientific research work in general and with a particular focus on education in a competent and independent manner.	6
	L2: Justify the practical relevance of the research.	5
	L3: Understand the structure of scientific arguments, with definitions and conceptual clarity	2
	L4: Critically review extant empirical research and the theoretical context;	5
	L5: Subsequently complete the exposé for the Master's thesis that was elaborated during the course.	3
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	3

Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	3
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis The module counts as completed with the submission of the exposé for the Master's Thesis which will be revised during the course (pass/no pass).	
Teaching and Learning Methods	Seminar	
Essential Reading	Huisman, J., & Tight, M. (2023). <i>Theory and method in higher education research</i> . Bingley, England: Emerald Publishing.	
Relevant Journals	<i>International journal for empirical education and research</i>	

Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	3 <sup>rd</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Task	<p>The task is the delivery of an exposé that clearly captures the planned thesis project.</p> <p>The students are provided with a template they have to fill.</p> <p>The template contains at least the following sections: relevance of the chosen topic, first literature research on the state of research, tentative research gap and research question, a proposed method, a tentative work plan, potential implications for education practice.</p> <p>The students are graded in a “pass”/“no pass” way.</p>
Course Content (distributed over 12 Course Units; Teaching Format: Seminar)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Fundamentals of epistemology</li> <li>3 Induction and deduction / facts, hypotheses and theories</li> <li>4 Structured literature research</li> <li>5 Empirical research design</li> <li>6 Empirical research design</li> <li>7 Quantitative methods and their quality criteria</li> <li>8 Qualitative methods and their quality criteria</li> <li>9 Selecting an appropriate method</li> <li>10 Applying AI tools in scientific research</li> <li>11 Structuring the thesis project and the thesis itself</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Topical Specialisation Module: Management of Educational and Training Institutions

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand the different types of education and training institutions and their contribution to value creation in a regulated environment.	4
	L2: Analyse a specific education institution according to relevant academic models regards to operative, strategic, and normative/cultural management challenges as well as the role of leadership in their interplay.	5
	L3: Evaluate the impact of market trends and general developments on educational and training institutions	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4

Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	4
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Farris, D., & Gmelch, W. H. (2023). <i>Understanding university committees: how to manage and participate constructively in institutional governance</i> . New York: Routledge.	
Relevant Journals	School Leadership & Management: Formerly School Organisation (1997 - current) Formerly known as School Organisation (1981 - 1996) Publication details Print ISSN 1363-2434 Online ISSN: 1364-2626  5 issues per year	

Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module	Castulus Kolo
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 The concept of value and the structure of value creation in education and training on an institutional as well as on an industry level</li> <li>3 Defining institutional goals and setting-up strategy development in education and training institutions</li> <li>4 The management of human resources as creative talents and leadership concepts for education and training institutions</li> <li>5 Education and training institutions as brands as well as marketing and sales challenges for education and training institutions</li> <li>6 Specific key performance indicators and characteristic risk management for education and training institutions</li> <li>7 Normative management and its manifestation in institutional culture (including vision, mission, and values)</li> <li>8 Specific key performance indicators and characteristic risk management for education and training institutions</li> <li>9 Normative management and its manifestation in institutional culture (including vision, mission, and values)</li> <li>10 Managing Learning Infrastructure, Technology Integration, and Digital Transformation in Education</li> <li>11 Evaluating the Impact of Market Trends and General Developments on Educational and Training Institutions</li> </ol>





## Topical Specialisation Module: Advanced studies in Neuro- & Cognitive Sciences Applied to Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Demonstrate the connections between neuroscience and education.	3
	L2: Infer well-informed decisions in educational policy and practice, drawing from evidence in brain research.	4
	L3: Debate the gap between foundational research in brain function, cognition, and behavior, and practical challenges encountered in educational settings.	4
	L4: Evaluate the potential of educational neurotechnology, including known capabilities, unresolved questions, and ethical considerations for successful implementation of these tools in classrooms globally.	5
	L5: Synthesise the biological and psychological foundations of cognitive enhancement, evaluate different neuroenhancement techniques and their effectiveness. critically analyze the ethical implications of neuroenhancement.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise	3

	specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	6
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	Successful completion of module Cognitive and Social Aspects of Learning	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Oral exam	
Teaching and Learning Methods	Seminar	

Essential Reading	Farah, M. J. (2010). <i>Neuroethics: An Introduction with Readings</i> . MIT Press.
Relevant Journals	Journal of Cognitive Enhancement Neuropsychopharmacology Brain Stimulation Journal of Neural Engineering Frontiers in Neuroengineering Neuroethics
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3rd Semester
Module Coordinator	Sabrina Trapp
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Societal implications of cognitive enhancement</li> <li>3 Neurofeedback: Functionality and applications</li> <li>4 Neuroprosthetics: Functionality and applications</li> <li>5 Neurostimulation/-enhancement technologies: TMS and tDCS</li> <li>6 Neurostimulation/-enhancement technologies: Nootropics and Psychedelics</li> <li>7 Neurostimulation/-enhancement technologies: Digital Learning Apps</li> <li>8 Comparison of ANNs with biological neural networks</li> <li>9 Fusion of human brain cells and electronic circuits</li> <li>10 Enhancing human cognition with AI</li> <li>11 Ethical issues in neurotechnology and AI</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Topical Specialisation Module: Data Science and AI in Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Identify and apply data collection methods, cleaning, and preprocessing techniques to ensure the quality and reliability of educational datasets.	2
	L2: Analyse educational datasets using exploratory data analysis techniques to identify patterns and trends.	4
	L3: Evaluate predictive analytics models for predicting student performance and design basic personalised learning experiences using adaptive learning systems.	6
	L4: Describe the application of natural language processing techniques to analyse educational texts and extract insights.	2
	L5: Propose innovative applications and future directions for AI in education, considering emerging technologies and ethical considerations.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	2

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	Recommendations: Technology Integration in Education Educational Management Systems	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3 <sup>rd</sup> Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Urmeneta, A., & Romero, M. (2024). <i>Creative applications of artificial intelligence in education</i> (1st ed. 2024). Cham: Springer Nature Switzerland Imprint: Palgrave Macmillan.	

Relevant Journals	Journal of Teacher Education Journal of Educational Technology & Society International Journal of Artificial Intelligence in Education (IJAIED) International Journal of STEM Education																								
Classroom & material requirements	None																								
School	emlyon business school																								
Responsible for Module																									
Exam Semester	3rd Semester																								
Module	Imène Birgui																								
Coordinator																									
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to the module</td></tr> <tr><td>2</td><td>Data Collection Methods and Tools</td></tr> <tr><td>3</td><td>Data Cleaning and Preprocessing Techniques</td></tr> <tr><td>4</td><td>Exploratory Data Analysis (EDA) in Education</td></tr> <tr><td>5</td><td>Predictive Analytics for Student Performance</td></tr> <tr><td>6</td><td>Personalization in Adaptive Learning Systems</td></tr> <tr><td>7</td><td>Natural Language Processing (NLP) for Educational Texts</td></tr> <tr><td>8</td><td>Automated Assessment and Feedback Systems</td></tr> <tr><td>9</td><td>Data Visualization for Educational Insights</td></tr> <tr><td>10</td><td>Biases in Educational Data Science</td></tr> <tr><td>11</td><td>Case Studies in AI Implementation in Education</td></tr> <tr><td>12</td><td>Wrap-up/Feedback/Exam preparation</td></tr> </table>	1	Introduction to the module	2	Data Collection Methods and Tools	3	Data Cleaning and Preprocessing Techniques	4	Exploratory Data Analysis (EDA) in Education	5	Predictive Analytics for Student Performance	6	Personalization in Adaptive Learning Systems	7	Natural Language Processing (NLP) for Educational Texts	8	Automated Assessment and Feedback Systems	9	Data Visualization for Educational Insights	10	Biases in Educational Data Science	11	Case Studies in AI Implementation in Education	12	Wrap-up/Feedback/Exam preparation
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## Topical Specialisation Module: Technology, Accessibility and Universal Design for Learning for inclusive Pedagogies

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically analyse the ecosystem of the accessibility, assistive technology and universal design including definitions, approaches and policies at a global perspective in relation to disability and human rights.	4
	L2: Explain the framework and principles of Universal Design and Universal Design for Learning in relation to accessibility and the use of technology.	2
	L3: Configure accessibility requirements and assistive and mainstream technology to respond to access and accessibility related challenges in the learning process and curricula.	3
	L4: Critically assess accessibility in all aspects, and create solutions to remove barriers (physical, digital, societal, attitudinal) to learning and participation of learners with disabilities in the learning process and environments.	6
	L5: Develop accessible and inclusive learning experiences by applying guidelines and principles of accessibility and Universal Design for Learning with the use of technology.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6

	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/Recommendations	None	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	



Type of Assessment	Oral Exam
Teaching and Learning Methods	Seminar
Essential Reading	Hoogerwerf, E.J., Mavrou, K. and Traina, I. (Eds.) (2019). The role of assistive technology in fostering inclusive education. Strategies and tools to support change. London: Routledge.
Relevant Journals	Technology and Disability Journal of Enabling Technologies Assistive Technology Disability and Rehabilitation: Assistive Technology
Classroom & material requirements	Are there any special requirements for the classroom or teaching material/software? <ul style="list-style-type: none"> <li>• Assistive Technology products</li> <li>• Computer Lab for accessibility hands-on</li> <li>• Parts of it can be hybrid</li> </ul>
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Marios Vryonides
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Technology, disability and accessibility ecosystem: basic concepts, terminology, disability constructions, global and national policies. digital divide, digital inclusion and digital literacy: barriers, opportunities and the role of technology</li> <li>3 Universal Design and Universal Design for Learning: UD principles and examples, UDL framework, and guidelines UD/UDL and accessibility</li> <li>4 Assistive technology and accessibility for physical access, communication and Learning:</li> </ol>

	Technology for physical access in physical and digital environments: user needs and possible applications
5	Assistive technology and accessibility for communication:  Technology for communication: Augmentative and Alternative Communication (AAC) and beyond  Accessibility in face to face and remote communication
6	Accessible learning content and materials  accessible learning applications and educational games,  accessible web, accessible documents and media in education
7	Accessible learning content and materials  the use of symbols, easy to read guidelines and content development
8	Inclusive Learning Design  co-design and co-creation with learners with disabilities
9	Inclusive Learning Design  universally designed learning activities and environments
10	Inclusive and accessible education:  Digital inclusion, accessibility and inclusive education Self-Assessment for schools  Educational decision making and whole school approach for accessibility in inclusive education
11	Service delivery systems and implementation planning  Assistive technology and accessibility service delivery  Building cross sectorial collaborations and implementation planning
12	Wrap-up/Feedback/Exam preparation

## Sectorial Specialisation Module: Innovative Pedagogy for Primary and Secondary Education (K12)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Compare and evaluate pedagogical innovations suitable for primary and secondary education, considering developmental differences between children and adolescents.	2
	L2: Integrate educational technology, understanding the challenges to apply digital tools, AI, and extended reality in K12 education to enhance engagement and improve educational outcomes – for children and adolescents respectively.	4
	L3: Develop assessment strategies, defining and implementing criteria for evaluating the effectiveness of innovative pedagogical practices vs. specific educational goals in K12.	5
	L4: Integrate technology education in the curricula and pedagogical strategies, for both the learners and instructors.	5
	L5: Reflect on ethical implications of technological innovations in K12 education, considering potential opportunities and risks – from a societal and economic perspective.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6

	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competences	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	<ul style="list-style-type: none"> <li>• Prior foundational courses in education and technology:</li> <li>• Students should have completed introductory courses that provide a basic understanding of educational theories and digital tools (notably AI and Extended Reality). This prerequisite ensures that students are well-prepared to engage with the advanced content of this module.</li> <li>• Familiarity with basic educational theories:</li> <li>• Knowledge of key pedagogical concepts and theories will help students grasp the innovative approaches discussed in this module, specifically tailored for primary and secondary education settings.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Familiarity with digital tools in education:</li> <li>• Understanding basic digital tools and their application in education will be beneficial for practical assignments and projects focused on primary and secondary schools.</li> </ul>
Total	150 h [45 CH / 105 SH]
Workload	
Study Semester	3 <sup>rd</sup> Semester
Type of Module	Compulsory Elective
Teaching Language	English
Type of Assessment	Written Exam
Teaching and Learning Methods	Lecture and Tutorial
Essential Reading	Gardner, H. (1983). <i>Frames of mind: A theory of multiple intelligences</i> . New York: Basic Books.
Relevant Journals	Journal of Educational Technology International journal of educational development
Classroom & material requirements	<ul style="list-style-type: none"> <li>○ Access to a computer lab (to utilise educational softwares), interactive white boards (to demonstrate innovative methods and engage students), projectors etc.</li> <li>○ Partnership to gain access to actual classrooms in primary and secondary schools.</li> </ul>
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>st</sup> Semester
Module	Marios Vryonides, Nicolas Badré (Tandem Lead)

Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Development of Modern Pedagogical Approaches in primary and secondary education. How can technological innovation reinforce or limit non tech pedagogical innovation</li> <li>3 Digital Literacy for Educators to effectively use and teach in K12 education</li> <li>4 Integration of Technology in primary and secondary Classrooms</li> <li>5 Classroom management and differentiation strategies for primary (children) and secondary (adolescents) education learners.</li> <li>6 Assessment of learning. Develop and implement continuous and final assessment strategies supporting innovative practices in K12 classes</li> <li>7 Inclusive Education Strategies. Design inclusive learning and physical environments – notably for children with special needs</li> <li>8 Gamification and Interactive Learning. Design, execute and assess game-based learning in K12</li> <li>9 Flipped Classroom Models. Implement and evaluate effectiveness in secondary education. Assess similar approaches for primary</li> <li>10 Project-Based-Learning. Design and manage projects to foster critical thinking and problem-solving in secondary education</li> <li>11 Ethical and Social Considerations in K12 education's digitalisation</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Sectorial Specialisation Module: Educational Policies and Systems for Primary and Secondary education (K12)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically evaluate practical cases of national educational policies in K12, focusing on regulatory, financial, pedagogical, and ethical aspects, while drawing insightful comparisons.	2
	L2: Craft comprehensive policy-making scenarios that address actual practical K12 education challenges by integrating educational, social, and financial objectives within strategic timelines.	3
	L3: Cultivate advanced advocacy skills to drive educational reforms in K12 systems, using real-world case studies to derive impactful change.	4
	L4: Evaluate the complexities of policy implementation in primary and secondary schools balancing the diverse needs of stakeholders and overcoming institutional challenges.	5
	L5: Synthesise and optimise educational policies to enhance school management and administration, tailoring strategies to the unique contexts of K12 education.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	3
	Objective 2: To conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional	5

and interpersonal levels based on scientific insights and pragmatism.

Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5 ECTS	
Prerequisites	<b>Foundational courses in education and technology:</b>	
Recommendations	Students should have completed introductory courses that provide a basic understanding of educational theories and digital tools.	
	<p><b>Familiarity with basic educational theories:</b></p> <p>Knowledge of key pedagogical concepts and theories will help students grasp innovative approaches discussed in this module.</p> <p><b>Understanding of digital tools in education:</b></p> <p>Familiarity with basic digital tools and their application in education will be beneficial for practical assignments and projects.</p>	
Total	150 h [30h CH / 120h SH]	
Workload		
Study Semester	3 <sup>rd</sup> Semester	



Type of Module	Compulsory Elective
Teaching Language	English
Type of Assessment	Project thesis
Teaching and Learning Methods	Seminar
Essential Reading	Blair, A., Evans, D., Hughes, C., & Tight, M. (2023). <i>International perspectives on leadership in higher education</i> . Bingley, England: Emerald Publishing.
Relevant Journals	<p>Journal of Educational Policy:</p> <ul style="list-style-type: none"> <li>Valuable for its in-depth analysis of policy development and implementation.</li> <li><a href="https://www.tandfonline.com/journals/tedp20">https://www.tandfonline.com/journals/tedp20</a></li> </ul> <p>Educational Administration Quarterly:</p> <ul style="list-style-type: none"> <li>Offers insights into administrative practices and educational leadership.</li> <li><a href="https://us.sagepub.com/en-us/nam/journal/educational-administration-quarterly">https://us.sagepub.com/en-us/nam/journal/educational-administration-quarterly</a></li> </ul> <p>International Journal of Educational Management:</p> <ul style="list-style-type: none"> <li>Focuses on management practices and innovation in education.</li> <li><a href="https://www.emerald.com/insight/publication/issn/0951-354X">https://www.emerald.com/insight/publication/issn/0951-354X</a></li> </ul> <p>Digital culture and education</p> <ul style="list-style-type: none"> <li><a href="https://www.digitalcultureandeducation.com/dce1019_kolo_breiter_2009">https://www.digitalcultureandeducation.com/dce1019_kolo_breiter_2009</a> (squarespace.com)).</li> </ul>
Classroom material requirements	<p>Are there any special requirements for the classroom or teaching material/software?</p> <p>Technology access: Computer labs, interactive whiteboards, projectors.</p> <p>Partnerships: Access to primary and secondary school classrooms for practical application</p>
School	European University Cyprus

Responsible for Module	
Exam	3 <sup>rd</sup> Semester
Semester	
Module	Marios Vryonides, Nicolas Badré (Tandem Lead)
Coordinator	
Course	
Content (distributed over 12 Course Units)	1 Introduction to the module 2 Understanding National Educational Policies in primary and secondary education 3 Designing Policy-Making Scenarios 4 Strategic Planning in K12 Educational Policy Implementation 5 Advocacy in Educational Policy 6 Case Study Analysis of K12 Policy Implementation 7 Financial Management in K12 Educational Policies 8 Legal and Ethical Considerations in K12 Educational Policy 9 Technology Integration in K12 to serve educational policies 10 Monitoring and Evaluation of K12 Educational Policies 11 Global Trends in primary and secondary education – to frame future policies 12 Wrap-up/Feedback/Exam preparation

## Sectorial Specialisation Module: Current Research Issues in Primary and Secondary Education (K12)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand the major perspectives on K12 education research.	2
	L2: Identify and analyse research gaps in specific areas of K12 education and formulate pertinent research questions for further research.	4
	L3: Debate appropriate research methods for K12 education projects.	4
	L4: Evaluate the practical relevance of K12 research projects and ensure they can contribute to practical solutions.	5
	L5: Design and implement pertinent applied research projects in K12 education.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance in this module

	Rating of competencies according to part 1 of this document
	K1: Academic knowledge 5
	K2: Knowledge in professional practice 3
	K3: Methodological skills (research) 4
	K4: Methodological skills (professional practice) 3
	K5: Social skills 4
	K6: Personal skills (e.g. reflection, organisation) 4
Module Length	1 Semester
When Offered	Once per academic year
ECTS Credits	5 ECTS
Prerequisites/Recommendations	<p>Foundational Knowledge in Education and Technology (courses in Year 1): Understanding of basic educational theories and digital tools to support the comprehension of innovative research approaches in K12 education.</p> <p>Familiarity with Educational Research Methods (follow-up from Year 1): Knowledge of qualitative and quantitative research methodologies is crucial for analysing and conducting educational research.</p> <p>Understanding of Current Trends in Education (cf. modules in Year 1 – Role of Education in society): Awareness of contemporary issues and trends impacting K12 education, such as digital transformation and inclusivity practices.</p>
Total Workload	150 [45h CH / 105h SH]
Study Semester	3rd Semester
Type of Module	Compulsory Elective
Teaching Language	English

Type of Assessment	Project Thesis
Teaching and Learning Methods	Workshop
Essential Reading	Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i> .
Relevant Journals	Journal of Educational Research. Focuses on research and practice in K12 education, covering topics such as teaching methods, student outcomes, and policy impacts.
	Educational Evaluation and Policy Analysis. Provides insights into the evaluation of educational policies and their implications for K12 education.
	Teachers College Record. Publishes research on various aspects of education, including K12 education practices and innovations.
Classroom & material requirements	Technology Access: Computer labs, interactive whiteboards, projectors.
	Partnerships: Access to primary and secondary school classrooms for practical research application – to the extent possible.
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Marios Vryonides, Nicolas Badré (Tandem Lead)
Course Content	
(distributed over	1 Introduction to the module
	2 Major Perspectives on K12 Education Research
	3 Analysing Research Gaps in K12 Education

12 Course Units)	4	Research Methods for K12 Education
	5	Impact of Digital Transformation in general and AI specifically on K12 Education
	6	Inclusive Education Practices
	7	Policy and Management in K12 Education
	8	Evaluating Practical Relevance of K12 Research
	9	Designing Applied Research Projects including their specific ethical questions in K12 contexts
	10	Case Studies in K12 Research in an era of sustainability impacted by AI
	11	Collaborative Research in K12 Education
	12	Wrap-up/Feedback/Exam preparation

## Sectorial Specialisation Module: Pedagogical Strategies and Quality Assurance in Higher Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically analyse the theoretical and conceptual foundations of pedagogy in higher education.	4
	L2: Develop and implement pedagogical strategies and teaching methods for higher education that cater to diverse learning styles and promote effective learning.	3
	L3: Critically assess the effectiveness of different pedagogical approaches and technologies in fostering student engagement and learning outcomes.	5
	L4: Reflect on intercultural aspects and values in higher education and integrate ethical considerations into curriculum design and academic leadership based on this reflection.	5
	L5: Evaluate pedagogical innovations and quality assurance methods in higher education based on research findings and develop sustainable solutions.	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise	6

	specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture and Tutorial	
Essential Reading	Khoza, N. G. (2022). A review of literature on the effective pedagogy strategies for online teaching and learning in higher education institutions: Lessons from	



	the COVID-19 pandemic. European Journal of Education, 5(1), 43-50.
Relevant Journals	Active Learning in Higher Education (published by SAGE) <ul style="list-style-type: none"> <li>• Assessment &amp; Evaluation in Higher Education (published by Taylor &amp; Francis)</li> <li>• European Journal of Education</li> <li>• Higher Education (published by Springer)</li> <li>• Higher Education Research &amp; Development (published by Taylor &amp; Francis)</li> <li>• Innovations in Education and Teaching International (IETI)</li> <li>• International Journal of Educational Technology in Higher Education (ETHE)</li> <li>• Journal of Diversity in Higher Education</li> <li>• Journal of Educational Technology &amp; Society</li> <li>• Journal of Higher Education (published by Taylor &amp; Francis)</li> <li>• Journal of New Approaches in Educational Research (published by Springer Nature)</li> <li>• Research in Higher Education (published by Springer)</li> <li>• Studies in Higher Education (published by Taylor &amp; Francis)</li> <li>• Teaching in Higher Education (published by Taylor &amp; Francis)</li> </ul>
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module	Castulus Kolo
Coordinator	
Course Content (distributed	1 Introduction to the module

over 12 Course Units)	2	Theoretical Foundations of Pedagogy in Higher Education:
	3	Theoretical and Conceptual Foundations for Higher Education Didactics
	4	Designing Inclusive and Effective Learning Environments
	5	(Cultural) Diversity and Gender Equality in Higher Education
	6	Technology and Innovation in Higher Education
	7	Curriculum Design in Higher Education
	8	Alignment of Curricula and Types of Assessments
	9	Pedagogical Evaluation and Quality Assurance in Higher Education
	10	Organisation and Regulation of Quality Assurance in Higher Education
	11	Leadership and Advocacy in Higher Education
	12	Wrap-up/Feedback/Exam preparation

## Specialisation Module: Management and Governance of Innovation in Higher Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand the process of innovation and its adoption on an individual as well as on an institutional level from an academic perspective.	2
	L2: Derive implementation strategies for innovation and change in its diverse aspects as well as to specifically manage innovation projects.	6
	L3: Apply measures to foster organisational readiness for innovation as well as managing higher education institutions as ambidextrous organisations and their dynamic capabilities.	3
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	2
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	2
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance

	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	Are there any fixed prerequisites for this module (i.e. the module may only be attended once a certain other module has been passed)? Which other modules should ideally have been passed before taking this module (as a recommendation) (pay attention to the course curriculum)? Which literature should be familiar in advance? How much previous knowledge is advisable? etc.	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Gault, F., & Edward Elgar Publishing. (2020). <i>Measuring innovation everywhere: the challenge of better policy, learning, evaluation and monitoring</i> . Northampton:Edward Elgar Publishing.	
Relevant Journals	Journal of Innovation and Entrepreneurship	

	Journal of Technology Transfer
	Journal of Responsible Innovation
	International Journal of Educational Technology in Higher Education
	Journal of Educational Change
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3rd Semester
Module	Castulus Kolo
Coordinator	
Course Content (distributed over 12 Course Units)	<div>1 Introduction to the module</div> <div>2 Characteristics of innovations and innovators</div> <div>3 The process of diffusion of innovation, co-evolution of users and innovations, failing of innovations</div> <div>4 Conceptual frameworks for innovation and the adoption of technologies in organisations given the specific forms of governance in higher education institutions</div> <div>5 Innovation as a driver of change in organisations and organisational readiness for innovation in the context of institutional settings and regulations typical for higher education</div> <div>6 Innovation in times of digital transformation</div> <div>7 Innovation in times of sustainable development</div> <div>8 General challenges with innovation projects in a (regulated, academic) higher education environment</div> <div>9 The international dimension of innovation in higher education and innovation management across education systems</div> <div>10 Specific approaches for agile management of innovation projects</div>

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11 Change management, leadership and communication in change processes, monitoring of change in practice.

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12 Wrap-up/Feedback/Exam preparation

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## Sectorial Specialisation Module: Current Research Issues in Higher Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Have an overview on the major perspectives on higher education research by knowing the respective key academic journals, conferences and academic societies.	2
	L2: Derive research gaps by systematic literature review in a selected perspective or sub-field and formulate corresponding research questions leading to rewarding further research.	6
	L3: Select research methods being adequate for a selected perspective or sub-field.	5
	L4: Evaluate the practical relevance of such kind of research in the light of today's megatrends like demographic change, digital transformation, and the increasing importance of ESG issues in management.	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the	3

	systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	2
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	2
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150h [45h CH / 105 SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Wentworth, L., Arce-Trigatti, P., Conaway, C., & Shewchuk, S. (2023). <i>Brokering in Education Research-Practice Partnerships : A Guide for Education Professionals and Researchers (Edition 1)</i> (1st ed.). United Kingdom: Taylor and Francis. doi: 10.4324/9781003334385.	
Relevant Journals	Journal of Higher Education	



	Journal of Educational Change
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3rd Semester
Module	Castulus Kolo
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Overview on research perspectives on higher education and their interrelations</li> <li>3 Social sciences (including its methods) on higher education</li> <li>4 Perspectives from economics on higher education (including its methods)</li> <li>5 Perspectives from psychology and social psychology (including its methods) in higher education</li> <li>6 Pedagogical and technological perspectives (including its methods) on higher education</li> <li>7 Contemporary studies on the normative management of higher education</li> <li>8 Contemporary studies on the strategic management of higher education</li> <li>9 Contemporary studies on the operational management of higher education</li> <li>10 New interdisciplinary approaches and ethical questions in higher education research in an era of sustainability and impacted by AI</li> <li>11 Selected multimethod approaches in higher education research</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Sectorial Specialisation: Management of Learning & Development in an industry context

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Categorise and apply frameworks, organisational theories, and agile methodologies, including design thinking, to develop tailored and effective training programs aligned with company goals.	2
	L2: Design, evaluate, and improve competency-based training programs, integrating principles of adult learning and various assessment strategies.	3
	L3: Develop and assess EduTech projects using agile management methods, with a particular focus on the effective integration of “gamification” aspects.	4
	L4: Collaboratively lead and manage EduTech projects from conception to implementation, ensuring innovative and practical learning solutions are developed.	6
	L5: Reflect on and critically evaluate the effectiveness of educational technology to enhance learner engagement and motivation	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/Recommendations	None	
Total Workload	150 h [45h CH / 105h SH]	
Study Semester	3 <sup>rd</sup> Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture and Tutorial	
Essential Reading	Biney, I. K. (2023). <i>Lifelong learning : perspectives, opportunities and challenges</i> (1st ed.). New York :: Nova Science Publishers.	
Relevant Journals	Journal of Workplace Learning	

Classroom & material requirements	None
School	emlyon business school
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Jean-Charles Clément
Course Content (distributed over 12 Course Units; Teaching Format: Lecture & Tutorial)	<div>1 Introduction to the module</div> <div>2 Needs and Analysis of Adult Learners</div> <div>3 Advanced Online Learning/ -Training Techniques and Methodologies</div> <div>4 Curriculum Development and Instructional Design</div> <div>5 Design Thinking and Agile Methodologies in Training and Online-Learning</div> <div>6 Trainer Professional Development and Leadership</div> <div>7 Assessment Strategies in Training Programs</div> <div>8 Evaluation and Impact Measurement of Training</div> <div>9 Creating Inclusive and Diverse Training Programs</div> <div>10 Technology in Training and Development</div> <div>11 Integration of Gamification and other interactive solutions in Training and Development</div> <div>12 Wrap-up/Feedback/Exam Preparation</div>

## **Sectorial Specialisation Module: Technology and Innovation in Continuing Education**

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Identify and explain the role of various technologies in facilitating online learning for adults.	2
	L2: Evaluate current trends and innovations in the field of continuing education.	4
	L3: Develop and manage effective continuing education programs using modern technologies.	5
	L4: Analyse practical business cases related to continuing education, including deployer strategies and impact assessment.	6
	L5: Design innovative continuing education solutions that address specific organisational needs.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5

Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Biney, I. K., Nixon, P. G., & Kleiweg De Zwaan, R. (2023). <i>Lifelong learning: perspectives, opportunities and challenges</i> . New York: Nova Science Publishers.	
Relevant Journals	Journal of Continuing Education  International Journal of Educational Technology in Higher Education	

Classroom & material requirements	None
School	emlyon business school
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Jean-Charles Clément
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Online Learning and Technologies for Adults</li> <li>3 Innovation and Trends in Continuing Education</li> <li>4 Management of Continuing Education Programs</li> <li>5 Developing and Implementing Technology-Enhanced Learning Solutions</li> <li>6 Practical Business Case Analysis in Continuing Education</li> <li>7 Deployment Strategies for Continuing Education Programs</li> <li>8 Impact Assessment of Continuing Education Initiatives</li> <li>9 Emerging Technologies and Their Applications in Continuing Education</li> <li>10 Creating Inclusive and Engaging Online Learning Environments</li> <li>11 Case Studies on Successful Continuing Education Programs</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Sectorial Specialisation Module: Current Research Issues in Continuing Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand and explain the principles and methodologies of applied research in the context of continuing education.	2
	L2: Design and conduct research studies aimed at improving continuing education programs.	4
	L3: Analyse and interpret data to evaluate the effectiveness of continuing education initiatives.	5
	L4: Critically assess various continuing education programs and provide evidence-based recommendations for improvement.	6
	L5: Develop comprehensive evaluation plans for continuing education programs that include both qualitative and quantitative methods.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	5



	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [45h CH / 105h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Breitschwerdt, L., Schwarz, J. & Schmidt-Lauff, S. (2023). <i>Comparative research in adult education: Global Perspectives on Participation, Sustainability and Digitalisation</i> . wbv Media GmbH & Company KG.	
Relevant Journals	Journal of Continuing Education Research International Journal of Lifelong Education	

Classroom & material requirements	None																								
School	emlyon business school																								
Responsible for Module																									
Exam Semester	3rd Semester																								
Module Coordinator	Jean-Charles Clément																								
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to Research in Continuing Education</td></tr> <tr><td>2</td><td>Applied Research in Continuing Education in times of digital transformation</td></tr> <tr><td>3</td><td>Designing Research Studies</td></tr> <tr><td>4</td><td>Data Collection Methods and Tools</td></tr> <tr><td>5</td><td>Data Analysis and Interpretation</td></tr> <tr><td>6</td><td>Evaluation of Continuing Education Programs</td></tr> <tr><td>7</td><td>Qualitative and Quantitative Research Methods</td></tr> <tr><td>8</td><td>Case Studies of Research in Continuing Education in an era of sustainability impacted by AI</td></tr> <tr><td>9</td><td>Developing Evaluation Plans</td></tr> <tr><td>10</td><td>Reporting and Disseminating Research Findings</td></tr> <tr><td>11</td><td>Ethical Considerations in Educational Research</td></tr> <tr><td>12</td><td>Wrap-up/Feedback/Exam Preparation</td></tr> </table>	1	Introduction to Research in Continuing Education	2	Applied Research in Continuing Education in times of digital transformation	3	Designing Research Studies	4	Data Collection Methods and Tools	5	Data Analysis and Interpretation	6	Evaluation of Continuing Education Programs	7	Qualitative and Quantitative Research Methods	8	Case Studies of Research in Continuing Education in an era of sustainability impacted by AI	9	Developing Evaluation Plans	10	Reporting and Disseminating Research Findings	11	Ethical Considerations in Educational Research	12	Wrap-up/Feedback/Exam Preparation
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11	Ethical Considerations in Educational Research																								
12	Wrap-up/Feedback/Exam Preparation																								

## **Problem Solving and Entrepreneurship in developing schools, Learning & Development, and EdTech**

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand entrepreneurship, with an introduction to the Palo Alto methodology.	2
	L2: Identify new business opportunities and innovative solutions for challenges in Education.	3
	L3: Analyze cases of EdTech and new educational models, from establishment to scale, to extract strategic insights.	4
	L4: Develop comprehensive business plans for educational start-ups (EdTech and/or new schools), integrating strategic leadership principles.	6
	L5: Develop strategic leadership skills to effectively lead and scale innovative educational initiatives in complex, dynamic environments.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	4

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations		
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	4th Semester	
Type of Module	Compulsory	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Verger, A., Fontdevila, C., & Zancajo, A. (2016). <i>The privatization of education: A political economy of global education reform</i> . Teachers College Press.	
Relevant Journals	Journal of Entrepreneurship in Education  International Journal of Educational Technology and Entrepreneurship  Educational Technology & Society	

Classroom & material requirements	Technology Access: Computer labs, interactive whiteboards, projectors.  Partnerships: Access to primary and secondary school classrooms for practical application.
School	emlyon business school
Responsible for Module	
Exam Semester	4th Semester
Module	Noémie Rondeau, Nicolas Badré (Tandem Lead)
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to entrepreneurship. Snapshot on the “Palo Alto methodology”</li> <li>2 Problem-Solving in Education. Identifying and address educational challenges to transform them in business opportunities</li> <li>3 Market Analysis and opportunity identification in education. Market simulations based upon educational tech and non tech data. Frame business opportunities.</li> <li>4 From idea to scale up. Understand the planning phases to start, grow, scale and analyze risks</li> <li>5 Legal frameworks, contractual obligations and agreements, financial engineering, risk management and compliance</li> <li>6 Development strategies for EdTech. Implementation roadmap, resource allocation, stakeholder management</li> <li>7 Development strategies for new schools / educational models. Implementation roadmap, resource allocation, stakeholder management</li> <li>8 Scale up existing companies and schools. Focus on market expansion and sustainability</li> <li>9 On-boarding stakeholders. Developing convincing prototypes, prototypes and demonstrations</li> <li>10 Design, build, and lead a startup team. Entrepreneurial mindset. Impact assessment and change management</li> </ol>

11	Practical Application: Integrating and applying knowledge gained throughout the course to develop a capstone project that addresses a real-world educational challenge
12	Wrap-up/Feedback/Exam preparation

#### Master's Thesis

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Work on a complex research task in a theoretically substantiated and methodically well thought-through manner.	3
	L2: Implement the acquired scientific as well as practice-oriented knowledge addressing research gaps identified by a thorough analysis of existing literature.	3
	L3: Develop creative education solutions for real-life challenges based on a synopsis of scientific insights, societal needs, and pedagogical as well as technological innovation.	6
Course Content	<p>Preparing an academic paper on a relevant and up-to-date theme.</p> <p>The paper is expected to convey new academic insights with practical relevance. In principle, it should fulfil the requirements necessary for publication in an academic journal or as industry report.</p> <p>The paper shall be defended in an oral exam.</p>	
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of	6

	pedagogical innovations supported by new technologies.	
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	15 ECTS	
Prerequisites/Recommendations	Meeting the requirements for registering on the Master's thesis according to ASPO and SPO	
Total Workload	450 h [50 CH / 400 SH]	
Study Semester	4 <sup>th</sup> Semester	
Type of Module	Compulsory	
Teaching Language	English	
Type of Assessment	Project Thesis (Master's Thesis (80%), defense (20%))	

Teaching and Learning Methods	Individual support
Essential Reading	Daniel, B. K., Harland, T. & Wald, N. (2024). <i>Higher Education Research Methodology: A Step-By-Step Guide to the Research Process</i> . Routledge.
Relevant Journals	Depends on the research question
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	4 <sup>th</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Task	Students develop their master thesis following the approach described in their exposés.

A master thesis always consists of (1) literature research on the theoretical context and key terms as well as extan empirical findings,

(2) clear articulation of a research gap and the specific research question chosen, (3) selection of a method for empirical research, (4) description of the methodological approach and the quality of data, (5) documentation of results and their discussion in the light of the theoretical context, (6) conclusions with summary of contribution to academic knowledge, practical implications, limitations, and outlook on further research.

The total number of points for the grading shall be subdivided in at least ten subdimensions to allow for a differentiated grading.



## Internship

Learning Outcomes	After completing this module, students will be able to	Level
	L1: Apply the knowledge and skills acquired in the study programme in practice.	3
	L2: Develop concrete goals and plans for later employment.	6
	L3: Evaluate and critically reflect the tasks performed in the internship.	5
	L4: Work together in a team and in a professional environment.	4

Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	3
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	6
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module

	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	5
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300 h	
Study Semester	4th Semester	
Type of Module	Compulsory	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Work experience in a company	
Essential Reading	Depends on the research question	
Relevant Journals	Depends on the research question	
Classroom & material requirements	None	
Recommended Seminar	Depends on the research question	
Literature for Student Presentations		
Recommended Exercises	Depends on the research question	

School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	4th Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Task	The students deliver a reflection paper on their internship and relate their practical learnings to the competencies acquired during the study programme.

## **Appendix II. Monitoring Mechanisms**

# Joint Master in Innovation and Technology for Education

## Monitoring Mechanisms

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## Monitoring Mechanisms

Programme governance is structured around three internal committees—Joint Programme, Academic, and Operational Committees—with each Party appointing one representative per committee for a 3-year term.

- **Joint Programme Committee (JPC):**

The Joint Programme Committee (JPC), composed of one representative from each Party and led by the Programme Director, oversees the programme's strategic direction, compliance, major changes, and conflict resolution. It meets at least twice a year and can approve new members, departures, or exclusions. Any sale of the programme to a third party requires prior consent from Degree Awarding Members for using their name or logo.

- **Academic Committee:**

The Academic Committee, comprising representatives from each Party, is entrusted with maintaining the academic relevance and overall quality of the programme. It undertakes annual reviews and convenes quarterly meetings to supervise curriculum development, ensure quality assurance, and support research activities. Furthermore, the Committee is responsible for designing and monitoring the core operational processes governing the implementation of the academic programme. The Committee is chaired by a representative elected from among the Degree Awarding Members, serving a term of three years. Programme operations are conducted by the designated school or unit in adherence to the core processes established and overseen by the Academic Committee. The Academic Committee is supported by three subcommittees: Quality Assurance, Curriculum Development, and Research.

Key aspects of governance include the following:

- The Academic Committee comprises one representative from each degree-awarding institution, including the Chair; however, participation in specific subcommittees is not obligatory.
- The Academic Committee is chaired by a representative nominated by the Chair of the Joint Committee and formally confirmed by the Academic Board. The Chair must hold a full faculty position at one of the degree-awarding institutions.
- Subcommittee Chairs, who are also members of the Academic Board, are appointed by the Chair of the Academic Committee.
- While the Academic Committee holds primary responsibility for decision-making, the subcommittees are responsible for preparing and implementing decisions in collaboration with the relevant institutional offices.

- Voting rights within the Academic Committee are limited to one representative from each degree-awarding institution and one representative from the Joint Committee, appointed by the Chair of the Joint Committee.
- Permanent guests may be invited to the Academic Committee; they do not possess voting rights. These currently include additional academic partners, at present, only Noroff University College, and the Chairs of the subcommittees. Although guests do not have voting privileges, they are welcome to submit agenda items and may comment on committee decisions, with their remarks being recorded in the meeting minutes.
- The Academic Board receives administrative support, which is coordinated in alignment with the Operations Committee.

### Ensuring Academic Freedom

The Academic Committee also holds responsibility for safeguarding academic freedom and ensuring its practical implementation within the programme. It ensures that the principle of academic freedom is never violated. The Committee operates within the framework of national legislation governing academic freedom, as stipulated by each participating country. For instance, in Germany, Macromedia University of Applied Sciences operates in accordance with Article 5 of the Basic Law of the Federal Republic of Germany. This principle is explicitly referenced in the university's bylaws:

*§3 Principles, Article 1 of the Macromedia University Bylaws:  
“Macromedia University respects the freedom of art and science, research and teaching in accordance with Article 5 of the Basic Law of the Federal Republic of Germany.”*

All programme modules are jointly developed by the three Higher Education Institutions (HEIs). To enhance the application-oriented dimension of teaching, module coordinators may invite external partners to contribute through activities such as masterclasses or learning expeditions. The risk of overarching external influence is mitigated by design: such contributions are limited in scope and do not comprise a significant portion of the overall learning experience. No single external partner is involved across all or most modules or courses. This structure ensures that student exposure to industry and technology providers is balanced, promoting comparative insight and critical reflection, while avoiding any single provider dominating the educational content or experience.

### Subcommittee on Quality Assurance

The Quality Assurance subcommittee is responsible for outlining quality assurance processes (apart from research and knowledge transfer which is regulated within the subcommittee on Research), with reference to the institution's quality assurance frameworks (“Quality of Education Management Handbook of Macromedia University of Applied Sciences”, the “European University Cyprus Quality Assurance Policy and Manual”, and the “Quality Assurance of emlyon business school”).

Core areas of quality assurance on the programme level are pointed out in Figure 1

*Figure 1: Core areas of quality assurance on the programme level*

<p>Core area 1: Teaching personnel development</p> <p>Core processes:</p> <p>1.1 Personnel planning and selection</p> <p>1.2 Onboarding</p> <p>1.3 Personnel development</p>	<p>Core area 2: Program development + accreditation</p> <p>Core processes:</p> <p>2.1 Program development</p> <p>2.2 Preparation of accreditation, reaccreditation, significant changes for accreditation agency</p>	<p>Core area 3: Implementation of teaching</p> <p>Core processes:</p> <p>3.1 Preparation and implementation of teaching</p> <p>3.2 Preparation and implementation of exams</p> <p>3.3 Teaching and administrative evaluations</p> <p>3.4 Graduate and alumni evaluation</p>
<p>Core area 4: Review of the QEM as a system</p> <p>Core processes:</p> <p>4.1 Adjustment of the general quality goals in G-QEM</p> <p>4.2 Adjustment of the core areas</p>		

As part of the re-accreditation preparation, a comprehensive review of the programme will be undertaken in advance independently of the accreditation agency. This review will include input from external experts. The re-accreditation process may proceed as scheduled or be initiated earlier if quality issues arise, or if driven by scientific developments, changing employability demands, or competitive positioning with respect to other programmes.

In addition, the didactic and pedagogical development of teaching staff within the programme will be a key focus, ensuring continuous professional enhancement and alignment with evolving academic standards.

### Subcommittee on Curriculum Development

The Subcommittee on Curriculum Development is responsible for ensuring the academic coherence, relevance, and innovation of the programme's curriculum. Its primary role is to oversee the continuous development and enhancement of module content to reflect current disciplinary knowledge, pedagogical best practices, and emerging trends in the field. Key responsibilities include:

- Curriculum Alignment: Ensuring alignment between programme learning outcomes, module objectives, teaching methods, and assessment strategies.
- Periodic Module Review: Conducting regular reviews of all modules to assess their academic rigor, relevance to industry and societal needs, and responsiveness to student feedback.
- Innovation and Pedagogical Enhancement: Encouraging the integration of innovative teaching approaches, including blended learning formats, interdisciplinary perspectives, and experiential learning methods.
- Reading List Updates: Implementing a structured process to regularly refresh module reading lists, incorporating cutting-edge research, contemporary case studies, and seminal works in the field.



- Stakeholder Involvement: Consulting with academic staff, students, alumni, and industry representatives to ensure that curricular developments reflect a broad and inclusive range of perspectives.

### Subcommittee on Research

The Research subcommittee supports applied research, which not only assures the quality of internal scholarly output but also provides systematic monitoring of relevant research developments outside the programme. Insights from this monitoring are used to refine the programme's research profile and to proactively identify and pursue collaborative research initiatives with industry partners and public research funding bodies.

Key responsibilities include:

- Strategic Research Development: Supporting the formulation and implementation of a shared research strategy that aligns with the programme's academic profile and the priorities of the partner institutions.
- Applied Research Promotion: Encouraging applied and practice-based research that not only reinforces the academic foundation of the programme but also engages with industry, public sector, and community stakeholders.
- Research Quality Assurance: Monitoring the quality, relevance, and impact of research activities undertaken by academic staff associated with the programme, in line with institutional and national research evaluation frameworks.
- Research Monitoring and Intelligence: Conducting continuous monitoring of external research trends, funding opportunities, and scientific advancements to inform strategic planning and curricular innovation.
- Research Collaboration and Networking: Facilitating collaboration between partner institutions and external entities, including industry partners, research institutes, and public funding bodies, to support joint research projects and grant applications.
- Supervision Standards and Support: Establishing and maintaining high standards for the supervision of Master's Theses and other student research projects, including guidelines for ethical research conduct and academic integrity.
- Integration of Research and Teaching: Promoting the integration of current research into teaching practice, ensuring that students are exposed to the latest developments and methodologies in the field.

### • **Operational Committee:**

The Operational Committee, comprising one administrative staff from each Party, oversees programme operations, student services, and financial management, meeting at least quarterly with the Programme Director. It selects student host campuses and elects its chair for a 3-year term.

### • **Undertakings of the Parties:**

The Parties commit to contributing to the development and review of the curriculum. They provide qualified teaching staff to ensure high-quality instruction across modules, as requested by the schools in charge of operating the programme.

Through the Academic Committee, they agree to actively participate in the design and the monitoring of the “core processes” of the programme: student selection, assessments, selection of instructors, quality assurance - to maintain high standards and continuous improvement.

Through the Operational Committee, they agree to actively participate in the design of and monitoring of operations of the programme.

The Parties commit to promoting the programme within their respective networks, to enhance the programme's visibility and attractiveness to potential students and industry partners.

### **Appendix III. “Basic order of Macromedia University state-recognized University of Applied Sciences of Macromedia”.**

**Basic order**  
**(Translation of the signed German version)**

Macromedia University state-recognized University of Applied Sciences  
of Macromedia GmbH based in Stuttgart

- hereinafter referred to as Macromedia University -

dated 15th March 2024

consisting of

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## I. General provisions

### § 1

#### Legal status and sponsorship

- (1) <sup>1</sup>Macromedia University is a privately funded university.
- (2) <sup>1</sup>The sponsoring organisation of Macromedia University is Macromedia GmbH, based in Stuttgart.
- (3) <sup>1</sup>Macromedia University was founded in 2006 with its headquarters in Munich and was a state-recognized university in Bavaria until 30.09.2018. <sup>2</sup>Following the relocation of the sponsoring organization to Stuttgart, Macromedia University is state-recognized with effect from 01.10.2018 by resolution of the state government of Baden-Württemberg.

### § 2

#### Tasks

- (1) <sup>1</sup>Macromedia University teaches the professional skills, knowledge and abilities that enable students to apply scientific, artistic and practical professional methods and knowledge in a profession and to act responsibly in a free, democratic and social state governed by the rule of law. <sup>2</sup>It is based on the framework provided by the Basic Law, the Higher Education Framework Act and the Baden-Württemberg State Higher Education Act (hereinafter: LHG). <sup>3</sup>In its development and orientation, it also takes into account the ongoing European integration and the increasing internationalization in business and science.
- (2) <sup>1</sup>Macromedia University offers undergraduate and postgraduate study programmes with different, target group-appropriate and contemporary forms of delivery and awards internationally recognized degrees upon successful completion of studies.
- (3) <sup>1</sup>Macromedia University sees academic continuing education as an additional educational mandate.
- (4) <sup>1</sup>Macromedia University attaches great importance to applied research, depending on the respective financial possibilities and the framework conditions set by the Higher Education Act and regulations for a university of applied sciences.
- (5) <sup>1</sup>Macromedia University maintains branches (hereinafter referred to as campuses) at various locations under its legal entity.
- (6) <sup>1</sup>In order to further develop teaching, research and artistic practice, Macromedia University maintains an exchange with state and private universities in Germany and abroad.

### § 3

#### Principles

- (1) <sup>1</sup>Macromedia University respects the freedom of art and science, research and teaching in accordance with Article 5 of the Basic Law of the Federal Republic of Germany.
- (2) <sup>1</sup>Macromedia University gives equal opportunities to all minorities and genders. <sup>2</sup>The interests of minorities and gender equality shall also be taken into account in the implementation of teaching.
- (3) <sup>1</sup>Macromedia University is organized as a private enterprise and finances its regular university operations both through market-based tuition fees paid by its students and through public and private grants. <sup>2</sup>Macromedia

University is committed to the principle of economic efficiency and economy. <sup>3</sup>The requirements resulting from the sponsoring organization's financial planning must be observed.

(4) <sup>1</sup>Macromedia University positions itself in competition with other universities through quality and service.

(5) <sup>1</sup>Macromedia University shall adopt a Mission Statement and a Code of Conduct that are consistent with the vision, mission and values of the sponsoring organization.

#### § 4

##### Members of the Macromedia University

(1) <sup>1</sup>Members of Macromedia University are all persons employed full-time at this university on a non-temporary or guest basis as well as enrolled students. <sup>2</sup>The Executive Board may appoint other persons as members of Macromedia University.

(2) <sup>1</sup>Macromedia University promotes the professional and didactic further education of its members.

(3) <sup>1</sup>The following members shall each form a group for representation on the committees:

- the full-time professors
- the full-time academic employees
- the students

#### II. Teaching staff

#### § 5

##### Composition g of the teaching staff

<sup>1</sup>The teaching staff includes:

- the professors working full-time at Macromedia University
- the research assistants employed at Macromedia University
- the teaching associates
- the honorary professors

#### § 6

##### Professors

<sup>1</sup>Anyone who fulfills the requirements for appointment specified in § 47 LHG may be appointed as a professor.

<sup>2</sup>Further details on the appointment procedure are set out in the appointment regulations.

#### § 7

##### Research assistants

(1) <sup>1</sup>Research assistants are those employees who are responsible for providing academic services in accordance with their contract within the framework of the fulfillment of the university's tasks, in particular in science, research, teaching and continuing education. <sup>2</sup>Academic services include, in particular, the performance of teaching duties. <sup>3</sup>Insofar as academic research assistants are assigned to professors, they shall provide their academic services under their professional responsibility and supervision.

(2) <sup>1</sup>The recruitment requirement for research assistants is generally a completed university degree and the intention to do a doctorate.

## § 8

### Teaching associates

(1) <sup>1</sup>Teaching associates are appointed to supplement the range of courses offered. <sup>2</sup>These must meet the requirements of § 56 LHG.

(2) <sup>1</sup>Teaching associates are appointed by the Vice President University Management or his/her local representative on campus in consultation with the responsible Dean of Studies.

## § 9

### Honorary professors

<sup>1</sup>Macromedia University may appoint honorary professors, provided that they fulfill the employment requirements according to § 47 LHG and are not employed full-time at this university as professors or research assistants.

## III. Organization

### 1. Section: Cross-faculty and cross-campus organization

## § 10

### Cross-faculty and cross-campus bodies

<sup>1</sup>The central bodies of Macromedia University in the sense of cross-faculty and cross-campus bodies are:

- the Executive Board
- the Senate

## § 11

### Executive Board

(1) <sup>1</sup>The Executive Board manages Macromedia University and conducts the day-to-day business of Macromedia University.

(2) <sup>1</sup>The Executive Board has the following tasks in particular:

- Determination of the principles of university policy objectives and the development of Macromedia University
- Establishment of principles for evaluation and quality management
- Preparation for the establishment of faculties
- Proposal for the creation of academic leadership positions
- Preparation and implementation of the business plan (budget plan)
- Academic personnel planning in line with the budget plan
- Proposal for the basic order and its amendments
- Conclusion of cooperation agreements
- Cooperation with the company data protection officer to fulfill the legal data protection requirements
- Responsibility of the academic report

(3) <sup>1</sup>The Executive Board consists of:

- the President,
- the Vice President:in Teaching and Professorship Development
- the Vice President:in Research, Artistic Practice and Knowledge Transfer, and



- the Vice President University Management.

<sup>2</sup>Only persons who have a degree and at least five years of professional experience in a leading position in science, business, administration or the administration of justice may be appointed as a member of the Executive Board.

(4) <sup>1</sup>The Executive Board shall adopt its own rules of procedure, which must be approved by the management of the sponsoring organization.

(5) <sup>1</sup>Resolutions of the Executive Board whose content affects the economic interests of the sponsoring organization and which deviate from the budget planning (budget plan) agreed with the sponsoring organization or require its adjustment shall be subject to approval by the sponsoring organization.

(6) <sup>1</sup>The Executive Board shall maintain a cross-faculty Office for Academic Affairs to manage university business.

## § 12 President

(1) <sup>1</sup>The Executive Board is chaired by the President; he/she gives initiatives for the development of Macromedia University and drafts the principles of university policy objectives; he/she decides in the event of a tie. <sup>2</sup>The President represents Macromedia University externally. <sup>3</sup>He/she shall ensure the internal cooperation of the bodies. <sup>4</sup>He/she is responsible for all fundamental academic matters, in particular for the basic academic programme, the new and further development of research and study programmes and their quality management in academic matters. <sup>5</sup>If the matters are of fundamental importance to Macromedia University or have an impact on the budget and financial planning, they must be decided on by the Executive Board.

(2) <sup>1</sup>The President shall be appointed by the sponsoring organization for a period of five years on the recommendation of the sponsoring organization and after consultation and approval by a simple majority of the Senate. <sup>2</sup>Reappointment is possible. <sup>3</sup>The sponsoring organization may dismiss the President prematurely if there is good cause and the Senate has approved the dismissal by a two-thirds majority. <sup>4</sup>If there is good cause, dismissal may also be decided by the Senate with a two-thirds majority of its members. <sup>5</sup>The sponsoring organization is bound by this senate resolution. <sup>6</sup>The president may not be the managing director of the sponsoring organization at the same time.

(3) <sup>1</sup>The President may delegate individual tasks, including the associated rights, to the members of the Executive Board, who shall then perform these tasks independently and on their own responsibility.

(4) <sup>1</sup>The President shall appoint the Vice President for Teaching and Professorship Development or the Vice President for Research, Artistic Practice and Knowledge Transfer as his or her deputy. <sup>2</sup>If there is no explicit general substitution regulation, the President shall be represented by the Vice President Teaching and Professorship Development if he/she is unable to attend. If both the President and the first deputy are unable to attend, the deputy shall be the other Vice-President in accordance with sentence 1.

## § 13 Vice President:in Teaching and Professorship Development

(1) <sup>1</sup>The Vice President Teaching and Professorial Development is responsible for the area of teaching and professorial development. <sup>2</sup>This includes, in particular, the quality management of the central examination system as well as the implementation of teaching and the academic services accompanying teaching. <sup>3</sup>If the matters are of fundamental importance to Macromedia University or have an impact on the budget and financial planning, they must be decided on by the Executive Board.

(2) <sup>1</sup>The Vice President Teaching and Professorship Development shall be appointed by the President on the recommendation of the President with the approval of the Senate. <sup>2</sup>Their term of office is four years.  
<sup>3</sup>Reappointment is possible. <sup>4</sup>The sponsoring organization may demand the dismissal of the Vice President Teaching and Professorship Development if there is good cause; if there is good cause, early dismissal may also be decided by the Senate with a majority of its members. <sup>5</sup>The President is bound by this Senate resolution.

(3) <sup>1</sup>The Vice President Teaching and Professorship Development may not simultaneously be the Managing Director of the sponsoring organization.

(4) <sup>1</sup>Unless otherwise specified in individual cases, the Vice-President(s) for Teaching and Professorship Development shall be replaced in the following order: President, Vice-Presidents for Research, Artistic Practice and Knowledge Transfer.

#### § 14

##### Vice President Research, Artistic Practice and Knowledge Transfer

(1) <sup>1</sup>The Vice-President Research, Artistic Practice and Knowledge Transfer is responsible for quality management in the areas of research, artistic practice and knowledge transfer and the development of performance in these areas at both institutional and individual level. <sup>2</sup>This includes, in particular, the management of the resources allocated to the Executive Board and the support of third-party funding acquisition, the monitoring of relevant external rankings, supervision of relevant public publication databases and the university's own publications, the promotion of young academics and artists as well as internal and external communication on research, artistic practice and knowledge transfer at the university. <sup>3</sup>If the matters are of fundamental importance to Macromedia University or have an impact on the budget and financial planning, they must be decided on by the Executive Board.

(2) <sup>1</sup>The Vice President for Research, Artistic Practice and Knowledge Transfer shall be appointed by the President on the recommendation of the President with the approval of the Senate. <sup>2</sup>Their term of office is four years.  
<sup>3</sup>Reappointment is possible. <sup>4</sup>The sponsoring organization may demand the dismissal of the Vice-President for Research, Artistic Practice and Knowledge Transfer if there is good cause; if there is good cause, premature dismissal may also be decided by the Senate with a majority of its members. <sup>5</sup>The President is bound by this Senate resolution.

(3) <sup>1</sup>The Vice-President for Research, Artistic Practice and Knowledge Transfer may not simultaneously be the Managing Director of the sponsoring organization.

(4) <sup>1</sup>The Vice-President(s) for Research, Artistic Practice and Knowledge Transfer shall be deputized for in the following order in the event of a hindrance: President, Vice-President for Teaching and Professorship Development, unless otherwise specified in individual cases.

#### §15

##### Vice President University Management

(1) <sup>1</sup>The Vice President University Management shall represent the management of Macromedia University GmbH within the university. <sup>2</sup>He/she is responsible, subject to the instructions and interests of the sponsoring organization, for the business-oriented operation of the university in close coordination with the management of the sponsoring organization and its specialist departments. In particular, he/she shall be responsible for the proper implementation of the budget (adherence to the budget plan).

(2) <sup>1</sup>Furthermore, the Vice President University Management shall advise the Executive Board on the consideration of economic concerns in academic matters. <sup>2</sup>Insofar as resolutions of the Executive Board affect the sponsoring organization's economic interests and deviate from the budget planning (budget plan) agreed with the sponsoring organization or require its adjustment, a veto by the Vice President University Management shall block the implementation of such resolutions until the necessary approval of the sponsoring organization pursuant to Section 11 (5) has been obtained.

(3) <sup>1</sup>He/She may delegate his/her tasks.

(4) <sup>1</sup>The Vice President University Management shall be appointed by the President on the recommendation of the sponsoring organization. <sup>2</sup>The President shall be bound by the proposal of the sponsoring organization.

(5) <sup>1</sup>The Vice President University Management shall appoint a local representative for each campus to represent him/her.

§ 16  
Senate

(1) <sup>1</sup>The Senate has the following tasks:

- (1) Recommendations and statements on fundamental matters of research, teaching and studies that affect the entire Macromedia University or are of fundamental importance
- (2) Approval of the strategic plan of Macromedia University
- (3) Resolution on the basic order
- (4) Approval of academic regulations and statutes
- (5) Preparation of guidelines on appointment procedures
- (6) Approval of applications for the establishment of faculties
- (7) Approval of applications for the establishment or discontinuation of study programmes and fields of study at all campuses
- (8) Consultation and approval of the appointment of the President
- (9) Consultation and approval of the appointment of the Vice President Teaching and Professorship Development
- (10) Consultation and approval of the appointment of the Vice President Research, Artistic Practice and Knowledge Transfer
- (11) Consultation and approval of the appointment of the Deans
- (12) Consultation and approval of the appointment of the Study Dean
- (13) Consultation and approval of the appointment of the Head of Study Programmes
- (14) Consultation and approval of the appointment of the Heads of Competence Centers
- (15) Statement on the Academic Report
- (16) Decision on the Appointment Committee's proposal for the appointment of professors
- (17) Confirmation of the award of the title Honorary Professor

(2) <sup>1</sup>The Senate shall consist of the following members of Macromedia University elected from the respective groups:

- (1) seven representatives from the group of full-time professors
- (2) one representative from the group of academic employees
- (3) two representatives from the group of students

(3) <sup>1</sup>The term of office shall be one year for representatives from the student group and two years for all others. <sup>2</sup>In the event of premature resignation, the next-placed representative from the last election shall take over until the end of the term of office of the resigning representative.

(4) <sup>1</sup>Furthermore, the following members of Macromedia University are members of the Senate by virtue of office:

- (1) the President
- (2) the Vice President Teaching and Professorship Development
- (3) the Vice President Research, Artistic Practice and Knowledge Transfer
- (4) the Vice President University Management (without voting rights)
- (5) the deans of the faculties (without voting rights)

(5) <sup>1</sup>The Senate shall make its decisions by resolution with a simple majority of the members present, unless the basic order provides otherwise. <sup>2</sup>Decisions by circulation procedure may be made possible with the consent of a simple majority of the Senate. <sup>3</sup>Voting is personal and cannot be delegated. <sup>4</sup>The Vice President University Management is only an advisory member without voting rights. <sup>5</sup>At the request of a member of the Senate, the Senate may deliberate and pass resolutions without the Vice President University Management. <sup>6</sup>This provision (sentences 4 and 5) does not apply to financial matters of Macromedia University. <sup>7</sup>The Senate shall be chaired by the President. The President may entrust the Vice President for Teaching and Professorship Development or the Vice President for Research, Artistic Practice and Knowledge Transfer with this task. If no explicit representation is regulated, the representation is based on §12 section 4 et seq.

(6) The Senate shall adopt its own rules of procedure.

#### § 17

##### Academic Affairs Committee

(1) <sup>1</sup>The Academic Affairs Committee coordinates all academic tasks of cross-faculty and cross-campus importance.

(2) <sup>1</sup>The Academic Affairs Committee shall consist of:

- (1) the President
- (2) the Vice President Teaching and Professorship Development
- (3) the Vice President Research, Artistic Practice and Knowledge Transfer
- (4) all Deans

(3) <sup>1</sup>Additional committee members may be appointed at the suggestion of the chairperson.

(4) <sup>1</sup>The President shall chair the meeting. He/she may entrust the Vice President for Teaching and Professorship Development or the Vice President for Research, Artistic Practice and Knowledge Transfer with the task of deputizing for him/her. If no deputy is explicitly named, the Vice President for Teaching and Professorship Development shall deputize in the absence of the President.

#### § 18

##### Strategy Committee

(1) <sup>1</sup>The Strategy Committee supports and advises the Executive Board in all strategic matters relating to campus and university development.

(2) <sup>1</sup>The Strategy Committee consists of the members of the Executive Board and the Academic Affairs Committee as well as the local representatives of the Vice President University Management and the Deans of Studies.

(3) <sup>1</sup>The Strategy Committee shall be chaired by the President. The chairperson may appoint a deputy and appoint additional members.

## § 19 Commissions

- (1) <sup>1</sup>The Senate may establish and dissolve advisory commissions on designated cross-faculty and cross-campus topics related to teaching, research or artistic practice and knowledge transfer at the proposal of a member of the Executive Board or Senate.
- (2) <sup>1</sup>Members of the commissions may be full-time professors, full-time academic staff and students of the university.
- (3) <sup>1</sup>A commission shall be chaired by the President. <sup>2</sup>He/she may appoint one of his/her deputies or a member of the Commission to represent him/her.
- (4) <sup>1</sup>The commissions shall report regularly to the Senate and the Executive Board on the progress and results of their work.

## § 20 University Council

- (1) <sup>1</sup>The task of the University Council is to support the development of Macromedia University, to represent its interests and to promote the fulfillment of tasks by Macromedia University.
- (2) <sup>1</sup>Members of the University Council are personalities from the fields of science, politics, business, culture or administration. <sup>2</sup>They shall be appointed by the Executive Board. <sup>3</sup>The work on the University Council is honorary.

## § 21 Student representation

- (1) <sup>1</sup>The students organize themselves at each campus of Macromedia University and form a local student representation. <sup>2</sup>The local student representation sees itself as an independent body of students who represent the interests and concerns of the entire student body of the respective campus, taking into account the interests of the entire student body of Macromedia University.
- (2) <sup>1</sup>All students on campus can join the respective local student representation. <sup>2</sup>The student representation of each campus elects a chairperson and two deputies, who are the first point of contact for the university management on campus and the campus administration for student concerns on campus.
- (3) <sup>1</sup>The Dean of Studies and the local representative of the Vice President University Management and the student representatives on campus shall meet regularly each semester.
- (4) <sup>1</sup>The Student Council is the supreme decision-making body of the students as a cross-campus representation. <sup>2</sup>The Student Council is made up of the elected chairpersons of the local student representations and their deputies as well as one elected chairperson of the Student Council and two deputies
- (5) <sup>1</sup>The chairperson and deputy chairpersons of the Student Council are the first point of contact at Macromedia University for student concerns on cross-campus issues. <sup>2</sup>It is their responsibility to represent the interests of all students and all student groups vis-à-vis Macromedia University, especially vis-à-vis the Executive Board, and as full voting members of the Senate.

## 2. Section: Faculty and Campus Organization

## § 22 Faculties

(1) <sup>1</sup>The faculty is the basic subject unit of Macromedia University; it fulfills the tasks of Macromedia University for its area. <sup>2</sup>In a faculty, related study programmes are organized across campuses. <sup>3</sup>The faculty ensures the proper conduct of teaching and research in its study programmes on each campus in accordance with uniform study and examination regulations and ensures their further development.

(2) <sup>1</sup>The following faculties are established:

- (1) Business, Design, Technology
- (2) Culture, Media, Psychology

<sup>2</sup>The faculty structure may be changed by resolution of the Senate at the proposal of the Executive Board.

(3) <sup>1</sup>All study programmes and teaching staff at Macromedia University are each assigned to a faculty. <sup>2</sup>The assignment is made according to the subject focus of the study programme or the focus of the teaching assignment of a teaching staff member. <sup>3</sup>In cases of doubt, the Executive Board shall decide.

(4) <sup>1</sup>The faculties are obliged to cooperate across campus in organizational and academic matters, insofar as this is necessary in the interests of interdisciplinarity, to ensure the range of teaching and further education on offer and to coordinate key areas of work. <sup>2</sup>In particular, the faculties shall ensure the necessary interlinking of the courses offered. <sup>3</sup>In cases of conflict, the Executive Board can make the necessary decisions.

## § 23

### Tasks, members and bodies of the Faculty

(1) <sup>1</sup>The tasks of the Faculty include in particular

- (1) The development of subject-specific study and examination regulations
- (2) Developing concepts for new study programmes and continuing education courses
- (3) The collection and development of proposals for the establishment of research priorities based on the strategic orientation of the faculty
- (4) Drawing up a personnel development plan and defining the job content and individual job descriptions
- (5) The conception and further development of teaching materials and events
- (6) Supervision of the students
- (7) Reviewing the fulfillment of the tasks incumbent upon its members

(2) <sup>1</sup>Members of a faculty are:

- (1) the Dean
- (2) the Deans of Studies
- (3) the Heads of the Study Programmes assigned to a faculty
- (4) the full-time professors assigned to the faculty
- (5) the honorary professors assigned to the faculty
- (6) the full-time academic research assistants assigned to the faculty
- (7) the students enrolled in the study programmes assigned to a faculty

(3) <sup>1</sup>The bodies of the Faculty are

- (1) the Faculty Council
- (2) the Dean

## § 24

### Faculty Council

(1) <sup>1</sup>The Faculty Council has the following tasks:

- (1) Advice in matters of research and teaching
- (2) Formulation of guidelines for the development of study content
- (3) Analysis and evaluation of curricula, courses and teaching materials with regard to topicality, quality and learning efficiency
- (4) Developing concepts for new study programmes and continuing education courses

(2) <sup>1</sup>The Faculty Council is composed of the following members:

- (1) the Dean
- (2) the Deans of Studies
- (3) the Heads of the Study Programmes assigned to a faculty
- (4) the Heads of the topics designated as separate competence centers with reference to the faculty (regardless of the respective faculty assignment as professor)
- (5) the representative elected by the academic staff from their group in the faculty (one person)
- (6) the representative elected by the students from their group in the faculty (two persons)

(3) <sup>1</sup>The Faculty Council shall be chaired by the Dean; he/she shall decide in the event of a tie.

(4) <sup>1</sup>The Faculty Council shall adopt its own rules of procedure, which shall be notified to the President.

#### § 25

##### Deans

(1) <sup>1</sup>Each faculty is headed by a Dean who coordinates the work of the faculty across all degree programmes. <sup>2</sup>The Dean represents the faculty within the committees of Macromedia University.

(2) <sup>1</sup>The Dean shall be nominated by the Executive Board from among the professors assigned to a faculty and confirmed by the Senate. <sup>2</sup>Their term of office is three years. <sup>3</sup>Reappointment is possible.

(3) <sup>1</sup>If there is good cause, the Senate may decide to dismiss a member prematurely.

#### § 26

##### Heads of Study Programmes and Competence Centers

(1) <sup>1</sup>Each study programme is headed by a cross-campus Head of Study Programme who coordinates the implementation and further development of the study programme and its differentiation forms. <sup>2</sup>The Head of Study Programme represents the study programme within the faculty.

(2) <sup>1</sup>For strategic reasons, the Executive Board may also designate subject areas that are not congruent with study programmes as cross-faculty competence centers. <sup>2</sup>The heads of these competence centers have a coordinating function in the cross-faculty representation of the subject area within Macromedia University and externally. <sup>3</sup>The heads of these competence centers are each members of the faculty councils with a connection to the subject area as designated by the Executive Board. <sup>4</sup>This does not affect the duties of the Deans and the Heads of Study Programmes.

#### §27

##### Campus organization & Dean of Studies

(1) <sup>1</sup>The campus is the local organizational unit. <sup>2</sup>The Macromedia University maintains its study programmes at various locations (campus, see § 2 section 5). <sup>3</sup>The study programmes offered are set up on a location-specific basis.

<sup>4</sup>Students are enrolled on a campus-specific basis. <sup>5</sup>The teaching and research activities at the campuses are integrated into the cross-campus faculties and coordinated by them. <sup>6</sup>In addition to the campuses, Macromedia University maintains Study Centers at various locations, where individual supplementary courses for students on distance learning courses are offered and examinations can be taken.

(2) <sup>1</sup>The campuses of Macromedia University shall maintain a uniform organizational structure as far as possible.

(3) <sup>1</sup>A Dean of Studies shall be appointed for each campus by the Executive Board in agreement with the Deans at the suggestion of the Executive Board. <sup>2</sup>The Dean shall manage the professors on campus in disciplinary and professional terms and represent them locally in compliance with the central guidelines.

(4) <sup>1</sup>The central tasks of the Dean of Studies include academic quality management on campus, the implementation of the requirements defined in the academic concept and responsibility for the local academic budget.

#### IV. Examinations and quality management in teaching, research and artistic practice

##### § 28

##### Examinations

(1) <sup>1</sup>The degree programme is completed with a university examination. <sup>2</sup>Further details are regulated by the study and examination regulations of Macromedia University.

(2) <sup>1</sup>An Examination Board shall be established at Macromedia University. <sup>2</sup>The composition and tasks of the Examination Board are regulated in the General Study and Examination Regulations of Macromedia University.

(3) <sup>1</sup>Macromedia University maintains a Central Examination Office whose employees are appointed and dismissed by the Vice President Teaching and Professorship Development. <sup>2</sup>The Central Examination Office supports the campuses in location-specific examination matters.

##### §29

##### Quality of education management system

(1) <sup>1</sup>The Quality of Education Management System (hereinafter: QEM System) of Macromedia University maps the systematic tasks and activities in the area of teaching quality and its interfaces with studies as a whole, research and artistic practice.

(2) <sup>1</sup>The QEM system is defined according to principles confirmed by the Senate and pursues conceptual quality objectives derived from the Mission Statement of Macromedia University and confirmed by the Senate, in addition to quality objectives based on university law.

(3) <sup>1</sup>The quality objectives of the QEM system are binding for the design of new study programmes and fields of study and their further development.

(4) <sup>1</sup>Regular evaluations of the teaching staff, teaching and administration as well as graduates and alumni, which are carried out by a committee set up for this purpose, are an essential element in monitoring the quality objectives.

(5) <sup>1</sup>The principles of the QEM scheme, its core processes, its facilities and the functions of these facilities as well as the quality objectives are documented in a Quality of Education Management Handbook. <sup>2</sup>Changes to the QEM handbook are subject to the committee procedure specified therein. <sup>3</sup>The committee channels are approved by the Executive Board and confirmed in the Senate.



## §30

### Quality management and promotion of research and artistic practice

(1) <sup>1</sup>Research and artistic practice at Macromedia University serves to gain scientific and artistic knowledge as well as the scientific and artistic foundation and further development of teaching and studies. <sup>2</sup>As a university of applied sciences, Macromedia University's research and artistic practice focuses on application-oriented issues. <sup>3</sup>In order to coordinate projects and focal points, commissions responsible for research and artistic practice are established.

(2) <sup>1</sup>The quality management and promotion of research and artistic practice shall be specified in a binding research concept and a concept for artistic practice, which shall be approved by the Executive Board and confirmed by the Senate.

(3) <sup>1</sup>The measures and results of research and artistic practice shall be documented annually in a report and submitted to the Executive Board, the Senate and the University Council.

## V. External support association

### § 31

#### Objective

<sup>1</sup>In order to fulfill its tasks, Macromedia University supports a non-profit association. <sup>2</sup>The purpose of the association is the idealistic and financial promotion of science, research and teaching as well as student support at Macromedia University.

## VI. Final provisions

### §32

#### Amendments to the basic order

<sup>1</sup>The central bodies of Macromedia University (§10) may propose amendments to the basic order to the Executive Board. <sup>2</sup>Amendments to the basic orders must be passed by a simple majority of the Senate and approved by the sponsoring organization.

### § 33

#### Entry into force

(1) <sup>1</sup>These basic orders shall enter into force following the Senate resolution on 15.03.2024 and approval by the sponsoring organization.

(2) <sup>1</sup>When these basic orders come into force, the basic orders dated 04.04.2022 shall cease to apply.

Stuttgart, 06.03.2024

Prof. Dr. Dr. Castulus Kolo  
President, Macromedia University

*Approved by the sponsoring organization Macromedia GmbH on 06.03.2024*

Marc Irm- Petit  
Managing Director, Macromedia GmbH

## Appendix IV. Syllabi Development Guidelines



### Syllabi Development Guidelines

For filling in the syllabi, please use the template in part 2 of this document.

Please make sure to read all the guidelines in part 1 before filling in the syllabus and stick to the individual steps.

Special attention should be given to Bloom's Verb Taxonomy

## Background information

---

For the reaccreditation of study programmes, both on the programme level and on the module level, the competencies must be more clearly assigned and systematically traceable. Central to this is the correct formulation of the learning outcomes.

Learning outcomes are statements about what a student knows, understands and is able to do/demonstrate after completing a learning process. Essentially, it describes which competencies students acquire during their studies.

The reviewers evaluate the extent to which the objectives of the study programme and the learning outcomes of individual modules are coordinated. The qualification objectives of the study programme are transferred to the module level. In this case, not all fields of competency need to be addressed in each module, but in the overview (module catalogue), the previously formulated qualification objectives must be reflected in concrete form as learning outcomes of the modules. In order to ensure this, it is not only necessary to follow the guidelines for the preparation of the modules, but also to answer the following questions on competencies and objectives of the study programmes.

## How do I formulate learning outcomes?

---

Before phrasing the learning outcomes, please try to figure out which knowledge and which skills the students are supposed to acquire during this module. Please follow the steps below:

1. Determine previous knowledge:
  - Pay attention to the semester the module takes place in compared to the rest of the students' studies
  - Realistic assessment of previous knowledge (max. 1 monograph or 3 essays for preparation)
2. Determine the contents:
  - List the contents/topics as bullet points
3. Determine competencies: Macromedia University distinguishes between the following competencies:
  - Professional skills (academic)
  - Professional skills (practical)
  - Methodological skills (academic)
  - Methodological skills (practical)
  - Social skills
  - Personal skills
4. Formulate the learning outcomes
  - Learning outcomes are based on the module contents, but they do not have to match in number
  - Choose an active verb from the table "Taxonomy of Verbs" that fits the learning outcome and the level of difficulty
  - For a 5 ECTS module choose approx. 8 learning outcomes (min. 5 – max. 10)
  - List the learning outcomes as bullet points
  - One active verb per learning outcomes (only the verbs from the table "Taxonomy of Verbs" are permitted)
  - Use simple and short descriptions that are easily understandable

- Learning outcomes have to be phrased using a student's perspective
  - Learning outcomes should be located on all levels of the taxonomy (not just the lower levels)
5. Determine the levels for the individual learning outcomes: 1-6 (see table "Taxonomy of Verbs")
  6. Type of Assessment:
    - The learning outcomes have to be examinable using the selected type of assessment

Formulate the learning outcomes according to the template below:

Introductory sentence: Upon completion of the module, students will be able to...	
+ [Active verb] (only from the table below)	+ describe
+ [Module content]	+ the individual steps of the research process
+ [Object] (if necessary for clarification)	+ (using their methodological skills)

Taxonomy of Verbs (please use only the verbs below!)

Level	Cognitive process/Verb	Example	Additional verbs
<b>1) Remember</b> Recall facts and basic concepts	Identify	Identify dates of important historical events	Write, define, reproduce, list, describe, label, recite, indicate, enumerate, name, draw, implement, sketch, narrate
	Recall	Recall dates of important historical events	
<b>2) Understand</b> Explain ideas or concepts	Interpret	Paraphrase important statements	Represent, describe, determine, demonstrate, discuss, formulate, locate, present, illustrate, transmit, repeat
	Exemplify	Name examples of styles of art	
	Classify	Classify descriptions or observations of disruptions	
	Summarise	Write a short summary	
	Infer	Derive a rule from various examples	
	Compare	Compare historical events to current situations	
<b>3) Apply</b> Use information in new situations	Explain	Explain the most important events in 18th century France	Perform, calculate, use, find out, delete, fill in, enter, apply, solve, plan, illustrate, edit
	Execute	Calculate a mathematical function	
<b>4) Analyse</b> Draw connections among ideas	Implement	Determine to which cases Newton's second law is applicable	Test, contrast, compare, isolate, select, distinguish, juxtapose, criticise, analyse, determine, experiment, sort, examine, categorise
	Differentiate	Distinguish between relevant and irrelevant information in a mathematical text task	
	Organise	Build an argumentation for or against a particular historical position using clues in a historical treatise	
<b>5) Evaluate</b> Justify a stand or decision	Attribute	Determine the point of view of an author of an essay based on their political orientation	Argue, predict, choose, evaluate, reason, test, decide, criticise,
	Review	Determine whether a scientist's conclusion is plausible based on the data at hand	

	Assess	Decide which of two methods is better suited for solving a problem	grade, estimate, score, support, classify
<b>6) Create</b> Produce new or original work	Generate	Formulate a hypothesis for an observable phenomenon	Assemble, collect, organise, construct, prepare, write, design, conclude, connect, design, assign, compile, deduce, develop
	Plan	Write an exposé for a paper/thesis	
	Produce	Build a biotope for certain species or for certain purposes	

### Questions for quality management:

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How strongly do the learning outcomes of the module contribute to the study programme's overall objectives? If the module is offered in more than one study programme, please fill in the table for ALL study relevant programmes!

(Scale 1-6: 1 = Competency plays a very minor role in this module, 6 = Competency plays a highly important role in this module)

Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	3



Which competencies are specifically addressed in the module? (Scale 1-6: 1 = Competency plays a very minor role in this module, 6 = Competency plays a highly important role in this module)

Competency	Role
K1: Professional skills (academic)	1-6
K2: Professional skills (practical)	
K3: Methodological skills (academic)	
K4: Methodological skills (practical)	
K5: Social skills	
K6: Personal skills	



A two-year programme designed to train and empower the ambassadors of educational change with the ambition to establish an undisputed leadership in educational transformation in Europe, ready to compete on the global stage

# mPower Didactic Framework

**Joint Master in Innovation  
and Technology for  
Education**

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# 1. Introduction

## 1.1. Role of mPower

In the context of the sustainability of our society, mPower plays a special role: In the so-called knowledge society of advanced nations, universities bear "the primary responsibility for securing and advancing knowledge as well as maintaining cultural achievements" (Wissenschaftsrat, 2015c). Associated with this are various demands from society, such as those from the economy, politics, and civil society, which are brought to universities. A particular focus is placed on the university's task of ensuring the "innovation and adaptability of society and the national economy" through the qualification of students (Wissenschaftsrat, 2015c).

At the same time, knowledge and the resulting skills alone are no guarantee for overcoming challenges in emergent contexts. Special competence profiles and a new willingness to act are required, for the development of which further motivational and social resources are needed.

The goal of the Consortium is to align educational processes with potential-oriented and sustainable principles. Therefore, they should be individually and flexibly designed to best prepare learners for the challenges of the future, thereby strengthening their employability while ensuring a positive study experience.

Therefore, didactics - as the science of teaching and learning - holds fundamental significance for mPower.

Part A of this document consolidates these didactic principles for future-oriented learning and teaching, forming a central dimension of strategic university development. The mPower concept is in direct alignment with the purpose, vision, and values of the educational organisation; it serves as a guiding framework and a self-commitment for all members of the university.

Purpose	Values  responsible entrepreneurial creative open minded
<b>Empowering students for a sustainable future.</b>	
Vision	
<b>Pioneer in education by leveraging academic reputation for a prospering business.</b>	

*Illustration 1: Purpose, Vision and Values*

## 1.2. The need for a didactic concept

With an increasing proportion of students per generation, heightened societal mobility, and a plurality of life plans, the diversity of learners is growing: social background, prior experiences, cognitive abilities, resources, motivation, etc., become more heterogeneous. Standardised learning processes and pathways no longer align with this diversity. Future higher education must offer a structured network between study programmes and individuals with regard to their personal development over the course of their studies. It requires flexibility and agility in the university organisation and in individual learning.

Technical possibilities require fundamental decisions to be made for the university of the future, including considerations of international developments. How are data collected, protected, merged, filtered, and utilised in the interest of students and learning success? How are

automated processes complemented by personal learning support, and how do we bridge these two worlds? How do we design supportive learning environments?

mPower is our response to the central challenges of future learning. We view it as socially embedded, personalised, and supported by personal learning guidance and technology. The goal is to empower students to successfully navigate changes in requirements and crises through a focus on Future Skills and tailored learning support. With mPower, the university firmly positions itself towards lifelong learning and enables this especially for all educators and staff.

### 1.3. Didactic derivation of mPower

The foundation of mPower lies in didactics – the science of teaching and learning – and, based on that, the guiding didactic principles defined in the concept. These principles serve as the reference point for all operational orientations of the university concerning its study formats (face-to-face, distance learning, dual study programmes, certificate courses, etc.) and related study offerings and services.

mPower enables flexible study programmes in Blended Learning format, which are positioned in different weightings between the poles of physical presence (synchronous) and structured self-learning activities (asynchronous) according to their specific forms of implementation.

The most important success factor for mPower-guided learning and teaching is the consistent intensification of active and interactive learning. The basis for this is the Inverted Classroom scenario. A large part of the knowledge transfer is shifted to the students' own learning time. The consolidation of what has been learned then takes place in collaborative and guided learning processes at various analog and digital learning spaces.

#### Success factor in the Inverted Classroom

In the Inverted Classroom scenario, the traditional principle of learning phases and spaces is reversed: the acquisition of specialist knowledge (which is expanding ever faster in times of digitalisation and globalisation) occurs through self-study at home and/or on the go, using digital media and quality-assured by the university.

The (subsequent) deepening of the learned material and intensive engagement with related issues takes place during (physical) presence or contact time.

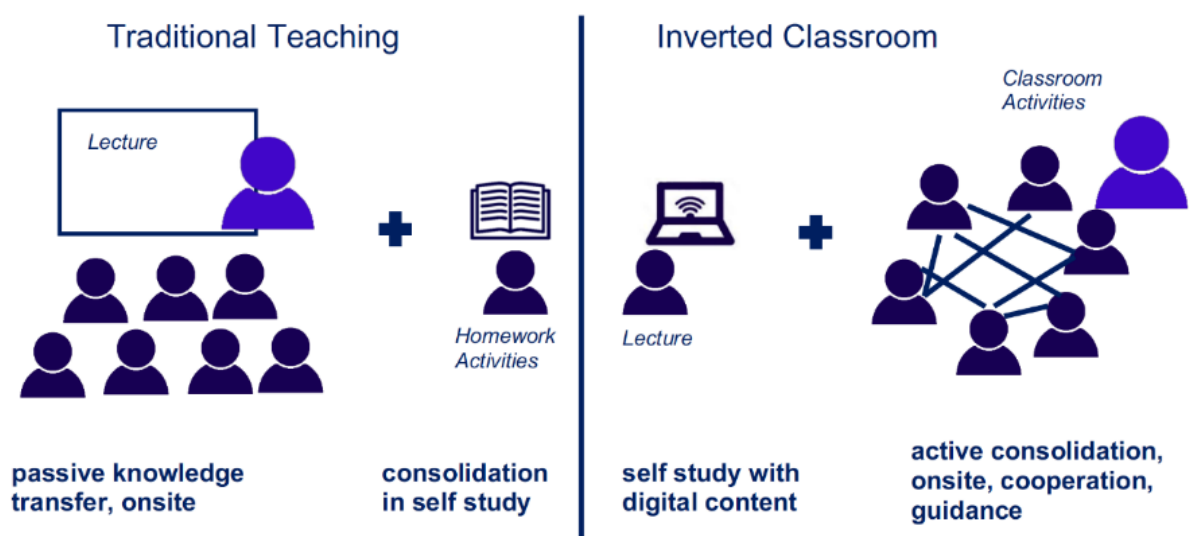


Illustration 2: Inverted Classroom (own illustration, based on Chung, Khe & Gaowei, 2017)

A Blended Learning model is used to dovetail these online and onsite or synchronous and asynchronous teaching settings in a didactically meaningful way. With this model, the



university enables its students to make their learning more flexible by making it independent of time and place, allowing them to adapt to their individual circumstances and control their own learning speed (repeatability). This promotes:

- adaptive learning by taking into account the heterogeneity (different levels of knowledge) of the learners and fostering structured self-learning activities,
- a new learning culture in which they learn more independently and experience greater self-efficacy,
- the opportunity to prepare themselves optimally for their (professional) future.

Further quality effects are included:

- increasing the effectiveness of the learning content through heightened focus of instructors on interaction and individual support in small practice, seminar, or workshop groups,
- didactically well-developed and high-quality produced learning content that can be disseminated across locations and ensures fundamental teaching quality in respective areas,
- adjustment of teaching to changing work realities in a global, digitised world.

The application of the principle of the Inverted Classroom is fundamental in mPower for understanding the roles of instructors and learners, promoting active learning, and designing learning environments.

### **Didactic framework concept**

mPower is operationalised in a didactic framework concept, which consolidates the didactic principles, all learning-theoretical beliefs, and related guidelines of the university for conducting teaching in a single document.

The structure of the document is divided into a framework concept with 5 areas:

PART A - Didactic principles of mPower

PART B - Programme level: Curriculum development

PART C - Module level: Learning and teaching at module level

PART D - Specifics of online distance learning

PART E - Operational implementation: organisation of teaching and learning management system

The appendix contains the standardised syllabus templates, detailed Blended Learning scenario descriptions and literature references. Further references to internal university documents and guidelines are made in the respective chapters.

## PART A

### 2. Didactic principles of mPower

The Consortium, in addition to research and knowledge transfer, primarily a place for learning and teaching. Through system accreditation, the university has committed itself to Quality of Education Management (QEM), the effects of which, in accordance with the basic regulations, are intended to secure leadership in quality in the competitive environment. The QEM system reflects systematic tasks or activities in the realm of teaching quality and its interfaces with overall studies, research, and free artistic practice.

For the sustainable qualification and international mobility of its students and future graduates, the university focuses its teaching on achieving desired learning outcomes and guiding and supporting learning processes. In addition to this (1) consistent competency orientation, it refers to the following additional didactic principles: (2) Anticipation of Future Skills, (3) granularity, coordination, and integration of teaching/learning resources, (4) learning support, and (5) learning environments.

The aforementioned five principles are subsequently embedded in the didactic-academic discourse. They are intended to cover the foundations of mPower as comprehensively and non-overlapping as possible.

#### 2.1. Principle 1: Consistent skills orientation

at all levels: Study format | Study programme | Modules | Units (teaching units)

The Consortium is characterised by a consistent and coherent focus on skills at all levels (study format, programme, modules, units or teaching units). The alignment of learning outcomes and the desired skills of a study format, a programme, the defined modules therein, as well as integrated learning units, define the respective teaching objectives.

The university promotes the quality development of curricula through continuous adaptation to:

- new findings in teaching and learning research,
- societal and/or technological developments, and
- specific developments in individual subject areas.

All levels of the curriculum (degree programme, modules, courses, teaching units) are embedded in a systematic and coordinated concept, enabling students as active participants to better shape their learning processes. The learning processes coordinated by the university within courses (on average one-third of the calculated workload) are expanded through various pre-structured and supportive arrangements, such as learning management systems, learning environments, etc. All activities of the university in the context of learning, teaching, and the learning environment are systematically aligned with the intended qualification goals and the associated development of skills, integrated into the Quality of Education Management.

#### What are skills?

In empirical educational research, Weinert's definition is widely used, which defines skills as

*"[...] the cognitive abilities and skills available or learnable in individuals to solve certain problems, as well as the associated motivational, volitional and social willingness and ability to use the problem solutions successfully and responsibly in variable situations." (Weinert, 2001, p. 27-28)*

Short formula:

$$\text{Skills} = \text{knowledge} + \text{ability} + \text{attitude}$$

In the German Qualifications Framework for Lifelong Learning (DQR), competence means

*"[...] the ability and willingness of the individual to use knowledge and skills as well as personal, social and methodological abilities and to behave in a thoughtful and individually and socially responsible manner. In this sense, competence is understood as a comprehensive competence to act. In the DQR, competence is presented in the dimensions of professional competence and personal competence. Methodological competence is understood as a cross-sectional competence and is therefore not specifically mentioned in the DQR matrix." (Research, 2021)*

Skill-based teaching facilitates the acquisition of skills by learners. The learning outcomes of the learners are the focus of course/curriculum development, module description, course planning and examination design.

Learning outcomes describe what learners should be able to do after completing the course unit or module (knowledge + ability + attitude) and the level at which skills are acquired.

Short formula:

**Skill-based teaching = orientation towards the learning outcomes of the learners**

### **Competence level and types of competence: Bachelor's and Master's degree level**

The DQR describes, with its defined skill levels 6 (Bachelor) and 7 (Master), the requirements that,

*"[...] must be met when a qualification of the corresponding level has been acquired. It primarily concerns the extent to which graduates are able to handle complexity and unpredictable changes, and the degree of autonomy with which they can operate in a professional field or scientific discipline." (Research, 2021)*

Level 6 (Bachelor) describes skills needed for the planning, processing, and evaluation of comprehensive professional tasks and issues, as well as for the independent management of processes in specific areas of a scientific discipline or in a professional field. The requirement structure is characterised by complexity and frequent changes.

Level 7 (Master) encompasses skills required for addressing new complex tasks and issues, as well as for the independent management of processes in a scientific discipline or in a strategy-oriented professional field. The requirement structure is characterised by frequent and unpredictable changes.<sup>1</sup>

### **Types of skills**

According to the skill levels described by the DQR, to which the qualifications of the German education system can be assigned, the university promotes subject-specific and interdisciplinary skills. The following table illustrates the differentiated requirement structure classified by level classes, which is consistently integrated into all curricula at the university. Bachelor and Master programmes primarily differ in terms of the developed proficiency levels, enabling graduates to handle complexity, ambiguity, and unpredictable changes, as well as in terms of the independence or ability to act within a practical or scientific context.

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<sup>1</sup> Further information at: <https://www.dqr.de/content/2315.php>

Professional skills (scientific/practice-oriented)	Methodological skills (scientific/practice-oriented)
The Bachelor graduates have	
<ul style="list-style-type: none"> <li>- a broad and integrated knowledge including the scientific fundamentals, practical application of a scientific discipline, and a critical understanding of key theories and methods</li> <li>- Knowledge for the further development of a scientific subject</li> <li>- Relevant knowledge at interfaces to other areas</li> </ul>	<ul style="list-style-type: none"> <li>- a very broad spectrum of methods for dealing with complex problems in a scientific subject</li> <li>- Methods for developing new solutions and assessing them against different benchmarks, even when requirements change frequently</li> </ul>
The Master's graduates have	
<ul style="list-style-type: none"> <li>- Comprehensive, detailed, and specialised knowledge at the latest state of knowledge in a scientific subject</li> <li>- Expanded knowledge in related areas</li> </ul>	<ul style="list-style-type: none"> <li>- Specialised technical or conceptual skills for solving strategic problems in a scientific subject</li> <li>- Methods for weighing up alternatives even with incomplete information</li> <li>- develop and apply methods, new ideas or procedures and evaluate them taking into account different assessment standards</li> </ul>
Social skills	Personal Skills
Bachelor's graduates can	
<ul style="list-style-type: none"> <li>- work responsibly in expert teams or lead groups in organisations</li> <li>- guide the professional development of others and deal proactively with problems in the team</li> <li>- argue complex technical problems and solutions to experts and develop them further with them</li> </ul>	<ul style="list-style-type: none"> <li>- Define, reflect on and evaluate goals for learning and work processes and design learning and work processes independently and sustainably</li> </ul>
Master's graduates can	
<ul style="list-style-type: none"> <li>- responsibly lead groups in organisations in the context of complex tasks and represent the results of their work</li> <li>- specifically promote the professional development of others</li> <li>- Conduct interdisciplinary and cross-divisional discussions</li> </ul>	<ul style="list-style-type: none"> <li>- define goals for new application or research-oriented tasks, reflecting on the possible social, economic and cultural effects, use suitable means and independently acquire knowledge for this purpose</li> </ul>

Table 1: Requirements structure for Bachelor and Master

The skill categories presented here are differentiated in the following chapter "Anticipating future skills".

### Learning objectives and skill levels at module level

The development of various skills occurs during the course of the study in an integrated, cyclical, or iterative process. Accordingly, learning objectives are coupled with a level and defined for each module. The university follows the learning objective taxonomy according to Bloom (1972) and distinguishes six levels of cognitive skills:

Level	cognitive process
-------	-------------------

<b>1) Remembering (knowledge)</b> Accessing relevant knowledge in long-term memory	<ul style="list-style-type: none"> <li>- Recognise</li> <li>- Remember</li> </ul>
<b>2) Understanding</b> assign meaning to information in the learning unit, be it verbal, written or graphical	<ul style="list-style-type: none"> <li>- Interpret</li> <li>- Visualise</li> <li>- Summarise</li> <li>- Consequences</li> <li>- Compare</li> <li>- Explain</li> </ul>
<b>3) Apply</b> Carry out or use a course of action (a scheme, a method) in a specific situation	<ul style="list-style-type: none"> <li>- Execute</li> <li>- Implement</li> </ul>
<b>4) Analyse</b> Break down learning content into its constructed elements and determine how these are linked together to form an overarching structure or purpose	<ul style="list-style-type: none"> <li>- Differentiate</li> <li>- Organise</li> <li>- Assign</li> </ul>
<b>5) Assess</b> Making judgments based on criteria or standards	<ul style="list-style-type: none"> <li>- Check</li> <li>- Rate</li> </ul>
<b>6) (Creating)</b> Assemble elements into a coherent or functioning whole; combine elements into a new pattern or whole structure	<ul style="list-style-type: none"> <li>- Generate</li> <li>- Planning</li> <li>- Develop</li> </ul>

Table 2: Learning objectives taxonomy, based on Bloom (1972)

Each module can be clearly classified according to the skills and skill levels to be achieved:

	Professional skills (scientific/ practical)	Methodological skills (scientific/practice -oriented)	Social skills	Personal skills
1) Remember				
2) Understanding	x		x	
3) Apply		x		
4) Analyse				
5) Assess				x
6) (Creating)				

Table 3: Exemplary classification of competences and competence levels of a module

### Skill-based examinations: Constructive Alignment

The starting point is the assumption that, in planning teaching, instructors often view the process from the perspective of course content (aiming to educate skilled graduates in their field), while students, in planning their learning strategies or processes, often start from the perspective of examinations (aiming to pass exams and achieve a good graduation). With the completion of the exam, the university challenges its students to engage in activities through which the skills developed in the module learning path become visible. The alignment in the sense of Constructive Alignment harmonises the goals of students and instructors, instructors with their methods, and students with their learning activities (Biggs & Tang, 2011).

Learning is highly individual and strongly dependent on specific conditions. The university supports, through the consistent application of Constructive Alignment, the active and self-responsible acquisition of knowledge by students.

Visualised in a triad (dynamic relational structure), the three cornerstones of 1. Learning Outcomes, 2. Examination Format, and 3. Teaching/Learning Activities are interdependent.

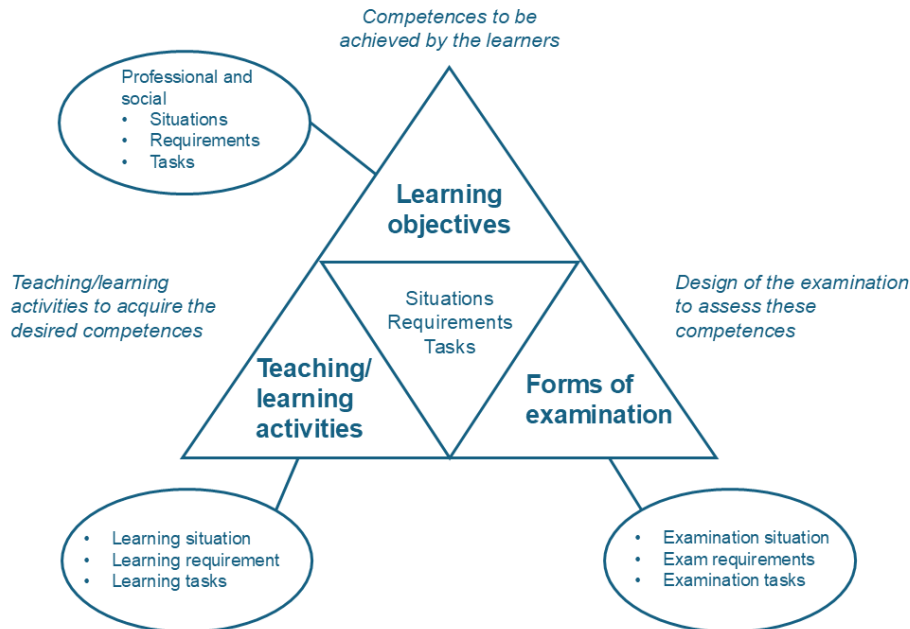


Illustration 3: Schematic representation of constructive alignment based on: <https://www.e-teaching.org/didaktik/konzeption/constructive-alignment>

Both in the development of syllabi and in the concrete course planning, the following procedure is defined:

- Determination of the skills to be acquired in the learning outcome, as well as the level of processing depth.
- Determination of the examination format.
- Determination of teaching formats/methods as well as the orientation of student activities based on the desired learning outcomes and considering the examination format.

For teachers, this means creating a suitable framework for students to acquire skills. For students, this means developing an attitude of self-responsible learning (see also **Error! Reference source not found.**).

## 2.2. Principle 2: Focus on future skills

in the fields of action: Learners | Learning content | Learning settings | Formats | Learning spaces/locations

The Consortium focuses on the types of skills mentioned above (professional, methodological, social and personal skills) and anticipates the development of future skills in particular in order

to fulfill its promise of sustainable employability. In doing so, it follows the definition by Ehlers (2020):

*"Future skills are competencies that allow individuals to solve complex problems in a self-organized manner in highly emergent contexts and to be able to act (successfully). They are based on cognitive, motivational, volitional and social resources, are value-based and can be acquired in a learning process."* (Ehlers, 2020, p. 57-58)

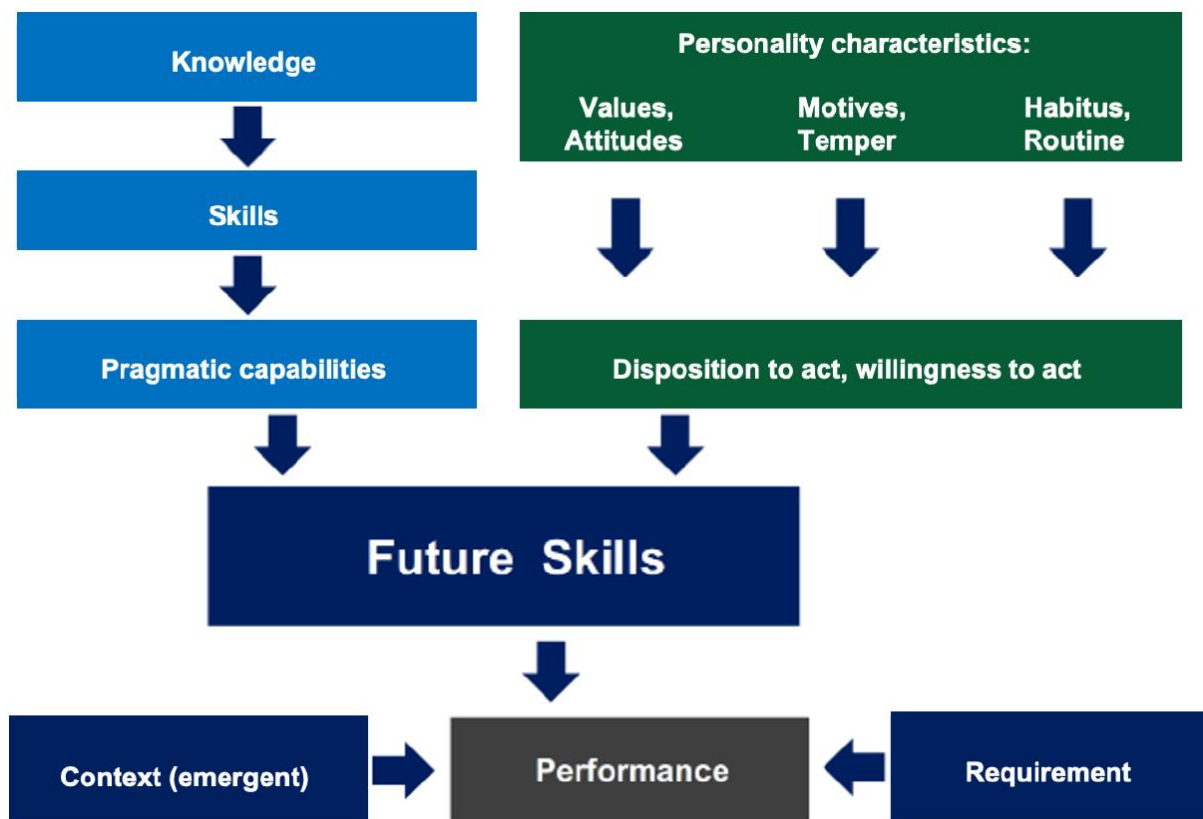


Illustration 4: The Future Skills concept as a competence construct; illustration based on (Ehlers, 2020, p. 58)

In addition to the skills and personality development of learners, the following strategic action areas for the university arise in the areas of learning content, learning settings, study/continuing education formats, and learning environments:

### **Skill and personality development of learners**

To address societal challenges, a creative approach to rapidly evolving and non-linear action contexts is necessary. Universities are increasingly unable to prepare their students for a specific goal, as a clearly definable knowledge objective is no longer known in itself.

The initial claim of the university to open up responsible participation in the future life and work environments and to develop students as shapers of the future thus points to specific skill profiles in learners. Anticipating future skills is part of the competency shift that goes beyond the skill types described in the DQR. To distinguish from classical subject-specific, methodological, personal, and social skills, the concept of emergence is used. Translating the concept of emergence to societal, political, and economic processes, as well as communication processes, means that individuals will have to deal with situations in the future that cannot be predicted or calculated.

This also includes the fact that in the future world of work, job profiles will continue to change, and new demands will be placed on all of us. Data volumes and levels of knowledge progress, constantly changing and digitally available worldwide. Working and living conditions and designs adapt to changing economical and ecological models in ever shorter cycles. To successfully navigate these dynamics, specific future skills are required. Those best equipped

will be those who can remain capable and actively transfer complex challenges into solution approaches across industries. Future skills can be divided into the following three areas of skills:

*Individually development-related skill profiles* have proven to be particularly relevant for future work and are developed within personality and self-formation; for example, learning skills, self-efficacy.

*Individually object-related skill profiles* support a creative, agile, and analytical approach to specific objects, topics, or tasks. They contribute to a high-level understanding of systems and enable successful action even under highly uncertain, unknown conditions; for example, innovation, system, and digital skills.

*Individually organisation-related skill profiles* refer to dealing with the social, organisational, and institutional environment. In addition to meaning and value orientation, collaboration and cooperation with others are central elements; for example, communication and cooperation skills.

The development of these skills enables graduates of the university to build up a relationship to themselves and their own actions, a reflective approach to specialist topics, objects and tasks as well as a relationship to the environment or organisation.

### **Learning content**

Learning content is closely linked to the skill and personality development of learners and must anticipate developments in life and work environments. Both existing and new study and training programmes should meet this requirement and undergo regular relevance assessments.

In existing study programmes, this can be achieved through the curricular integration of cross-cutting topics such as data literacy, curricular projects, extracurricular offerings, and the regular evolution of curricula.

The development or creation of market-oriented and simultaneously sustainable study and training programmes provides students and future graduates with the greatest possible scope for action in the interplay between the job market, technology, knowledge and skill requirements, as well as demographics and general diversity.

### **Learning settings**

New corporate cultures and work concepts require new learning concepts: Agile, cooperative, and networked work needs agile, cooperative, and networked learning. This approach should also be reflected in the learning settings during studies, practiced, and professionalised. The combination of various teaching formats and their implementation methods expands the scope of action within learning processes. Learning, cooperation, and collaboration under different conditions (synchronous, asynchronous, physical, virtual) continue to enable the flexibility of location, time, and communication, the use of various learning paths, and the deployment of different teaching/learning resources.

### **Study/continuing education formats**

The demands of the job market regarding new knowledge and skill requirements, along with the diversity of learners (prior experience, cognitive ability, resources, motivation, social background, life plan, etc.), call for a structured connection between study offerings and the individual concerning their personal development—or, in other words, a significantly greater flexibility and agility both in organising educational processes and in individual learning. The form of higher education must further diversify so that learning and educational processes can be integrated into diverse life plans. The desired development of a mindset for lifelong learning at all levels of the organisation, as well as among students and future graduates, calls for the development of various study and continuing education offerings or formats for different target groups.

### **Learning environments**



Both physical and digital learning spaces and locations are intended to promote creativity and innovation, be highly flexible, and facilitate a high degree of interaction. In the context of future skills, they support lifelong learning, for example, through appropriate learning management systems (see also Principle 5: Learning Environments).

### **2.3. Principle 3: Granularity, coordination and dovetailing of teaching/learning resources**

at the levels: [Module](#) | [Unit](#) | [Teaching format](#) | [Delivery format](#) | [Learning management system](#)

Teaching and learning materials significantly contribute to the structured development of student skills. The didactic preparation at the Consortium is characterised by granularity, coordination, and integration.

#### **Granularity**

The consistent skill orientation at the programme and module levels leads to a systematic assignment of programme goals, study direction goals, module goals, and associated types of skills, as well as their proficiency levels.

At the module level, there is also further differentiation, involving the systematic breakdown of defined module content into thematic sections. These thematic sections are referred to as "units" and follow a defined cycle:

- Bachelor's programmes: 15 units
- Master's programmes: 7 units

The cycle corresponds to the number of weeks in the lecture period, including examinations, within the semester. Thus, the semester credit hours logic (SWS logic) is applied to the thematic sections of teaching/learning materials. In Bachelor's programmes, a weekly cycle is assumed, while in Master's programmes, a bi-weekly cycle is considered.

Within the Units, module content is assigned to defined teaching formats, specified, and connected to individual learning objectives. Unit content is complemented by accompanying literature, reflection questions, and possibly other structured topics for self-study time. This representation is part of the module description in the syllabus.

The content developed and didactically prepared by the module coordinator (course coordinator - CC) is made available to all students and instructors as a central course in the learning management system, following an equivalent logic.

#### **Coordination**

In a next step, the content defined in the syllabus and in the units is transferred to suitable teaching and learning materials and created as a central course in the learning management system using the equivalent logic of the unit structure.

Particularly relevant in this context is the didactic selection of suitable teaching/learning material formats according to the teaching formats and their design. Both the didactic objective of the corresponding teaching format and the respective requirements aimed at the students differ. For instance, different didactic requirements are to be set for the design of content for lectures compared to teaching and learning materials for exercises, seminars, or workshops. Hence, for each teaching format, it is essential to determine suitable formats that facilitate the didactic implementation of knowledge and skill transfer.

As the Consortium has various locations, the conduct of courses for programmes follows a Blended Learning model, taking place both across locations and location-specific, and in

synchronous or asynchronous forms. In this context, the delivery format of each course must also be considered in the didactic preparation of teaching and learning materials.

### Interlocking

Through the specific didactic preparation of teaching and learning content, students are supported in optimising the use of materials, especially during their self-study time. This is achieved by providing guidance on how to use each teaching/learning resource and, consequently, illustrating a structured learning path. By strategically interlinking teaching and learning materials with different teaching formats, consistent messages can be conveyed through various perceptual channels, enabling a deeper level of processing. Transfer connections are created, for example, through brief excursions in lecture materials with references to subsequent exercises or the theoretical framework. These cross-references help students perceive the module as a cohesive unit and not lose the "red thread."

Teaching and learning materials must meet the following additional requirements, taking into account the preceding framework:

- alignment with the respective teaching format and its delivery method
- strategic integration between teaching formats within the module and possibly other modules
- strategic integration of self-learning and face-to-face phases

## 2.4. Principle 4: Learning support

for the target groups: [First semester students](#) | [Students in higher semesters](#) | [International students](#) | [Working adults](#)

The Consortium considers learning and teaching as a cooperative and dynamic process that promotes both comprehensive skill and personality development.

The future of learning is socially embedded, increasingly personalised, and supported by personal guidance and technology. Learning is accompanied by a responsible integration of analog and digital practices, which is also reflected in learning support and coaching.

Learning processes	+	Personal development	=	Educational processes
↓		↓		
Cognitive abilities	+	Social and emotional skills	=	Lifelong learning
↓		↓		
Focused, expanded and strengthened by technology	+	Focused, expanded and strengthened through close personal support	=	Customised skills development

Table 4: Visualisation of the future of learning (own representation)

The didactic design of learning paths and related teaching/learning materials, as well as the contact during the course, cannot meet the individual learning needs universally for everyone but must provide opportunities for individualisation. In this context, the university supports its students both on the subject level – including through new technologies – and on a learning psychological (media) pedagogical level.

Successful learning guidance and student coaching are associated with a clear understanding of roles for learners, educators as learning facilitators, and coaches. Additionally, these facilitate learners to communicate asynchronously or synchronously with educators or coaches as needed.

Successful learning guidance includes the responsible use of new technologies to enhance individualised and personalised learning and its reflection.

### **Role of teachers as learning facilitators**

The instructors aim to equip the learners with suitable competencies in a world characterised by highly dynamic changing contexts, skills that are relevant beyond the specific context. They should be optimally prepared to be capable in the future – not only in the job market but also personally. The role understanding required for this principle between instructors and learners requires a new profile of requirements for university instructors.

In this understanding, learners and learning take the center stage – along with the deliberate promotion of self-learning activities and the development of individual learning strategies. Guiding this is the role of instructors = learning facilitators. They work more prominently as guiding, supportive, advisory, and activating figures.

#### **Learning guides**

- challenge students and support them in mastering their tasks and learning processes,
- promote teamwork among the learners,
- become the moderator and in this role facilitate understanding,
- encourage students to think independently and search for knowledge,
- initiate learning processes, show ways forward, intervene to guide, but step back as soon as the group can continue working on its own,
- analyse and accompany learning behavior, track learning progress and respond individually to the needs of the learner. (Eder & Scholkmann, 2011).

### **Role of students as active learners**

On the other hand, such a teaching and learning understanding implies that for learners, particularly self-learning skills and self-organisation, as a meta-level of the described future skills, play a central role. The students become active learners who structure themselves and, on their own initiative, embark on the search for new processes of knowledge acquisition, critically questioning things. They develop their own learning interest. In this process, learning objectives, content, and desired learning outcomes are individualised and expanded. As future graduates, they see themselves as part of a common ecosystem in which they are systemically linked to the organisation and changes in the global environment. Consequently, they influence processes of change and thus assume responsibility. Their own agile actions influence the development of organisations, thereby supporting flexible adaptability to environmental conditions and changing requirements.

#### **Active learners**

- understand self-organisation as a prerequisite for the ability to act and as a central principle for understanding the emergence, maintenance, and development of patterns of order,
- develop their own action strategies for complex situations, reflect, evaluate, and optimise them,
- recognise learning as a lifelong activity, identify individual learning needs in your professional context and actively search for suitable learning situations.

Even during the studies, every student should take responsibility for their own learning activities. Knowledge cannot be transferred one-to-one from one person – the teacher – to another person – the learner (keyword: Nuremberg funnel). It emerges through individual and active information processing, always in the context of one's own prior knowledge and experiences.

Everyone learns differently and brings very different prerequisites. This leads to different learning needs. A course cannot meet these needs uniformly for everyone but must provide opportunities for individualisation.

## **Student coaching**

The skill development aimed at within the context of mPower challenges the students in the following areas:

- a high degree of independence, structure and appropriate time management
- the ability to quickly orient oneself in (complex) processes
- flexibility in dealing with different learning scenarios and in the use of different teaching/learning materials
- clear and rapid task and target identification
- good communication skills
- willingness for self-reflection

This requires the university to promote self-reflection among students to stimulate sustainable learning processes and reduce uncertainties that may arise in the process of skill acquisition. Coaching services as learning guidance and process support provide students with opportunities, means, and ways to successfully overcome the challenges of academic life, in order to gain confidence in their own skills.

Learning guidance focuses among other things on

- the planning, organisation, implementation and assessment of learning successes achieved or not achieved,
- identifying skill deficits as well as
- conflicts with other students and teachers in the university context.

Learning process support focuses, among other things, on

- active support during the learning process (e.g. with structuring),
- access to suitable networks (e.g. other learners or other experts),
- prerequisites, conditions, factors, processes, results for achieving successful learning processes,
- encouraging learners to critically reflect on the development and strengthening of their skills in terms of independent or self-organised learning, including in communicative and cooperative processes.

The aim of student coaching is

- improvement of problem-solving and learning ability,
- increase in adaptability to change and situational adjustments (self-organisation competence),
- individualised positioning and positioning in the area of conflict between personal needs (person), tasks to be performed and requirements during the course of study (role).

## **Use of new technologies**

Educational processes are increasingly digitised and data-driven, and software becomes an integral part of how learning and teaching are experienced at the university and how educators work. Digitalisation allows various aspects of teaching and learning to be digitally captured to analyse and monitor learning progress.

Through the collection, storage, and analysis of digital data (datafication), many aspects of education can be transformed into quantifiable information. These can be measured, calculated, and visualised. In particular, the "datafication of learning processes" enables a new design of learning:

- Through real-time feedback. While learners interact with the learning software, data can be collected, analysed and reported back. The feedback can be given to the learners themselves or to the teachers.
- By individualising and personalising the learning experience with the help of adaptive learning systems, which make it possible to tailor the learning material to the individual needs of each learner through automatic real-time analyses.
- Through probability-based predictions of learners' future performance, generated through data analysis.

On the didactic level, the individualisation of learning paths and the associated data-driven feedback and predictions should be combined with highly personalised learning support. Because data analysis shows what happens, not why something happens. Personal coaching of learners should reflect on these results and open up new ways of learning in personal learning guidance.

## 2.5. Principle 5: Learning environments

related to various dimensions of space

mPower is based on an innovative teaching and learning concept that emphasises the design of physical learning spaces and their integration with digital learning environments (hybrid contexts) as a holistic approach. In the context of a learning-supportive study experience that focuses on the development of future skills, the Consortium recognises a particular significance in learning environments. Given the context of location- and time-independent learning, the field of the learning environment or learning space is additionally expanded by two transferred dimensions: firstly, the dimension of the university's space of possibilities, and secondly, that of the appropriated space.

### Physical learning spaces

Especially for the consideration of physical learning environments, it is fundamental to understand that learning always occurs in the context of the positioning of the analog body in space and is therefore significantly influenced by spatial factors. For the Consortium University campuses, the focus is on the physical spatial design.

The learning space concept is based on pedagogical-didactic insights and supports the Blended Learning approach. It consistently derives from the future skills structured as follows:

- subject development skills: learning skills, personal skills
- individually-object-related skills: design thinking skills, innovation skills, system skills, digital skills
- organisation-related skills: cooperation skills, communication skills (Ehlers 2020)

It describes which spatial features support the processes to attain these skills, depending on the didactic structure of the modules. Concerning physical characteristics, it is characterised by overall spatial arrangements and usage scenarios that favor self-directed learning, allow flexibility, enable group work, and foster creativity. This includes furniture and equipment, technical facilities, as well as thematic design.

These spatial concepts place the learners at the center, they are open (spatial landscapes), allowing for spaces of relaxation and communication, areas for innovation, and examination rooms. The campus structures create the conditions to turn the university into a holistic learning environment.

For the individual campuses of the university, this means that due to various local conditions, there cannot be a uniform concept. Instead, campuses support specific future skills spatially according to their individual (thematic) focuses, such as in design programmes or specialisations in sports, music, and games. The respective spatial designs and concepts

undergo an ongoing evaluation and adaptation process to continuously incorporate new insights from practice into the development of this relatively new field.

### **Virtual learning spaces**

Learning in the digital space complements learning in analog spaces. Thus, the Learning Management System (LMS) is used in line with the didactic concept of mPower and continues its principles on a practical level. It particularly promotes students' digital skills, the ability for independent learning, as well as learning, system, cooperation, and communication skills. The introduction of the system is based on three pillars: (1) technology, (2) content, (3) further education.

Regarding (1) technology: Setting up the system and integrating it with other relevant university IT systems. The goal is to achieve the highest possible automation of standard processes to allocate more resources for individual student support. Automation includes the following aspects:

- course creation and updating
- creation of user accounts and authorisations in the system
- transfer of static information from the syllabus

Regarding (2) content: Implementation of the design of teaching content described in Principle 3: Granularity, Coordination, and Integration of Teaching/Learning Materials. Not only students but also instructors receive guidance in media didactics. The design of the Learning Management System supports the improvement of the quality of learning materials. Central courses include exam-relevant learning materials and serve the execution of online events. The structure with information about the subject, instructors, etc., and the division of the space into units guide the teaching in these courses. Supplementary decentralised courses are used for expert sessions, exercises, etc. The elements of the course settings facilitate communication between instructors and students, for example, through discussions and messaging functions. Independent learning can be strengthened through assessments and other test formats. Cooperative learning is promoted through peer reviews or group work, and goal-oriented learning can be implemented with formats such as journals. The cooperative approach to learning is particularly emphasised.

Regarding (3) further education: of staff in administration, instructors, and students. This includes comprehensive instructions, consecutive online training sessions, target group-specific training, assistance in the form of Q&A sessions, and support for the introduction with office hours for instructors and students. In this way, the Learning Management System and its infrastructure/embedding support the operational implementation of mPower in teaching as well as in the administration of the university.

### **Spaces of opportunity**

In addition to considering learning environments in the dimensions of physical and virtual as architectural or digital spaces, the mPower concept also encompasses an institutional dimension of learning environments. This dimension examines the (changing) space in which students experience the university as a context for enabling opportunities. What perspective on the future university do learners adopt regarding the opportunities, qualities, or interconnectedness that the university can offer? Thus, entering or transitioning into the

university fundamentally allows for (new) biographical, reflective, or international spaces for learners, which mPower particularly considers in the concept of learning support.

Especially considering current developments and transformation processes in university structures due to digitisation, crisis, and innovation, the question arises about the new potential spaces that open up, how universities can actively shape them, and what strategies they employ. mPower adopts a participatory approach, specifically incorporating the needs of learners, thereby contributing to the best possible study experience for successful learning outcomes.

### **"Onlife"-Spaces (according to Ninnemann, 2021)**

The holistic mPower conceptual approach to learning environments also considers the changes in existing physical spaces through the activation of additional physical spaces against the backdrop of learning that is independent of time and location. This creates the additional dimension of self-appropriated learning spaces. Drawing on the experimental approach of Ninnemann (Ninnemann, 2021), which investigates requirements for appropriating learning spaces in time- and location-independent learning, the overall organisation of learning spaces is considered. There are no longer physical and virtual environments existing side by side; instead, they mutually condition and influence each other. As digitisation and partial hybridisation blur the boundaries between digital and analog, online and offline, the dimensions of learning spaces not only come closer together but also become integrated. By using digital devices and providing media-based learning materials, learning can practically take place anywhere, and learners can appropriate private, public, or other social spaces for learning. Conversely, this implies a change in existing physical learning environments in universities to meaningfully integrate these dimensions. mPower incorporates this relatively new research field of "Onlife Learning Spaces" in the design of learning environments.

## PART B

### 3. Standardised course and curriculum development

Outcome orientation, in terms of competency development, is an integral part of systematic curriculum development and module descriptions.

When defining qualification goals for bachelor's and master's programmes, both the general quality goals and the specific profile of graduates are considered, as well as the competency goals formulated in the Qualifications Framework for German Higher Education Degrees (HQR).<sup>2</sup>

Accordingly, at the university, the qualification goals of the programmes are formulated curricular as programme goals and further differentiated at the level of study directions as study direction goals.

Programme or study direction goals are formulated at the module level in a more concrete form as learning outcomes.

In this context, a module combines the study contents and events into a self-contained and assessable unit with specified teaching and examination formats.

The coordination of programme or study direction goals and module-specific learning outcomes is generally based on the following principle (possibly reference):

- identification of the general objectives of BA and MA degree programmes and their relevance (level)<sup>3</sup>
- identification of the specific objectives of the degree programme or field of study and their relevance (see footnote 5)
- identification of generalisable prior knowledge (e.g. position in the course of study)
- identification of the skill types<sup>4</sup> and their characteristics<sup>5</sup> according to the specific objectives of the degree programme or field of study and previous knowledge (not all skill types must be addressed in the individual module, but in the overall view of all modules belonging to the degree programme or field of study)
- identification or formulation of learning outcomes in accordance with the type of competence and its level (see footnote 5) and using a standardised verb taxonomy
- identification of an examination form tailored to the predominant type of competence and the transferred learning outcomes

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<sup>2</sup> The current version of the document is available on the HRK website:  
[www.hrk.de/themen/studium/qualifikationsrahmen/](http://www.hrk.de/themen/studium/qualifikationsrahmen/) [Status: 18.02.2020]

<sup>3</sup> Scale 1-6: 1 = Remember (knowledge), 2 = Understand, 3 = Apply, 4 = Analyse, 5 = Judge, 6 = (Create)

<sup>4</sup> K1: Professional skills (scientific), K2: Professional skills (practice-oriented), K3: Methodological skills (scientific), K4: Methodological skills (practice-oriented), K5: Social skills, K6: Personal skills (e.g. ability to reflect, time management)

<sup>5</sup> Scale 1-6: 1 = form of skill plays a very subordinate role, 6 = form of skill plays a prominent role



## PART C

### 4. Learning and teaching at module level

#### 4.1. Module

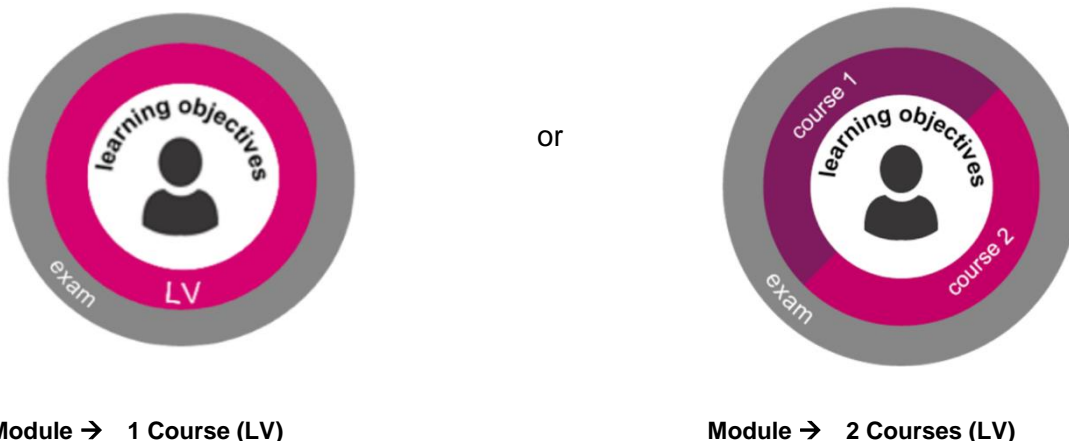
All study programmes are based on learning or qualification objectives and related skill development, which are realized through a modularised curriculum.

The Kultusministerkonferenz (KMK - Standing Conference of the Ministers of Education and Cultural Affairs) describes modules as thematically and temporally rounded, self-contained, and assessable units with assigned credit points. Modules may consist of various teaching and learning formats (such as lectures, exercises, internships, etc.). A module can encompass the content of a single semester or an academic year, but it can also extend over multiple semesters. Modules are generally concluded with examinations, based on which credit points are awarded.<sup>6</sup>

In summary, one **module**:

- one teaching unit
- consists of one or more courses (lectures) with a common learning objective
- typically lasts for one semester (can also extend over multiple semesters)
- concludes with a joint examination
- the scope is indicated with ECTS

Modules of the Consortium consist of one or two courses:



*Illustration 5: Module and course (own illustration)*

#### 4.2. Module description | Syllabus

A module description is intended to provide students with reliable information about

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<sup>6</sup> Framework specifications for the introduction of credit point systems and the modularisation of study courses (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 15.09.2000)

- the goals and the level of the intended skill development,
- content and the associated learning outcomes,
- the examination format aligned with the learning objectives,
- the student workload,
- the integration into the overall concept of the degree programme and the relationship to other modules offered,
- qualitative and quantitative requirements,
- teaching formats and their form of implementation, as well as the
- organisational framework conditions.

**This description is called a syllabus. Each module is clearly described by a syllabus.**

The sum of all syllabi of a degree programme constitutes the **module handbook (curriculum)** of the degree programme. It ensures that the overarching programme goals are reflected in the teaching and learning offerings and that unintended structural qualification gaps do not arise.

The structure of the syllabus is standardised and applies to all degree programmes and their modules offered at the university.

### 4.3. Student workload

The syllabus specifies the **student workload** in hours.

The student workload describes the average **amount of work (in hours) required by students** to achieve performance outcomes (e.g., reaching the learning or qualification goals defined in the module). The workload is calculated based on the number of ECTS<sup>7</sup>-points, which define the module size.

**One ECTS point corresponds to a student workload of 30 working hours.** Per semester, the full-time student is expected to achieve approximately 30 ECTS, corresponding to a weekly workload of about 40 hours.

The students' working hours refer to all learning activities, such as

- attendance in classes or asynchronous completion of structured teaching materials,
- preparation and follow-up times for the courses,
- potentially self-organised teamwork,
- exam preparation,
- completion of coursework and examinations, practical work,
- all types of self-study → to achieve the specified learning outcomes.

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<sup>7</sup> The "European Credit Transfer and Accumulation System" (ECTS) is a standardised credit system that makes study achievements comparable and more easily recognised within the European education space.

- Direct contact time with the teacher incl. active learning support or provision of structured teaching materials/collection/processes for asynchronous processing (guided learning sessions)
- Specified in weekly course hours per semester („SWS“ - called in German “Semesterwochenstunden”)
- Advantages/Disadvantages of contact time with instructors
- Pure self-study time, e.g., research and study of in-depth literature
- Possibly exam prerequisites/study achievements
- Exam preparation
- Exam time

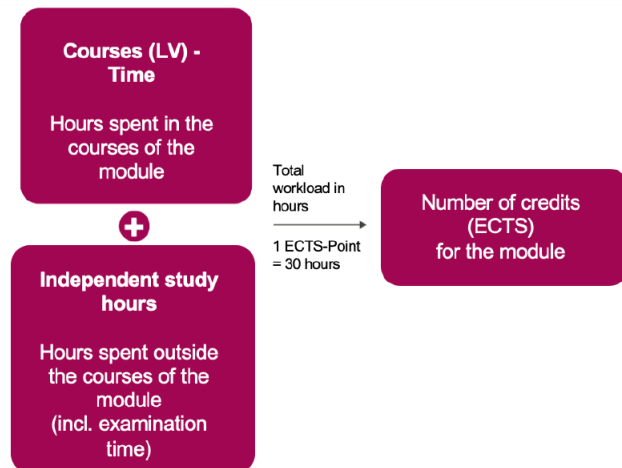


Illustration 6: Overview of workload (own illustration)

## Example modules with different workloads:

### Module with 5 ECTS and usually 3 SWS

5 ECTS x 30 working hours  
= 150 hours workload/semester

3 SWS x 15 semester weeks  
= 45 academic hours (45 min) **of course time or provision of structured teaching materials for asynchronous processing as a Guided Learning Session (GS)<sup>8</sup>**  
during the lecture period in the semester  
**= 33.75 hours**

150 hours workload - 33.75 hours lecture/asynchronous GS teaching materials  
**= 116.25 self-study hours → independent and self-responsible engagement with the module contents**

### Module with 10 ECTS and 5 SWS (project)

10 ECTS x 30 working hours  
= 300 hours workload/semester

5 SWS x 15 semester weeks  
= 75 academic hours (45 min) **of course time or supervised teamwork** in the semester  
**= 56.25 hours**

300 hours of workload - 56.25 hours of instruction/supervised teamwork  
**= 243.75 self-study hours → independent and self-responsible engagement with the module contents**

<sup>8</sup> The term "Guided Learning Session (GS)" is explained in the chapter Teaching formats and forms of implementation. This is a form of implementation in which learning content is provided as structured teaching materials/collection/processes/etc. and is developed by students through self-learning activities within defined learning steps and defined processing periods, independent of time and place.

## 4.4. Standardised, regular teaching formats

A module consists of one or more courses called in German “Lehrveranstaltungen”(LV) with a common learning objective. Courses (LV) are defined instructional units, each lasting one academic hour (45 minutes). There are different types of courses – referred to in simplified **terms as instructional formats or teaching formats.**

**Teaching formats** differ

- in the didactic orientation
- in the more theoretical or practical focus
- in the degree of interaction
- in the required level of qualification of the students
- in the group size

It is distinguished between the following standardised teaching formats:

### 4.4.1. Lecture (V)

The lecture is probably the most well-known, oldest, and most frequently used teaching format. In modern teaching and learning research, it is controversially discussed as it is associated with one-sided frontal teaching. Nevertheless, its use in university teaching relates to many advantages, especially when combined with other teaching formats.

The **lecture**

- supports the acquisition of foundational and factual knowledge (usually with a high theoretical content of the subject matter),
- provides the current state of knowledge in the field (is "state of the art"),
- establishes a foundation for independent learning,
- provides a comprehensive overview of a subject area,
- there is no limit to the number of participants<sup>9</sup>.

The **strengths** of the lecture are:

- a large number of students can be reached simultaneously,
- enables cross-location teaching and the associated possibilities of having the same information or knowledge about relevant topics in the respective field,
- allows the use of instructors with maximum expertise and reach,
- serves as a rhythmic and structuring element during lecture times, supporting students in the preparation and follow-up of combined exercises or seminars,
- strengthens the social cohesion among students and connects them across locations.

The standalone teaching format "lecture" also has its weaknesses, which can be compensated for with a conscious combination of teaching formats. The following aspects should be considered:

- little to no interaction between instructors and students,
- the role of the active learner is hindered,
- varying prior knowledge and heterogeneity among students can only be partially considered.

Further **challenges** are:

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<sup>9</sup> The number of participants may be limited by spatial or technical restrictions.

- the use of multidimensional lecture materials that consider the heterogeneity of students,
- the use of methods to activate students more strongly,
- providing stronger and more conscious impulses for self-study periods outside of the lecture.

#### **Teaching format combinations, SWS scope and weighting<sup>10</sup> :**

To expand the strengths of lectures, they are generally used in combination with seminars or exercises. The expository teaching (imparting knowledge without student influence) should be complemented here by aspects of collaborative teaching (student influence on educational content). The expansion with concrete examples, as well as the direct application and examination of the lecture content on case studies, increases learning efficiency.

The workload (SWS - Semesterwochenstunden) for lectures is 1-2 SWS. Generally, lectures should have a lower or a maximum equal share of SWS compared to the combined teaching format.

#### **4.4.2. Exercise (EX)**

The teaching format "Exercise" is offered exclusively in combination with lectures or seminars.

The exercise is the second element in the chain lecture - exercise - possibly tutorial<sup>11</sup>. In exercises, students are expected to apply or practice the theoretical knowledge gained in the lecture through specific solution paths and strategies. Students should learn how to use the theoretical knowledge from the lecture to solve concrete tasks. This requires a well-coordinated alignment between the lecture and the exercise to serve as a powerful tool for deepened learning.

##### **The exercise**

- serves to practice and deepen the content conveyed in the lecture,
- is characterised by the precise formulation of exercise tasks and the rigorous verification of the solution process up to the learning objective,
- number of participants: 20-25 students.

The **strengths** of the exercise are:

- support for the transfer between theoretical knowledge and practical application, with the theoretical content of the lecture being operationalised,
- presentation and testing of solution ideas, paths, and strategies,
- strong interaction in small group sizes,
- close guidance by the exercise instructors.

Exercises provide increased interaction in small groups. **Exercises should not be used to discuss material that has not been adequately covered in the lecture due to, for example, time constraints.** However, a strict separation of content (lecture = theory, exercise = application/practice) is also not desirable. There should always be transfer relationships between the lecture and the exercise, such as brief excursions or references to upcoming exercises in the lecture, or references to the theoretical framework in the exercise. These cross-references help students experience the module as a cohesive unit and not lose the "red thread."

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<sup>10</sup> See chapter "Teaching format combination, group sizes and dividers"

<sup>11</sup> is additionally offered in the implementation combination of lectures and guided learning sessions

The considerations regarding the combination of lecture and exercise also apply to seminar and exercise. For both combinations of teaching formats, the following **challenges** arise:

- strong need for coordination, as exercises always rely on the theory presented in the lecture.
- didactically meaningful integration of theory and application/practice.
- requires good course planning for both lectures or seminars and exercises.

#### **Teaching format combinations, SWS scope and weighting<sup>12</sup> :**

Exercises are generally offered in combination with lectures or seminars.

The SWS scope of exercises is 2-4 SWS. As a rule, the exercise should have a higher or at most the same proportion of SWS as the combined teaching format.

#### **4.4.3. Seminar (S)**

Seminars provide the opportunity to dive into content and test practical applications in small groups. The objectives, content, and selected methods can vary greatly. Seminars may address theoretical content from a lecture but can also focus on selected special topics. In addition to the substantive themes, students are expected to learn early on how to reflect, work discursively, and handle diverse needs and perspectives.

##### **The seminar**

- supports independent elaboration of in-depth content on a specific topic,
- allows for the presentation of elaborated content,
- provides space for reflection and feedback,
- Number of participants: 25-30 students.

The **strengths** of the seminar are:

- promotes students' self-responsibility in terms of independent academic work or practical application,
- enhances depth of understanding through strong interaction within the group,
- fosters social skills through small group size,
- close guidance by the instructors.

#### **4.4.4. Workshop (W)**

For practice-oriented modules and skill-based, application-, and problem-oriented teaching and learning, the workshop format is recommended. Particularly through practical projects with partners, all three approaches become effective, and competencies are solidified. Collaboration in teams, planning cooperation steps with partners and "clients," as well as interim and final presentations before teams, instructors, "clients," and other stakeholders, play a crucial role.

##### **The workshop**

- facilitates collaborative tackling of complex challenges in a team,
- promotes communication and cooperation skills through teamwork,
- provides strong practical relevance through authentic tasks (practical projects with cooperation partners),

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<sup>12</sup> See chapter "Teaching format combination, group sizes and dividers"

- includes the presentation of elaborated solutions,
- offers space for reflection and feedback,
- number of participants: 20-25 students.

The **strengths** of the workshop are:

- are highly practical and process-oriented,
- enable intensive exchange within working groups and engagement with diverse perspectives,
- allow for handling various presentation methods and forms of expression,
- provide time for discussions.

#### 4.5. Overview of teaching formats, group sizes and divisors

Within modules, teaching formats can be combined. The following table provides an overview of standardised teaching formats in the context of an appropriate weekly schedule, their combination, and group sizes.

	Teaching Format			
	Lecture (V)	Exercise (EX)	Seminar (S)	Workshop (W)
SWS	1 - 2	2 - 3 (1 only in conjunction with V)	2 - 4	3 - 5
Remarks	Taking into account a reasonable attention span, lectures should generally be planned with 1 SWS or max. 2 SWS.	No exercise less than 2 SWS, as the task, elaboration and presentation of results cannot be done in less time.	-	-
Group size	no limit	20 - 25	25 - 30	20 - 25
Divider tolerance for first division	spatial and technical capacity volume	at 29 (10%)	at 34 (10%)	at 29 (10%)

Table 5: Standardised teaching formats and didactically meaningful SWS frameworks

Deviations from the defined group sizes are possible. They must be justified on a module basis by the dean (in collaboration with the programme management) in terms of didactics or equipment and submitted to the executive board for a decision. Furthermore, the executive board decides on the respective tolerance for the initial group division.

## 4.6. Overview of the Ratio of Classroom Hours to Self-Study Hours

The following table illustrates the ratio between classroom hours and self-study hours within the workload in various configurations, using the example of 5 ECTS. According to the definition of semester hours per module, a specific ratio is derived, ranging between 1:2 and 1:5. The configuration of the ratio and its associated use depend on the following factors:

- Bachelor's or Master's programme
- learning objectives
- teaching format
- position of the module in the curriculum

The self-study time generally increases with the students' growing skills during their studies.

### Presence study programmes

Module size	Workload	Ratio of course time to self-study time	SWS total	Regular course time (V/EX/S/W)	Additional contact time through NAS or TT	Self-study time
5 ECTS	150 h	approx. 1 : 2		approx. 50.00 h	-	approx. 100.00 h
		approx. 1 : 3		approx. 37.50 h	-	approx. 112.50 h
		approx. 1 : 4		approx. 30.00 h	-	approx. 120.00 h
		approx. 1 : 5		approx. 25.00 h	-	approx. 125.00 h
		1 : 5,66	2	22,50 h	-	127,50 h
		1 : 4,44	3	33,75 h	-	116,25 h
		1 : 3,33	4	45,00 h	-	105,00 h
		1 : 2,66	5	56,25 h	-	93,75 h
		<b>Additional contact time (non-academic support (NAS) or tutorials (TT))</b>				
	Example	1 : 4,44	3 + 3	33,75 h	33,75 h	82,50 h
	Example	1 : 3,33	4 + 2	45,00 h	22,50 h	82,50 h

Table 6: Ratio of course time to self-study hours

## 4.7. Overview of Implementation Formats of Teaching Formats

Each teaching format can be implemented in three different forms. Three categories are available for describing the **implementation formats**<sup>13</sup> :

<sup>13</sup> Combinations of teaching format and form of delivery must have didactic relevance, see Figure 4: Matrix of teaching formats - forms of delivery.



Campus Sessions (CS): Interactive & On Site  
The courses take place on site.

### Expert Sessions (ES): Digital & Live

The courses take place in virtual presence, i.e. location-independent, but time-bound as a digital live course.

Guided Learning Sessions (GS): Exclusive & Convenient

The learning content is provided as structured teaching materials/collection/processes, etc., and is worked on by students through self-directed learning activities within defined learning steps and specified periods, regardless of location and time.

Combination of forms within a teaching format:

In modules without a combination of teaching formats, known as **mono-teaching** events, which are only offered as seminars or workshops, the following implementation formats can be combined:

- Expert Session + Guided Learning Session (ES + GS)
- Campus Session + Expert Session (CS + ES)

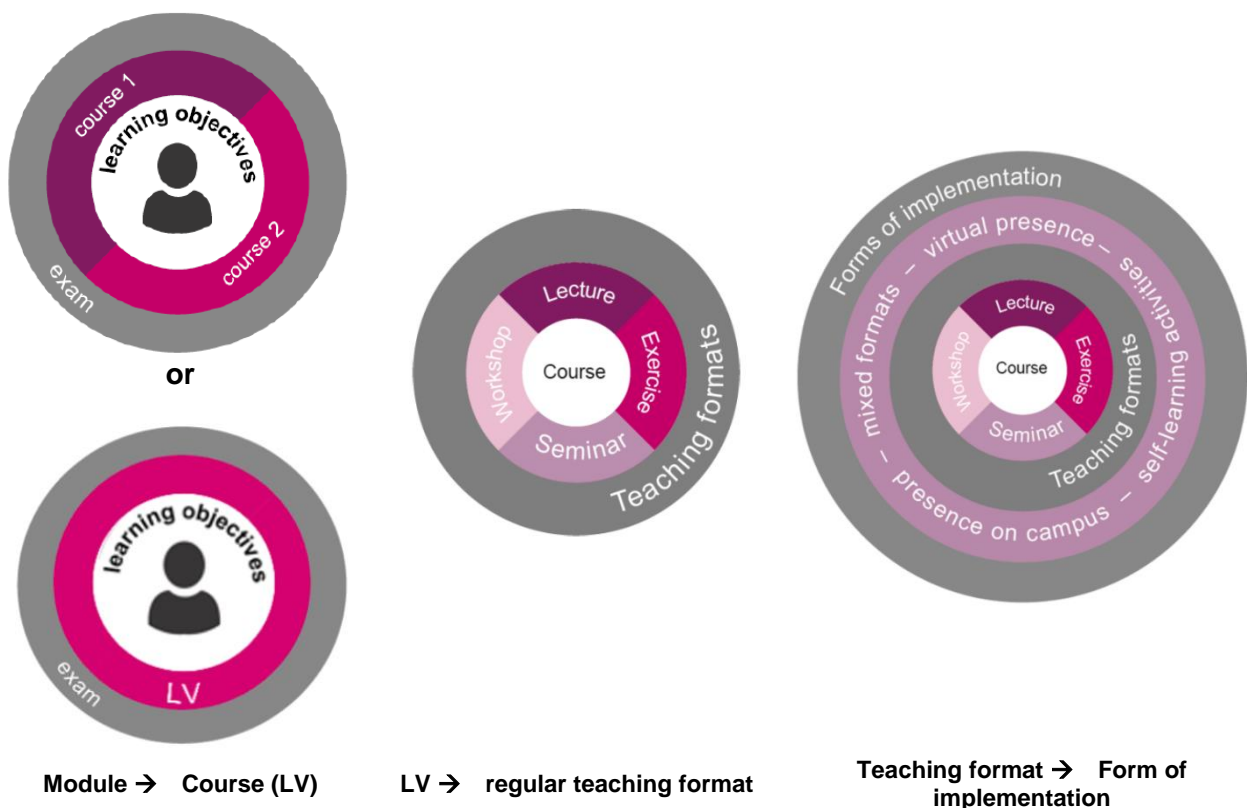


Illustration 7: Relationship between module - teaching format - form of delivery (own illustration)

## 5. Blended Learning (BL)

### Definition

Blended Learning (BL) or hybrid learning is the combination of non-virtual/analog and virtual/digital learning in a pedagogically meaningful mix, where learners are guided to their learning objectives through carefully coordinated learning components.

It is important to note:

- to choose the teaching formats in accordance with the respective learning objectives,

- to interconnect the selected teaching formats in a didactically meaningful way with respect to the learning goal/goals in the respective module, and
- to make the success curve of the learners visible by making individual development and continuous progress tangible through feedback.

Blended Learning combines regular teaching formats (e.g., lectures, seminars, exercises) with synchronous activities (e.g., virtual presence teaching, group work using collaboration software) and asynchronous activities such as self-directed learning through online formats, where students can largely determine the timing, location, and pace of their learning process.

The added value of this coordinated combination of face-to-face, virtual presence, and asynchronous learning activities is that the benefits of each learning scenario and employed methods are maintained or consciously reinforced, while drawbacks can be reduced or avoided. For example, students can learn very flexibly in asynchronous learning activities and still experience an intense exchange with teachers and peers during face-to-face phases.

## Goals

An increasing proportion of an age cohort is starting university education in Germany, and the individual life circumstances of students are becoming more diverse. All assessments agree that the composition of today's student body at German universities is becoming increasingly heterogeneous.

The associated didactic challenge can be positively addressed through forms of digitised teaching and learning that incorporate the diversity of students into the curriculum.

The principle of the **"Inverted Classroom"** has already been described in the chapter "Success Factors for Teaching and Learning." In the context of Blended Learning, it is an important component and success factor. The conveyance or acquisition of subject knowledge (which is constantly updated in the age of digitisation, globalisation, and extreme acceleration) mainly occurs through structured self-study or compact lectures via digital media. The (subsequent) deepening of what has been learned and the intensive engagement with related issues take place in face-to-face interactions. This implies that the guidance and support from instructors, as well as the interaction between learners and between instructors and learners, are gaining importance. Moreover, there is an increasing focus on skills and learning goals that young people need for their digitised future: collecting, searching, finding, structuring, evaluating, interpreting information or data, collaborative working, intercultural communication, personal development, presentation skills, critical thinking, and the ability to "learn how to learn" – encompassing all crucial methodological and social skills. Blended Learning is used for these described contexts, because:

We empower our students to:

- Flexibility through virtual learning components
- Time and location independence, allowing adaptation to individual life circumstances.
- Personal control over the pace of learning (repeatability).
- Learning materials can be accessed and utilised at any time through various devices (Microsoft Office 365/learning platforms).

Learning experience

- Strong didactic integration: Consistent messages are conveyed through different perception channels, allowing for deeper processing.
- Inspirational teamwork: Strong interaction and reflection in exercises/seminars predominantly on-site; fast and uncomplicated interaction within the entire university.

Further quality effects are included:

- A new learning culture in which they increasingly learn self-responsibly and experience more self-efficacy.
- Adaptive learning, taking into account their heterogeneity (different levels of knowledge), and promoting structured self-learning activities.
- Increased effectiveness of learning content through enhanced focus of instructors on interaction and individual support in small exercise/seminar or workshop groups.
- Didactically well-developed and high-quality learning content can be disseminated across locations, ensuring a fundamental quality of teaching in each respective area.
- Adaptation of teaching to changing work realities in a global, digitised world enables optimal preparation for future-oriented work.

For more information on Blended Learning, digital learning scenarios, and the integration of digital and analog teaching and learning formats, refer to the working papers of the Hochschulforum Digitalisierung (Higher Education Forum for Digitalisation) (see bibliography).

## 5.1. Combination of Teaching Formats and Implementation Methods

The following table illustrates the teaching formats, implementation methods, and associated scenarios (A to E) that enable Blended Learning when used in combination or individually. Detailed descriptions of the scenarios are provided in the appendix.

Form of implementation	Scenario		Regular teaching formats			
			V	EX	S	W
Guided Learning Session (GS)	across locations	<b>A</b>	V-GS	EX-GS		
Expert Session (ES)	across locations	<b>B</b>	V-ES	EX-ES	S-ES	
Expert Session (ES) + Guided Learning Session (GS)	mainly across locations	<b>C</b>			S-ES+GS for mono courses	W-ES+GS
Campus Session (CS) + Expert Session (ES)	predominantly location-based	<b>D</b>			S-CS+ES for mono courses	W-CS+ES
Campus Session (CS)	location-based	<b>E</b>	V-CS	EX-CS	S-CS	W-CS

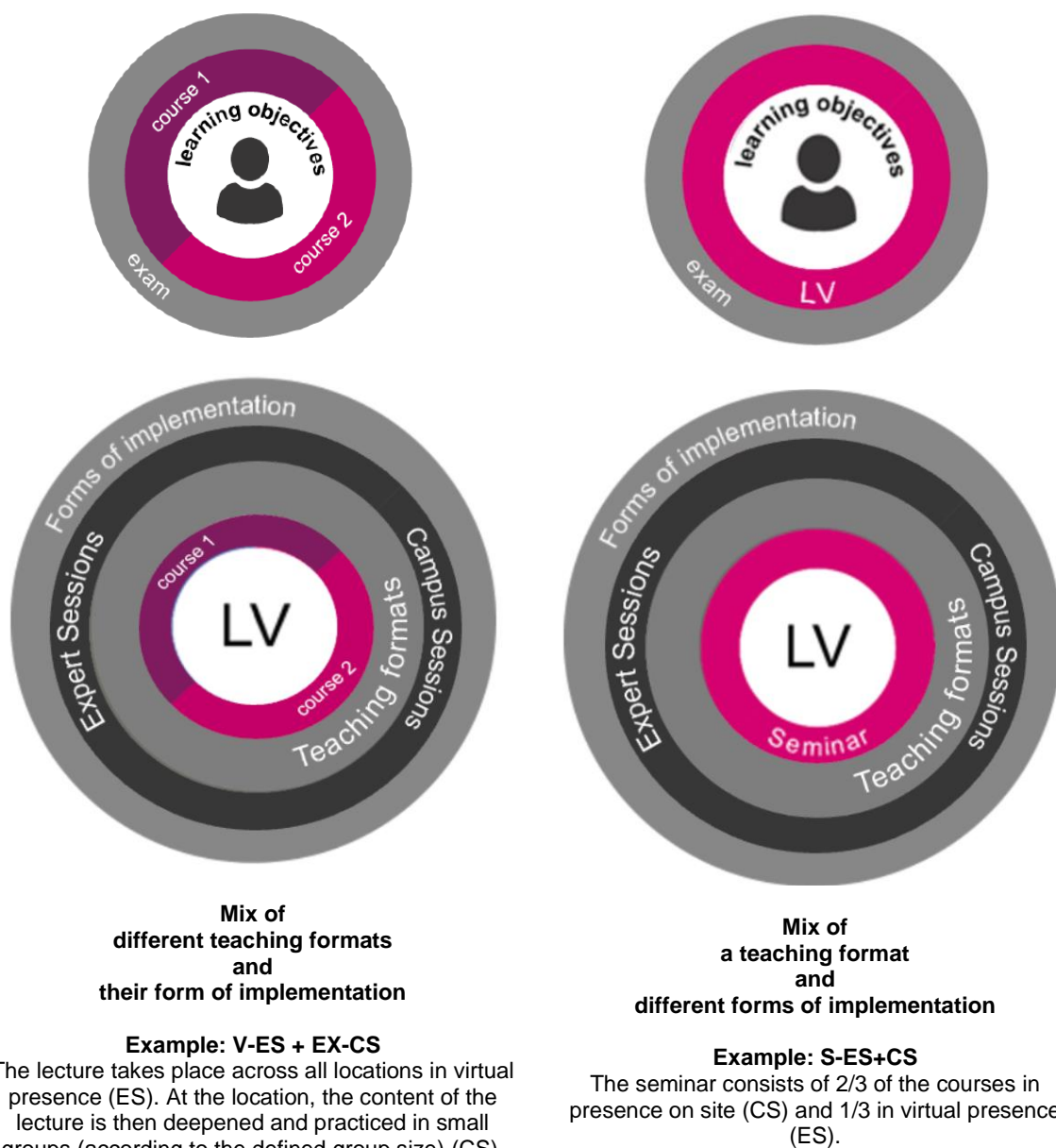
Table 7: Matrix of teaching formats - forms of implementation

## 5.2. Learning paths at the module level

A **module learning** path is the combination of teaching formats and their implementation methods, their timing during lecture times, and the accompanying self-study periods within a module.

This combination provides a structured path through coordinated teaching contents of the units defined in the syllabus and the content prepared according to teaching format and didactic necessity. The prescribed learning steps assist students in achieving the module learning objectives and the associated learning success.

**Module learning path = Teaching format + Implementation method + Timing + Self-study periods**



*Illustration 8: Connection between module learning path / teaching format and form of implementation*

### 5.3. Weighting of the forms of implementation at course and semester level

The following table illustrates the weighting of possible implementation formats.

- Expert Session (ES)
- Campus Session (CS)
- Guided Learning Session (GS)

proportionally. The fundamental distribution of implementation formats may vary each semester but should systematically reflect in the overall view.

#### Bachelor On-Site Programmes

The predominant on-site presence is supplemented by additional synchronous (Expert Session) and asynchronous (Guided Learning Session) delivery formats.

Contact time: Campus Session variable min. 60%	Contact time: Expert Session variable	Guided Learning Session variable max. 20%
--	---	---

#### Master's on-site programmes

Depending on the target group and the degree of flexibility, the on-site attendance component at the campus can be implemented in a reduced manner compared to Bachelor's degree courses.

Contact time: Campus Session variable min. 51%	Contact time: Expert Session variable	Guided Learning Session variable max. 30%
--	---	---

*Illustration 9: Weighting of the forms of implementation within different study programme formats*

### 5.4. Transfer logic of the implementation forms to teaching formats

#### Responsibilities

The responsibility for translating the implementation forms into existing teaching formats lies with the deans in the faculties. They coordinate with programme coordinators and course coordinators to implement these forms based on this concept and the logic outlined here.

#### Flexible and needs-based deployment in on-site degree programmes

Taking into account the module-specific learning objectives, the size of the degree programme or specialisation, the nationwide distribution, and the equipment at each location, the following general criteria apply:

- cross-location implementation formats for
- low-interaction teaching formats
- bringing together small cohorts within study programmes
- deployment of specialised expertise

- location-specific implementation formats for high-interaction teaching formats with limited participants
- usually identical implementation formats for modules with the same basic concept within a programme
- "Special topics..."
- "Current topics..."
- possibly project modules
- identical implementation format for accompanying courses for thesis (BA, MA) across all programmes

### **Occupancy of courses in the context of the implementation format**

The staffing of the courses corresponds to the respective staffing of the courses defined by the faculty through professorial or non-professorial instructors.

#### **5.4.1. Small cohorts within fields of study**

Cohorts of up to 8 students are considered small cohorts. For the sake of the study experience, the implementation format can be adjusted independently of the defined format, and the corresponding teaching formats can be offered across locations to achieve the intended group sizes (seminars/exercises/workshops).

## **6. Teaching/learning material**

The use of coordinated teaching/learning material formats is tailored to both the respective teaching format and its implementation form. The following chapter provides an overview of suitable teaching/learning material for use in existing teaching formats and implementation forms. A didactically justified assignment follows thereafter.

### **Status**

The teaching/learning material formats listed and assigned in this chapter are an interim result of the subproject "Content Development/Management" within the mPower project. The teaching/learning materials will initially be tested in pilot programmes and then made available for university-wide use.

The current regulations regarding teaching and learning materials, including the fundamental processes of their creation, are defined in the guidelines for the preparation and conduct of instruction. The goal is to incorporate them into a new guideline for the planning and preparation of teaching/learning materials.

### **6.1. Overview of teaching/learning material formats**

#### **Accompanying tasks**

Tasks or problems based on the learning objectives to prepare for lessons, e.g. in seminars or workshops.

Accompanying tasks are used to apply knowledge and cover skill levels 1 - 6.

#### **Accompanying questions**

Control, transfer, and reflection questions oriented towards learning objectives, e.g., for reflecting on the texts of individual units in the seminar; for control questions in lectures, sample solutions are necessary.

Accompanying questions serve to deepen knowledge at skill levels 1 – 5.

### **Cases/showcases/prototypes**

Concrete practical examples or practical tasks for independent processing with the help of a written guide (casebook); prototypes and samples for demonstration purposes

Cases/showcases/prototypes track the application of knowledge in practice at skill levels 1 - 6.

### **Learning videos**

Short, self-produced or freely available moving image content to explain and deepen individual topics or models (e.g. video lectures, animated explanatory films, screencasts, expert interviews, etc.)

Learning videos can be used in a wide range of applications to achieve skill levels 1 - 2.

### **Learning audios**

Short, self-created, or freely available motion picture content for explaining and deepening individual topics or models (e.g., video lectures, animated explanatory films, screencasts, expert interviews, etc.).

Educational videos can be used in a wide range of applications to achieve skill levels 1 – 2.

### **Learning nuggets/Microlearnings**

Providing very small learning units, usually between regular class sessions, to convey individual concepts, models, or topics (e.g., short texts, images, videos, audios in teams, through chat, or files). Learning Nuggets/Microlearnings support continuous knowledge transfer and activation of learners at skill levels 1 – 5.

### **Module/unit exposé**

Accompanying text for the module or individual units of the module; introduction to engaging with the topics of the respective text collection or module (central definitions, models, theories, etc.). This format is designed to support independent work with texts, especially in seminars; it typically covers skill levels 1 – 2.

### **Collection of methods/instruments**

Material on scientific (e.g., surveys, experiments) and practical (e.g., project management) methods, as well as available tools and instruments (including freeware).

The collection of methods/instruments is intended for knowledge dissemination and application across skill levels 1 – 5.

### **Self Assessments / Quizzes**

Automated, digital, automatically evaluable questionnaires, or digital flashcards, for independent knowledge assessment by students, such as multiple or single-choice questions, matching questions, etc. (possibilities depend on the tool used).

The objective of self-assessments/quizzes is knowledge retrieval and assessment at skill levels 1–4.

### **Script PPT/Presentation Medium**

Written material accompanying the module, divided into chapters or units in the form of slides (MS PowerPoint or other presentation medium), linear structure and a logical thread must be provided.

The PPT script/presentation medium is used to teach the basics, theories and models in (virtual) presence and generally covers skill levels 1 - 2.

### **Textbook script**

Written material accompanying the module, divided into chapters or units as a formulated text document (similar to a textbook), oriented towards the learning objectives of the module and enriched with definitions, tips, control questions and other didactic elements.

The script textbook teaches the basics, theories and models, especially in the context of guided self-learning. It generally covers at least competence levels 1 - 2, but can also teach higher skill levels.

### **Text/artifact collection**

Mix of standard literature and current studies, appropriate to the learning objectives and content of a module/unit, which should be updated from year to year or semester to semester; artifact collections can also be provided here in FACE.

The text/artifact collection supports the examination of scientific (primary) literature/compulsory literature or the artifacts, especially in seminars and can cover skill levels 1 - 4.

### **Workbook**

Activating work material for the preparation and/or support, especially for exercises, such as a compilation of exercise questions and tasks for each unit; a topic list for exercises using specific software, for example.

Workbooks are used to accompany exercises in (virtual) presence. They cover skill levels 1–5.

### **AI-based chatbots**

Chatbots are used for AI-based discussions related to the content of the course. For example, students can engage in a Socratic dialogue during which the chatbots asks questions and challenges students' replies.

AI-based chatbots can be used in any course, covering skill levels 1-6.

## **6.2. Assignment of Teaching/Learning Material Format to Teaching Format and Implementation Method**

Each teaching format and its possible implementation methods were assigned recommended teaching/learning material formats based on didactic reasoning. The recommendations are organised according to:

1. Preferred teaching/learning material
2. Supplementary teaching/learning material

organised. Within modules, teaching/learning materials are combined according to the employed teaching formats and developed based on the principles of granularity, coordination, and interconnection are developed.

### **6.2.1. Lecture in combination with exercise**

Recommended	Lecture	Exercise
-------------	---------	----------



teaching/learning materials	location-based	across locations		location-based	across locations	
	Campus Session	Expert Session	Guided Learning Session	Campus Session	Expert Session	Guided Learning Session
Script PPT/Presentation medium	1	1				
Textbook Script			1			
Accompanying Questions	2	2	1			
Workbook				1	1	1
Self Assessments/Quizzes						1
Learning Videos			2			2
Learning Audios						2
Cases/Showcases/Prototypes				2	2	
Learning Nuggets	2	2	2			

Table 8: Teaching/learning aids for lecture - exercise

### 6.2.2. Seminar as a mono course

Recommended teaching/learning materials	Seminar			
	location-based	Predominantly location-based	Mainly across locations	across locations
	Campus Session	Campus Session + Expert Session	Expert Session + Guided Learning Session	Expert Session
Module or unit exposé	1	1	1	1
Text/Artifact collection	1	1	1	1
Accompanying Questions	1	1	1	1
Accompanying Tasks	2	2	2	2

Table 9: Teaching/learning materials for seminars (mono-LV)

### 6.2.3. Workshop as a Mono-course

Recommended teaching/learning materials	Workshop		
	location-based	Predominantly location-based	Mainly across locations

	Campus Session	Campus Session + Expert Session	Expert Session + Guided Learning Session
Accompanying Tasks	1	1	1
Collection of Methods / instruments	1	1	1
Text/Artifact collection	2	2	2

*Table 10: Teaching/learning materials for workshops (mono-LV)*

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A two-year programme designed to train and empower the ambassadors of educational change with the ambition to establish an undisputed leadership in educational transformation in Europe, ready to compete on the global stage.

# Student Handbook

**Joint Master in Innovation and Technology for Education**

**Joint Master in “Innovation and Technology for Education”**  
(2 Years/120 ECTS, M.Sc.)

1. Macromedia University of Applied Sciences (Germany)
2. European University Cyprus (Cyprus), and
3. EM Lyon Business School (France)

**Student Handbook**

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## 1. Introduction to the Programme

### 1.1 Programme Overview

The **Masters' Programme** *Innovation and Technology for Education M.Sc.* aims accelerate educational transformation in a Europe lacking strong institutions to address this key societal challenge. Its goal is to grow and develop talents to provide leadership in educational management, pedagogical innovation, and educational entrepreneurship.

The programme was created by four leading European institutions (EUC, EM Lyon, Macromedia and Noroff), renowned for their expertise in cognitive sciences, technology, pedagogical engineering, innovation, design, and management - alongside Galileo Global Education (Galileo), a global leader in higher education. Galileo educates 300,000 learners across 60 schools and 120+ campuses in 20 countries. It is noted that EUC, EM Lyon and Macromedia are the master's degree awarding institutions. They together constitute the "consortium" (cf. below).

These partners, collectively functioning herewith as a consortium referred to as COPERNIA, represent a wide range of expertise across business, arts, and creation technology, health, and humanities, offering a unique platform for pedagogical innovation. Together, they provide a two-year programme combining academic knowledge with hands-on experience, immersing students in real-world projects to apply their research and innovation skills.

Located in Paris, the main campus to operate the programme occupies the historic building that has been the home of the National Agronomic Institute (now "AgroParisTech") for over 140 years. Currently undergoing extensive renovation, the space is being transformed into a dynamic, hybrid environment shared with business and art schools. This redesign fosters a vibrant atmosphere of interdisciplinarity, collaboration, and creativity.

### 1.3 Aims and Objectives

The Master's programme in *Innovation and Technology for Education* is designed to equip students with critical skills at the intersection of education, technology, management, and innovation. The intended learning outcomes (ILOs) translate this ambition and are formulated to align with both the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) and the corresponding national qualifications frameworks, ensuring compliance with the expected competencies of a Master's degree.

Being highly qualified for employment in different sectors related to education requires at least four objectives in terms of the curriculum:

- (1) students need to capture the interdisciplinary nature of research on topics in the area of education and hence acquire an overview of the research methods used by different disciplines related to education (e.g. psychology, sociology, pedagogy, business studies, design) as well as the specific quality standards.

- (2) Foster and further develop a specific set of elaborate methods in the area of specialization.
- (3) be aware of research questions and research gaps respectively in the area of specialization.
- (4) Being capable of conducting own research on a level that qualifies for academic conferences and journal contributions – at least in collaboration with the academic staff of the joint programme.

#### 1.4 Consortium Universities

- EM Lyon Business School (France)
- European University Cyprus (Cyprus)
- Macromedia University of Applied Sciences (Germany)

#### 1.5 Programme Requirements

PROGRAMME REQUIREMENTS	ECTS
<b>All students pursuing the M.Sc. Innovation &amp; Technology for Education programme, must complete the following requirements:</b>	
<b>Compulsory Courses</b>	<b>70</b>
<b>Compulsory Specialization/Concentration Courses</b>	<b>25</b>
<b>Internship</b>	<b>10</b>
<b>Master Thesis</b>	<b>15</b>
<b>Total ECTS</b>	<b>120</b>

#### 2. Admission Criteria

Admission to the Master *Innovation and Technology for Education* is subject to the requirement that the applicants hold a university degree – at least a Bachelor's (minimum 180 ECTS) or an equivalent degree. As the programme will be conducted in English, English language proficiency is a crucial requirement. Applicants wanting to take up the Master's degree programme and whose university entrance qualification was not obtained in English must therefore provide proof of English language Examination corresponding to level B2 in the European Framework of Reference. As a matter of fact, B2 proficiency ensures that a student can comprehend the main ideas of complex texts on abstract topics, including technical discussions in their field of specialization, follow lectures and presentations, engage in discussions and present arguments clearly. Moreover, setting the requirement at B2 level promotes inclusivity, enabling a broader range of qualified candidates to access the program, thereby fostering diversity and enriching the educational experience for all students. It is planned that the students will receive access to language learning platforms as an additional offer, which are commonly used within Galileo Global Education Schools for further skill improvement.

Applicants will be informed about the decision at previously communicated times. In the event of a positive decision, enrollment is carried out by the operating school or entity.



## 2.1 Admission Requirements

The admission requirements apply to both domestic and international applications.

Admission to the Master's degree course is subject to the following requirements:

1. Proof of a domestic or international university degree, at least a Bachelors (minimum 180 ECTS) or an equivalent degree.
2. Proof of English language proficiency (by university entrance qualification obtained in English or English language Examination corresponding to level B2 in the European Framework of Reference).

## 2.2 Application for admission

The application for admission to the Master's degree course in Innovation and Technology for Education needs to include the following documents:

- a curriculum vitae in tabular form with information about the previous training and where necessary professional qualification,
- a letter of motivation in which the applicant presents the reasons for selecting the Master's programme,
- proof of a domestic or foreign first qualifying university degree with Bachelor's degree, diploma or equivalent, by means of an officially certified copy of the original document in English,
- applicants wanting to take up the English-language Master's degree programme and whose university entrance qualification was not obtained in English, must provide proof of language skills
- IELTS score: 6.5 or above
- Cambridge English exams: B2 First Grade B or above
- TOEFL minimum score: 94
- PTE Academic minimum score: 75  
or any other equivalent English Language Examination corresponding to level B2 in the European Framework of Reference),
- for foreign or stateless applicants, the proof of a notice of temporary stay or a temporary residence permit – depending on the intended place of study.

## 3. Programme Structure

### 3.1 Duration – Semester Breakdown

The Master Programme is designed with a clear modular structure to ensure comprehensive learning and flexibility. The programme is organized into four main semesters, each building on the previous one. It comprises of 120 ECTS credits (27 modules), which correspond to a period of study of 4 semesters or 2 years.:

- 14 modules are common to all students, that reflect progress along thematic clusters such as cognitive and social aspects of learning, technological innovation, and pedagogical innovation. They are executed in the first two semesters, so as to ensure all students share a similar high level of foundational knowledge and competencies.

- 13 modules are proposed as compulsory electives in the third semester. Students must select two specializations. "Topical" advanced modules specialize in foundational areas, including management of educational institutions, neuro-cognitive sciences applied to education, AI in education or Universal learning design. The "Sectorial modules" address primary and secondary education, higher education, and continuous training, respectively. This ensures that the programme caters to diverse educational sectors. It is expected that the students declare their choice of specialization at least 4 months prior to the start of the third semester. This advance notice ensures a seamless transition between locations. It is important to note that a minimum of eight students is required for a specialization to be offered. If this threshold is not met, students will need to choose the alternative specialization with a higher number of participants.

This structure of core vs specialized modules ensures a balance between foundational knowledge and specialized expertise, preparing students for leadership roles – based upon a mix of transversal and in-depth exposure. It also reflects the conviction that specialized knowledge and experience enrich the students' global perspectives.

Student transfer is possible to the Joint Master in "Innovation and Technology for Education" based on an assessment of the Master diplomas submitted and acquired. For applicants who could demonstrate proof of formal master level or equivalent relevant credentials and/or extended informal education and experience may transfer this education and be exempted courses equally maximum to 60 ECTS of the Joint Master in "Innovation and Technology for Education".

### 3.2 List of Courses

<b>Compulsory Courses</b>		<b>65 ECTS</b>
	<b>Course Title</b>	<b>ECTS</b>
1.	The Role of Education in Society	5
2.	Cognitive and Social Aspects of Learning Fundamentals	5
3.	Pedagogical Innovation	5
4.	Technology Innovation	5
5.	Research Project in Educational Management	10
6.	Global Educational Perspectives in the Age of AI	5
7.	Advanced Cognitive and Social Aspects of Learning in the Age of AI	5
8.	Technology Integration in Education	5
9.	Augmenting Educational Management Systems and Solutions	5
10.	Applied Project	10
11.	Research Design (Exposé Master Thesis)	5
<b>Compulsory Specialization/Concentration Courses</b>		<b>25 ECTS</b>
<b>Topical Specialization Module (1 out of 4)</b>		<b>10 ECTS</b>

12.	Management of Educational and Training Institutions	10
13.	Advanced Studies in Neuro- & Cognitive Sciences Applied to Education	10
14.	Data Science and AI in Education	10
15.	Technology, Accessibility and Universal Design for Learning for Inclusive Pedagogies	10
<b>Sectorial Specialization Module Complex (1 out of 3)</b>		<b>15 ECTS</b>
<b>Primary and Secondary Education (K12)</b>		
16.	Innovative Pedagogy for Primary and Secondary Education (K12)	5
17.	Educational Policies and Systems for Primary and Secondary Education (K12)	5
18.	Current Research Issues in Primary and Secondary Education (K12)	5
<b>Higher Education</b>		
19.	Pedagogical Strategies and Quality Assurance in Higher Education	5
20.	Management and Governance of Innovation in Higher Education	5
21.	Current Research Issues in Higher Education	5
<b>Continuous Training (B2C and B2B)</b>		
22.	Management of Learning and Development in an Industry Context	5
23.	Technology and Innovation in Continuing Education	5
24.	Current Research Issues in Continuing Education	5
<b>Problem Solving and Entrepreneurship in Developing Schools, Learning &amp; Development, and EdTech</b>		<b>5 ECTS</b>
<b>Internship</b>		<b>10 ECTS</b>
<b>Master Thesis</b>		<b>15 ECTS</b>

### 3.3 Assessment of students

The consortium has also agreed to pursue joint assessment regulations (that also regulate the assessment procedures) that were based on the standards of Macromedia University of Applied Sciences, which – as it is based in Stuttgart – applies the Baden-Württemberg State Higher Education Act (in German “Landeshochschulgesetz - LHG”). The *Study and Examination Regulations for the Master - Innovation and Technology for Education (Annex 2)* regulate all joint fundamental rules and procedures concerning study and examination (e.g. duration of studies, modules and credits, study documents, types of examinations, crediting of competences) and also contain specific regulations concerning the joint degree programme, e.g. dealing with different grading schemes of the partners.

### 3.4 Degree

Upon successful completion of the Program, students will be awarded a joint degree. This joint degree represents the collaborative nature of the Program and the combined expertise of the participating institutions.

In addition to the degree certificate, a detailed diploma supplement will be issued to each graduate. This supplement will provide a comprehensive description of the nature, level, context, content, and status of the studies completed by the student. It will outline the specific courses taken, the skills acquired, and the unique features of the Program, such as the mobility semester and any specialized projects or internships completed.

The graduates of the Master *Innovation and Technology for Education* study programme shall receive a joint degree signed by all the Partner Universities representatives certifying the programme completion, which form is to be in accordance with the laws of all the states where the Partner Universities are based. The award ceremony will take place at the Coordinator and representatives of all other Partner University may attend it.

## 8. Teaching Staff

A/A	Name and Surname	Qualifications
1.	Loizos Symeou European University Cyprus	Ph.D. (Sociology of Education), School of Education, University of Cambridge M.Phil. (Educational Research), School of Education, University of Cambridge M.Ed. (Teaching Studies), Faculty of Education, University of Sydney B.Ed. (Primary Education), University of Cyprus
2.	Marios Vryonides European University Cyprus	Ph.D. (Sociology of Education), University of London, M.A. (Sociology), Essex, B.A. (Sociology), Panteion Athens
3.	Loucas Louca European University Cyprus	Ph.D. Science Education, M.Sc. Biology, M.Ed. Science Education, University of Maryland, B.A. in Science Education, University of Cyprus
4.	Katerina Mavrou European University Cyprus	Ph.D. University of Birmingham M.Ed. University of Manchester Bachelor of Education (Primary Education), University of Cyprus
5.	Sabrina Trapp Macromedia University of Applied Sciences	Ph.D. (Psychology), Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig
6.	Joschka Mütterlein Macromedia University of Applied Sciences	Doctoral studies of (Business Information Systems), Ludwig-Maximilians-Universität, Munich
7.	Castulus Kolo <i>Macromedia University of Applied Sciences</i>	Doctoral degree in (Cultural and Social Anthropology), Ludwig-Maximilians-Universität, Munich

8.	Imène Brigui <i>emlyon business school</i>	Ph.D. (Computer Science), Paris-Dauphine University
9.	Nicolas Badré <i>Macromedia University of Applied Sciences</i>	Master in Management, HEC Paris, France. CEMS Master (International Management), Vienna University of Economics
10.	Jean-Charles Clément <i>emlyon business school</i>	Ph.D. (Management Science), E.S.A. Grenoble, France
11.	Noémie Rondeau <i>emlyon business school</i>	Master (Marketing Management), ESSEC

## 9. Travelling Schedules

All travel arrangements are the students' responsibility. Students should allow themselves a sufficient amount of time to settle in each country and check the Universities' academic calendars for the semester they are going to be attending via their websites.

### LINKS:

European University Cyprus

<https://euc.ac.cy/en/academics/academic-calendar/>

EM Lyon Business School

<https://masters.em-lyon.com/en/Exchange-Students/Programme/Academic-Calendar>

Macromedia University of Applied Sciences

<https://www.macromedia-fachhochschule.de/en/>

## 10. Accommodation

All universities can provide assistance regarding accommodation with dedicated staff. There are multiple university housing and off-campus accommodation options to choose from, according to each student's budget and personal needs. Whilst accommodation is widely available, interested students are encouraged to get in contact early to view and book housing before the busiest months which normally are June to September. More information in detail can be found in the websites below.

### LINKS:

European University Cyprus

<https://euc.ac.cy/en/campus-life/housing/>

EM Lyon Business School

<https://masters.em-lyon.com/en/Exchange-Students/Life-emlyon-business-school/Accommodation>

Macromedia University of Applied Sciences

<https://www.macromedia-fachhochschule.de/en/advisory/living-in-germany/>

## 11. Financial Information

### 7.1 Fees and funding

The Programme is offered for €34K for the two years.

Specific conditions may apply for early enrolment and/or for the students, alumni or employees of partnering institutions.

It is contemplated that tuition fees are paid ahead of a year of study (ex: €14K ahead of the intake of Year 1 and €20K ahead of the intake of Year 2).

However, some adjustments can occur to facilitate the financing of studies, on an ad hoc basis.

Some partnering institutions have partnerships with financial institutions offering attractive conditions for student loans.

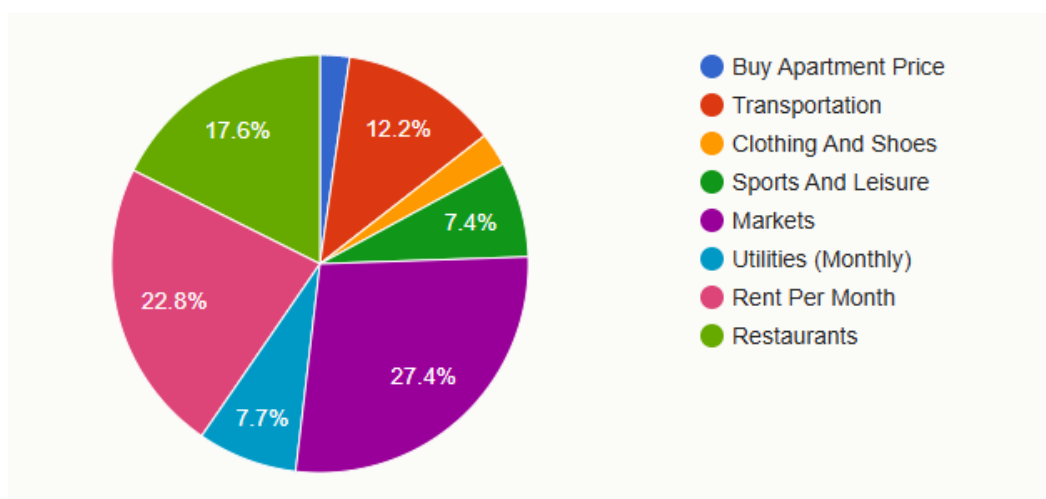
### 7.2 Health insurance

All international students must have health insurance, covering medical expenses incurred as a result of an accident or health problems that arise after the student's arrival in each country. EU students are strongly advised to acquire a European Health Insurance Card, which gives access to basic health care in EU member states. Those who do not have the European Health Insurance Card are required to have private health insurance.

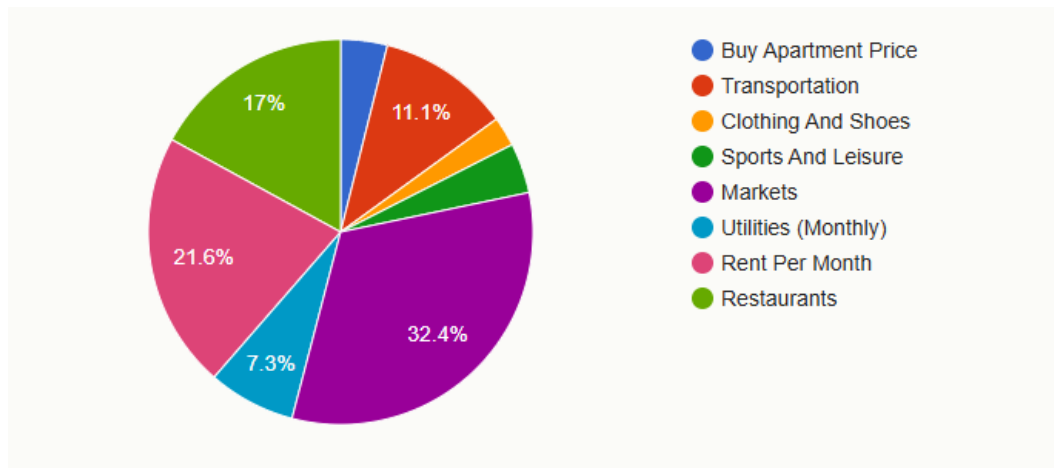
### 7.3 Estimated cost of living

Below you can find information regarding the distribution of expenses while living in each of the four cities where the universities are located.

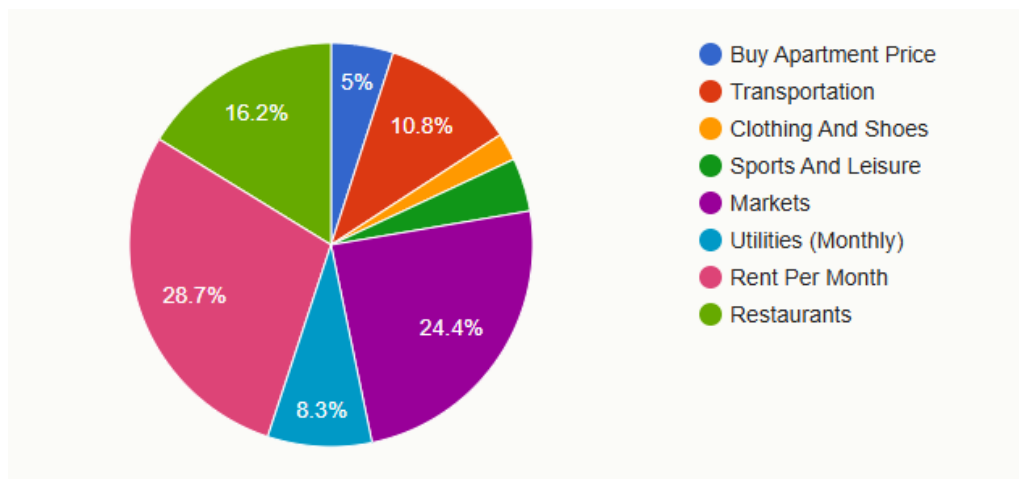
European University Cyprus (Nicosia)



EM Lyon Business School (Lyon)



### Macromedia University of Applied Sciences (Berlin)



[NUMBEO (2025), statistical model used from <https://www.numbeo.com/cost-of-living/>]

The partnering institutions have developed partnerships with accommodation agencies and networks to provide students with support.

### The Role of Education in Society

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Discuss a brief history of education and educational theories – with a global perspective, from Socrates until now.	4
	L2: Analyse the relation between education and employment/ quality of work: lookback over history, approach of academic vs professionalizing schools etc.	2
	L3: Present and analyse the correlation between education and democracy – and its limitations.	3
	L4: Discuss the evolution of human-technology relations in the context of education from a broad range of social and political science perspectives.	4
	L5: Illustrate the on-going debates on educational and training policies.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic,	3



	institutional, and interpersonal levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	1 <sup>st</sup> Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Oikonomou, M. N. (2018). The role of education in societal development: A comparative study of Paulo Freire's and John Dewey's selected works. Logos Verlag Berlin.	

Relevant Journals	Education Policy Theory and Research in Education International Journal of Educational Reform
Classroom & material requirements	None
School Responsible for Module	European University Cyprus
Exam Semester	1 <sup>st</sup> Semester
Module Coordinator	Loizos Symeou
Course Content (distributed over 12 Course Units)	<p>Introduction to the module</p> <p>The Growth of Schooling in Global Perspective</p> <p>The social context of education and its evolution with pedagogical/technological innovations</p> <p>Understanding of Schools' Role in the Stratification System: Are Schools a Compensatory, Neutral, or "Exacerbatory" Institution?</p> <p>Social Justice &amp; Education Policy</p> <p>Gender, Race and educational outcomes</p> <p>Education and the labor market</p> <p>International &amp; Comparative Education</p> <p>The Political Economy of Education in a Globalized World</p> <p>Theories of Change in Schooling</p> <p>Recent Development in Digital Technologies in Education and their critical reflection from social/political science perspectives</p>



## Cognitive and Social Aspects of Learning Fundamentals

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Classify observations of learning and memory from neuroscientific perspectives across various levels of analysis, including cellular and molecular neuroscience.	2
	L2: Analyse modern imaging techniques used to depict the structures and functions of the human learning and memory systems.	4
	L3: Evaluate experiments focusing on these brain systems	5
	L4: Discuss contemporary psychological and socio-psychological theories applied to education	4
	L5: Illustrate on-going debates on scientific approaches to learning and teaching as a social process.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objectives
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	2
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	3
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	1
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	3
Competencies	Type of competency	Relevance in

	Rating of competencies according to part 1 of this module this document
	K1: Academic knowledge 6
	K2: Knowledge in professional practice 5
	K3: Methodological skills (research) 3
	K4: Methodological skills (professional practice) 3
	K5: Social skills 1
	K6: Personal skills (e.g. reflection, organisation) 2
Module Length	1 Semester
When Offered	Twice per academic year
ECTS Credits	5 ECTS
Prerequisites/ Recommendations	None
Total Workload	150 h [45 CH / 105 SH]
Study Semester	1 <sup>st</sup> Semester
Type of Module	Compulsory Module
Teaching Language	English
Type of Assessment	Written Exam
Teaching and Learning Methods	Lecture and Tutorial
Essential Reading	Squire, L. R., & Kandel, E. R. (1999). <i>Memory: from mind to molecules</i> . New York, NY: Scientific American Library.
Relevant Journals	Nature Neuroscience Journal of Neuroscience Neuroimaging Journal of Cognitive Neuroscience Trends in Cognitive Sciences

Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	1 <sup>st</sup> Semester
Module Coordinator	Sabrina Trapp
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Overview on Social and Cognitive Foundations of Education</li> <li>3 Introduction to Cognitive Neuroscience and Education</li> <li>4 Cognitive Neuroscience – Methods (EEG, TMS, fMRI)</li> <li>5 Cognitive Neuroscience – Learning paradigms</li> <li>6 Biochemical Foundations of Learning and Neural Plasticity</li> <li>7 Neurocognitive Mechanisms of Learning</li> <li>8 Emotional Influences on Learning – The impact of motivation, stress, and emotion on learning.</li> <li>9 Social, Socio-cultural and Socio-Psychological Theories of Learning</li> <li>10 Collaborative and Peer Learning (the role of group interactions and scaffolding in education)</li> <li>11 Debates on Learning and Teaching as a Social Process (Contemporary challenges and interdisciplinary perspectives)</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Pedagogical Innovation

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically analyse the current local and European ecosystem of education and schooling.	5
	L2: Discuss pedagogical innovation in schools and the educational system as a means of encouraging a change in attitudes and culture among those involved in teaching and educational leadership and policy.	3
	L3: Suggest actions, methodologies, and means for innovative teaching methods and material and transforming the spaces in which teaching takes place.	4
	L4: Critically assess pedagogical innovation in the learning process and curricula aiming at a new teaching approach that differs from the old or traditional methods to enhance teaching and learning processes.	6
	L5: Develop and evaluate course(s) and curriculum(a) in specific sectoral education levels from K12 via Higher Education to Lifelong Learning demonstrating the ability to introduce new teaching approaches that differ from the old or traditional methods to enhance teaching and learning processes.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as,	6

	a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/Recommendations	None	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	1st Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Written Exam	



Teaching and Learning Methods	Lecture & Tutorial
Essential Reading	Farini, Federico & Scollan, Angela. (2023). Pedagogical Innovation for Children's Agency in the Classroom: Building Knowledge Together. 10.1007/978-3-031-28501-1.
Relevant Journals	<i>The international journal of pedagogy and curriculum</i> . (2012). Champaign, Illinois, USA: Common Ground Publishing LLC.
<p>Paulo Nita Freire International Project for Critical Pedagogy, &amp; University of North Carolina at Greensboro. (2008). <i>The international journal of critical pedagogy</i>. Greensboro, NC: University of North Carolina Greensboro.</p> <p><i>International Journal of Pedagogy, Innovation and New Technologies</i>. (n.d.). Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej (Warszawa).</p> <p>National University. (2017). <i>Journal of research in innovative teaching &amp; learning</i>. Bingley: Emerald Publishing Limited.</p> <p>Journal of Research in Innovative Teaching &amp; Learning</p>	
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	
Exam Semester	2 <sup>nd</sup> Semester
Module	Marios Vryonides
Coordinator	
Course Content (distributed over	
	1 Introduction to the module

12 Course Units)	2	Introduction to Pedagogical Innovation-The Current Local and European Educational Ecosystem
	3	Frameworks and Theories of Pedagogical Innovation
	4	Pedagogical Innovation, Educational Leadership and Policies Supporting Pedagogical Innovation
	5	Innovative Teaching Methods and Materials
	6	Transforming Educational Spaces
	7	Pedagogical Innovation in the Learning Process
	8	Curriculum Development and Innovation
	9	Sectoral Education Levels: K-12, Higher Education, Lifelong Learning
	10	Implementing and Scaling Pedagogical Innovation
	11	Critical Assessment and Future Directions
	12	Wrap-up/Feedback/Exam preparation



## Technology Innovation

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Explain the innovation process from ideation to continuous improvement and summarise the definitions, history, and importance of educational technology.	2
	L2: Apply user-centered design principles to develop and prototype educational technology solutions and propose potential applications of current trends and emerging technologies.	3
	L3: Develop and implement innovative educational scenarios and game-based learning principles to enhance student engagement, motivation, and learning outcomes.	6
	L4: Evaluate the potential of wearables, mixed reality, and mobile learning technologies, including BYOD policies, for enhancing student learning experiences.	4
	L5: Develop comprehensive plans for implementing educational technology solutions, including platform selection, content creation, and student engagement strategies.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5

	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	2
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	1
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	3
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	1 <sup>st</sup> Semester	
Type of Module	compulsory module	
Teaching Language	English	
Type of Assessment	Project Thesis	

Teaching and Learning Methods	Seminar
Essential Reading	Sciences, D. on E. P., Board, C. S. T., Intelligence, P. on A., & Technology, C. on D. I. in I. (2020). <i>Information technology innovation: resurgence, confluence, and continuing impact</i> . Washington, D.C.: National Academies Press.
Relevant Journals	International Journal of Innovation in Education Technological Innovations in Education  <i>Computers and education. Artificial intelligence.</i> (2020). [Oxford]: Elsevier Ltd. <i>Computers &amp; education.</i> (1976). Exeter: Elsevier Science.  IFIP Technical Committee on Education. (1996). <i>Education and information technologies</i> . Dordrecht]: Springer Netherlands.
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	1 <sup>st</sup> Semester
Module	Joschka Mütterlein
Coordinator	
Course Content (distributed over 12 Course Units)	<div>1 Introduction to the module</div> <div>2 Basics of Innovation Processes</div> <div>3 Introduction to Educational Technology</div> <div>4 User-Centered Design Principles</div> <div>5 Evaluation of innovation success with KPIs</div> <div>6 Trends and Emerging Technologies in Education</div>

7	Introduction to Artificial Intelligence in Education, e.g., through low and no code bootcamp
8	Wearables and Mixed Reality in Education
9	Mobile Learning and BYOD (Bring Your Own Device)
10	Chatbots and Virtual Assistants
11	Data Privacy, Security, and Ethics in Educational Technology
12	Wrap-up/Feedback/Exam preparation

## Research Project in Educational Management

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Identify relevant topics for research in education management and formulate research questions	1
	L2: Apply appropriate scientific methods and derive a research design	3
	L3: Evaluate the results in the light of a specific education management challenge ideally in cooperation with a cooperation partner	5
	L4: Assuming responsibility in a team project situation and actively reflecting on cooperation dynamics to optimise team performance	5
	L5: Develop a convincing presentation of research results that is meaningful also for an audience coming from industry practice	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	3



	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	5
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300h [45h CH / 255h SH]	
Study Semester	1 <sup>st</sup> Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Tian, M., & Huber, S. G. (2020). Mapping educational leadership, administration and management research 2007–2016: Thematic strands and the changing landscape. <i>Journal of Educational Administration</i> , 58(2), 129–150. doi: 10.1108/JEA-12-2018-0234.	

Relevant Journals	<p>Educational Management Administration &amp; Leadership (EMAL)  <a href="https://journals.sagepub.com/home/EMA">https://journals.sagepub.com/home/EMA</a></p> <p>Journal of Educational Administration  <a href="https://www.emerald.com/insight/publication/issn/0957-8234">https://www.emerald.com/insight/publication/issn/0957-8234</a></p> <p>The International Journal of Management Education  <a href="https://www.sciencedirect.com/journal/the-international-journal-of-management-education">https://www.sciencedirect.com/journal/the-international-journal-of-management-education</a></p> <p><i>Journal of education policy.</i> (1986). [London] :: Taylor &amp; Francis.</p> <p>American Educational Research Association. (1931). <i>Review of educational research an official journal of the American Educational Research Association.</i> Thousand Oaks, Calif.: Sage.</p> <p>National Council for the Social Studies. College University Faculty Assembly. (1973). <i>Theory and research in social education.</i> Philadelphia, Pa.]: Taylor &amp; Francis Group.</p> <p><i>International journal of educational reform.</i> (1992). Thousand Oaks, CA: SAGE Publications.</p> <p><i>Higher education.</i> (1972). Netherlands]: Springer Netherlands.</p>
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	1 <sup>st</sup> Semester

Module	Loizos Symeou
Coordinator	Castulus Kolo
Course Content	<hr/> <p><i>Organisational Requirements:</i></p> <p>Ideally, this module is based on a real case provided by a cooperation partner from education practice.</p> <p>A project description (briefing) is provided by the partner (or simulated by the instructor)</p> <p>The briefing contains a description of the situation, the objective(s) of the project and the demanded deliverables.</p> <p>The project shall be divided into two phases: (1) a fact-finding phase</p> <p>in which students apply scientific methods and (2) a phase in which a practice-oriented solution is derived.</p> <p>The assignments may differ across groups and groups may be reshuffled in the second phase.</p> <p>The business partner shall interact with the students ideally at least three times (kick-off, intermediate status, final presentation) and give feedback from a practitioner's perspective.</p> <p>Students present their findings in the form of a power point presentation.</p> <hr/> <p><i>Content Requirements:</i></p> <p>There is no specific topical focus in for this research project as</p> <p>long as it is addressing issues in contemporary higher education management.</p> <hr/> <p><i>Assessment Requirements:</i></p> <p>The emphasis in this module is on translating a management challenge into a scientific question and to choose an appropriate scientific method to tackle it. Subsequently, the derived solution shall be formulated in a way that is understood in a practitioners context.</p> <p>The total number of points that can be reached by the delivered project thesis shall be subdivided in at least</p>

ten subdimensions that allow for a differentiated grading.

## Global Educational Perspectives in the Age of AI

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Share a “dynamic demographic” perspective and perform a prospective and comparative analysis of educational systems.	4
	L2: Understand the rankings (from PISA to Times Higher Education). Draw the conclusions on major challenges at a macro level: training vs. employment, public funding vs tuition fees, domestic vs. local students, challenges of adult training etc.	2
	L3: Integrate the “magnitude of diversity” (international, social, age etc.) into the design of educational solutions.	3
	L4: Anticipate scenarios and sketch solutions for the “Future of work / Future of learning” in K12, HE, lifelong etc.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	3

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	2
Competencies	Type of competency	Relevance in
	Rating of competencies according to part 1 of this module in this document	
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	2 <sup>nd</sup> Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Niemi, H., Pea, R. D., & Lu, Y. (2023). <i>AI in Learning: Designing the Future</i> (1st Edition 2023). Cham: Springer Nature. doi: 10.1007/978-3-031-09687-7.	

Relevant Journals	<p>Educational Management Administration &amp; Leadership (EMAL)</p> <p><a href="https://journals.sagepub.com/home/EMA">https://journals.sagepub.com/home/EMA</a></p> <p>Journal of Educational Administration</p> <p><a href="https://www.emerald.com/insight/publication/issn/0957-8234">https://www.emerald.com/insight/publication/issn/0957-8234</a></p> <p>The International Journal of Management Education</p> <p><a href="https://www.sciencedirect.com/journal/the-international-journal-of-management-education">https://www.sciencedirect.com/journal/the-international-journal-of-management-education</a></p>
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	
Exam Semester	1st Semester
Module	Loizos Symeou
Coordinator	Marios Vryonides
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 The Global Context of Education: Globalization</li> <li>3 Centers and Peripheries</li> <li>4 International &amp; Comparative aspects of Students and Teachers</li> <li>5 The Global digital economy</li> <li>6 Global aspects of Citizenship Education</li> <li>7 The Role of Artificial Intelligence in Global Education</li> <li>8 The role of educators in the era of digital education and AI</li> <li>9 New learner profiles in the era of AI</li> <li>10 Education and the labor market in the digital world</li> </ol>

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11 The future of learning in the Digital World

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12 Wrap-up/Feedback/Exam preparation

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## Advanced Cognitive and Social Aspects of Learning in the Age of AI

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Describe the brain mechanisms involved in acute and chronic stress.	2
	L2: Illustrate how interindividual differences and disorders can impact learning and how neuroscience can address and diminish discrimination and disadvantage.	3
	L3: Formulate how neuroscience research enhances our comprehension of neurodiversity, emphasising the significance of fostering inclusive environments that embrace diverse thinking and learning styles	6
	L4: Debate the impact of a non-discriminator understanding of neurodiversity on social processes of learning in times of AI	4
	L5: Analyse how AI and Human-AI Collaboration respectively influence peer learning, collaboration, and group dynamics	4
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	3
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	6

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	3
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	Successful completion of module Cognitive and Social Aspects of Learning	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Lecture and Tutorial	
Essential Reading	Armstrong, T. (2012). <i>Neurodiversity in the Classroom: Strength-based Strategies to Help Students with Special Needs Succeed in School and Life</i> . ASCD.	
Relevant Journals	Journal of Autism and Developmental Disorders	

	Research in Developmental Disabilities Neurodiversity Journal of Learning Disabilities Journal of Child Psychology and Psychiatry
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	2nd Semester
Module	Sabrina Trapp
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Neuroscience and neurodiversity</li> <li>3 Learning and anxiety and depression</li> <li>4 Learning and autism and ADHD</li> <li>5 Age and learning modulations</li> <li>6 Brain development in childhood and Learning in children</li> <li>7 Learning under stress</li> <li>8 Digital media and the impact on cognitive and brain functions</li> <li>9 Neuroscientific Perspectives on AI-Augmented Learning (interaction of AI and brain-based learning processes).</li> <li>10 Social Learning and Human-AI Collaboration – Investigating how AI influences peer learning, collaboration, and group dynamics.</li> <li>11 Ethical and Bias Considerations in AI-Based Learning (fairness in AI-powered educational tools).</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>

## Technology Integration in Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Categorise frameworks for integrating technology into educational practices and explain how pedagogical theories inform this integration.	2
	L2: Apply prototyping and iterative design methodologies to develop technology-integrated learning activities tailored to specific learning objectives.	3
	L3: Analyse and improve the effectiveness of adaptive learning systems in meeting diverse student needs.	4
	L4: Create and manage immersive learning environments, including virtual labs, using Universal Design for Learning (UDL) principles and other assessment strategies.	6
	L5: Develop practical skills in implementing, managing, and integrating immersive learning experiences and virtual environments into broader educational processes.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of	6

	pedagogical innovations supported by new technologies.	
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	Recommendation: Technology Innovation	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	

Type of Assessment	Written Exam												
Teaching and Learning Methods	Seminar												
Essential Reading	Aubrey-Smith, F., & Twining, P. (2024). <i>From EdTech to PedTech: changing the way we think about digital technology</i> . Abingdon, Oxon New York, NY: Routledge.												
Relevant Journals	<i>Computers and education. Artificial intelligence.</i> (2020). [Oxford]: Elsevier Ltd.												
	IFIP Technical Committee on Education. (1996). <i>Education and information technologies</i> . Dordrecht]: Springer Netherlands.												
	The Journal of Technology-Integrated Lessons and Teaching												
Classroom & material requirements	None												
School	Macromedia University of Applied Sciences												
Responsible for Module													
Exam Semester	2nd Semester												
Module	Joschka Mütterlein												
Coordinator													
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to the module</td></tr> <tr><td>2</td><td>Prototyping and Iterative Design</td></tr> <tr><td>3</td><td>Adaptive Learning Systems</td></tr> <tr><td>4</td><td>Technology-Enhanced Project-Based Learning</td></tr> <tr><td>5</td><td>Differentiated Instruction using Technology</td></tr> <tr><td>6</td><td>Assessment Strategies in Technology-Enhanced Learning</td></tr> </table>	1	Introduction to the module	2	Prototyping and Iterative Design	3	Adaptive Learning Systems	4	Technology-Enhanced Project-Based Learning	5	Differentiated Instruction using Technology	6	Assessment Strategies in Technology-Enhanced Learning
1	Introduction to the module												
2	Prototyping and Iterative Design												
3	Adaptive Learning Systems												
4	Technology-Enhanced Project-Based Learning												
5	Differentiated Instruction using Technology												
6	Assessment Strategies in Technology-Enhanced Learning												

7	Universal Design for Learning (UDL) in Technology Integration
8	Culturally Responsive Teaching with Technology
9	Collaboration Tools and Virtual Learning Communities
10	Reflective Practice in Tech Integration
11	Immersive Learning Rooms and Virtual Labs
12	Wrap-up/Feedback/Exam preparation

### **Augmenting Educational Management Systems and Solutions**

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand and articulate the importance of educational management systems, including their infrastructural elements and their role in educational settings.	2
	L2: Identify and describe the functionalities and features of learning management systems (LMS) and student information systems (SIS).	2
	L3: Apply Educational Technology for Classroom Management and Engagement to various educational apps and tools to manage classroom tasks effectively and enhance student engagement.	3
	L4: Utilise technology tools to map and align curriculum objectives with instructional practices, ensuring coherence and relevance.	4
	L5: Develop a comprehensive plan for continuous improvement and system evaluation in an educational institution, incorporating stakeholder feedback and data analysis, especially considering administrative processes, such as enrolment, attendance, planning, monitoring of pedagogical progress, grading, etc.	6

Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	



ECTS Credits	5 ECTS				
Prerequisites/ Recommendations	Recommendation: Technology Innovation				
Total Workload	150 h [45 CH / 105 SH]				
Study Semester	2nd Semester				
Type of Module	Compulsory Module				
Teaching Language	English				
Type of Assessment	Oral Exam				
Teaching and Learning Methods	Lecture and Tutorial				
Essential Reading	Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. <i>Journal of Research on Technology in Education</i> , 42(3), 255-284.				
Relevant Journals	Journal of Higher Education Theory and Practice <i>Journal of Research on Technology in Education</i>				
Classroom & material requirements	None				
School	Macromedia University of Applied Sciences				
Responsible for Module					
Exam Semester	2 <sup>nd</sup> Semester				
Module Coordinator	Joschka Mütterlein				
Course Content (distributed over 12 Course Units)	<table> <tr> <td>1</td><td>Introduction to the module</td></tr> <tr> <td>2</td><td>IT Infrastructure: Hardware, Software, Cloud, and More</td></tr> </table>	1	Introduction to the module	2	IT Infrastructure: Hardware, Software, Cloud, and More
1	Introduction to the module				
2	IT Infrastructure: Hardware, Software, Cloud, and More				

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- 3 Learning Management Systems (LMS) and Virtual Classrooms (VC): sharing and using content and experience
  - 4 CRM and Student Information Systems (SIS): managing pre-school and school experience
  - 5 Educational Apps and Tools for Classroom Management
  - 6 Mapping the curriculum and target experience with technology
  - 7 Quality Assurance and Data-Driven Decision Making in Education
  - 8 Customisation and Integration of LMS and SIS
  - 9 Accessibility and Inclusive Design in Educational Systems
  - 10 Security and Privacy in Educational Technology Systems
  - 11 Stakeholder Engagement, Continuous Improvement and System Evaluation
  - 12 Wrap-up/Feedback/Exam preparation
-

## Applied project

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand a quasi-client's (e.g. a specific education institution or a provider to such an institution) needs and to derive a realistic project proposal in a given time frame with defined resources.	2
	L2: Analyse the client's needs from the client's perspective and design pragmatic solutions based on identified actual best practices and/or innovative solutions derived from research findings.	4
	L3: Identify risks incurred by the client with the developed solutions and collateral societal and/or economics effects when implemented on a large scale.	1
	L4: Organise themselves in interdisciplinary teams and continuously align with the client's expectations thereby showing leadership in ones assigned role.	4
	L5: Deriving management solutions under uncertainty and developing a tolerance of missing data	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	3
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	3

	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	6
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	3
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	5
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300h [45h CH / 255h SH]	
Study Semester	2nd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	

Essential Reading	Lis, M. (2023). <i>Higher Education Institutions and Digital Transformation: Building University-Enterprise Collaborative Relationships (Edition 1)</i> (1st ed.). United Kingdom: Taylor and Francis. doi: 10.4324/9781003363132.
Relevant Journals	School Leadership & Management: Formerly School Organisation (1997 - current) Formerly known as School Organisation (1981 - 1996) Publication details Print ISSN 1363-2434 Online ISSN: 1364-2626  5 issues per year
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	2 <sup>nd</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Course Content (Teaching Format: Workshop)	<p><b>Organisational Requirements:</b></p> <p>Ideally, this module is based on a real case provided by a cooperation partner from education practice.</p> <p>A project description (briefing) is provided by the partner (or simulated by the instructor)</p> <p>The briefing contains a description of the situation, the objective(s) of the project and the demanded deliverables.</p> <p>The project shall be divided into two phases: (1) a fact-finding phase in which students apply appropriate methods and (2) a phase in which a solution is derived that can be implemented.</p> <p>The assignments may differ across groups and groups may be reshuffled in the second phase.</p> <p>The business partner shall interact with the students ideally at least three times (kick-off, intermediate status, final presentation) and give feedback from a practitioner's perspective.</p>

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Students present their findings in the form of a power point presentation.

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**1 Content Requirements:**

There is no specific topical focus in for this applied project as long as it is addressing issues in contemporary higher education management.

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**2 Assessment Requirements:**

The emphasis in this module is on understanding a potential businesses challenge and to capture it in a well-structured and clearly articulate way.

The total number of points that can be reached by the delivered project thesis shall be subdivided in at least ten subdimensions that allow for a differentiated grading.

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## Research Design (Exposé Master Thesis)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Develop scientific research work in general and with a particular focus on education in a competent and independent manner.	6
	L2: Justify the practical relevance of the research.	5
	L3: Understand the structure of scientific arguments, with definitions and conceptual clarity	2
	L4: Critically review extant empirical research and the theoretical context;	5
	L5: Subsequently complete the exposé for the Master's thesis that was elaborated during the course.	3
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	3

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	3
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Module	
Teaching Language	English	
Type of Assessment	Project Thesis  The module counts as completed with the submission of the exposé for the Master's Thesis which will be revised during the course (pass/no pass).	
Teaching and Learning Methods	Seminar	
Essential Reading	Huisman, J., & Tight, M. (2023). <i>Theory and method in higher education research</i> . Bingley, England: Emerald Publishing.	



Relevant Journals	<i>International journal for empirical education and research</i>
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	3 <sup>rd</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Task	<p>The task is the delivery of an exposé that clearly captures the planned thesis project.</p> <p>The students are provided with a template they have to fill.</p> <p>The template contains at least the following sections: relevance of the chosen topic, first literature research on the state of research, tentative research gap and research question, a proposed method, a tentative work plan, potential implications for education practice.</p> <p>The students are graded in a “pass”/“no pass” way.</p>
Course Content (distributed over 12 Course Units; Teaching Format: Seminar)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Fundamentals of epistemology</li> <li>3 Induction and deduction / facts, hypotheses and theories</li> <li>4 Structured literature research</li> <li>5 Empirical research design</li> <li>6 Empirical research design</li> <li>7 Quantitative methods and their quality criteria</li> <li>8 Qualitative methods and their quality criteria</li> <li>9 Selecting an appropriate method</li> <li>10 Applying AI tools in scientific research</li> <li>11 Structuring the thesis project and the thesis itself</li> </ol>



## Topical Specialisation Module: Management of Educational and Training Institutions

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand the different types of education and training institutions and their contribution to value creation in a regulated environment.	4
	L2: Analyse a specific education institution according to relevant academic models regards to operative, strategic, and normative/cultural management challenges as well as the role of leadership in their interplay.	5
	L3: Evaluate the impact of market trends and general developments on educational and training institutions	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	4

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	4
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Farris, D., & Gmelch, W. H. (2023). <i>Understanding university committees: how to manage and participate constructively in institutional governance</i> . New York: Routledge.	
Relevant Journals	School Leadership & Management: Formerly School Organisation (1997 - current) Formerly known as School	

	Organisation (1981 - 1996) Publication details Print ISSN 1363-2434 Online ISSN: 1364-2626
	5 issues per year
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module	Castulus Kolo
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 The concept of value and the structure of value creation in education and training on an institutional as well as on an industry level</li> <li>3 Defining institutional goals and setting-up strategy development in education and training institutions</li> <li>4 The management of human resources as creative talents and leadership concepts for education and training institutions</li> <li>5 Education and training institutions as brands as well as marketing and sales challenges for education and training institutions</li> <li>6 Specific key performance indicators and characteristic risk management for education and training institutions</li> <li>7 Normative management and its manifestation in institutional culture (including vision, mission, and values)</li> <li>8 Specific key performance indicators and characteristic risk management for education and training institutions</li> <li>9 Normative management and its manifestation in institutional culture (including vision, mission, and values)</li> </ol>

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- 10 Managing Learning Infrastructure, Technology Integration, and Digital Transformation in Education
  - 11 Evaluating the Impact of Market Trends and General Developments on Educational and Training Institutions
  - 12 Wrap-up/Feedback/Exam preparation
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**Topical Specialisation Module: Advanced studies in Neuro- & Cognitive Sciences Applied to Education**

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Demonstrate the connections between neuroscience and education.	3
	L2: Infer well-informed decisions in educational policy and practice, drawing from evidence in brain research.	4
	L3: Debate the gap between foundational research in brain function, cognition, and behavior, and practical challenges encountered in educational settings.	4
	L4: Evaluate the potential of educational neurotechnology, including known capabilities, unresolved questions, and ethical considerations for successful implementation of these tools in classrooms globally.	5
	L5: Synthesise the biological and psychological foundations of cognitive enhancement, evaluate different neuroenhancement techniques and their effectiveness. critically analyze the ethical implications of neuroenhancement.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	6

	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	3
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	6
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	3
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	Successful completion of module Cognitive and Social Aspects of Learning	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching	English	



Language															
Type of	Oral exam														
Assessment															
Teaching and Learning Methods	Seminar														
Essential Reading	Farah, M. J. (2010). <i>Neuroethics: An Introduction with Readings</i> . MIT Press.														
Relevant Journals	Journal of Cognitive Enhancement Neuropsychopharmacology Brain Stimulation Journal of Neural Engineering Frontiers in Neuroengineering Neuroethics														
Classroom & material requirements	None														
School	Macromedia University of Applied Sciences														
Responsible for Module															
Exam Semester	3rd Semester														
Module	Sabrina Trapp														
Coordinator															
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to the module</td></tr> <tr><td>2</td><td>Societal implications of cognitive enhancement</td></tr> <tr><td>3</td><td>Neurofeedback: Functionality and applications</td></tr> <tr><td>4</td><td>Neuroprosthetics: Functionality and applications</td></tr> <tr><td>5</td><td>Neurostimulation/-enhancement technologies: TMS and tDCS</td></tr> <tr><td>6</td><td>Neurostimulation/-enhancement technologies: Nootropics and Psychedelics</td></tr> <tr><td>7</td><td>Neurostimulation/-enhancement technologies: Digital</td></tr> </table>	1	Introduction to the module	2	Societal implications of cognitive enhancement	3	Neurofeedback: Functionality and applications	4	Neuroprosthetics: Functionality and applications	5	Neurostimulation/-enhancement technologies: TMS and tDCS	6	Neurostimulation/-enhancement technologies: Nootropics and Psychedelics	7	Neurostimulation/-enhancement technologies: Digital
1	Introduction to the module														
2	Societal implications of cognitive enhancement														
3	Neurofeedback: Functionality and applications														
4	Neuroprosthetics: Functionality and applications														
5	Neurostimulation/-enhancement technologies: TMS and tDCS														
6	Neurostimulation/-enhancement technologies: Nootropics and Psychedelics														
7	Neurostimulation/-enhancement technologies: Digital														

	Learning Apps	
8	Comparison of ANNs with biological neural networks	
9	Fusion of human brain cells and electronic circuits	
10	Enhancing human cognition with AI	
11	Ethical issues in neurotechnology and AI	
12	Wrap-up/Feedback/Exam preparation	

### Topical Specialisation Module: Data Science and AI in Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Identify and apply data collection methods, cleaning, and preprocessing techniques to ensure the quality and reliability of educational datasets.	2
	L2: Analyse educational datasets using exploratory data analysis techniques to identify patterns and trends.	4
	L3: Evaluate predictive analytics models for predicting student performance and design basic personalised learning experiences using adaptive learning systems.	6
	L4: Describe the application of natural language processing techniques to analyse educational texts and extract insights.	2
	L5: Propose innovative applications and future directions for AI in education, considering emerging technologies and ethical considerations.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital	5

	transformation and being exposed to increasing uncertainty.	
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	2
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	2
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	Recommendations: Technology Integration in Education Educational Management Systems	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3 <sup>rd</sup> Semester	

Type of Module	Compulsory Elective												
Teaching Language	English												
Type of Assessment	Oral Exam												
Teaching and Learning Methods	Seminar												
Essential Reading	Urmeneta, A., & Romero, M. (2024). <i>Creative applications of artificial intelligence in education</i> (1st ed. 2024). Cham: Springer Nature Switzerland Imprint: Palgrave Macmillan.												
Relevant Journals	Journal of Teacher Education Journal of Educational Technology & Society International Journal of Artificial Intelligence in Education (IJAIED) International Journal of STEM Education												
Classroom & material requirements	None												
School	emlyon business school												
Responsible for Module													
Exam Semester	3rd Semester												
Module Coordinator	Imène Birgui												
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to the module</td></tr> <tr><td>2</td><td>Data Collection Methods and Tools</td></tr> <tr><td>3</td><td>Data Cleaning and Preprocessing Techniques</td></tr> <tr><td>4</td><td>Exploratory Data Analysis (EDA) in Education</td></tr> <tr><td>5</td><td>Predictive Analytics for Student Performance</td></tr> <tr><td>6</td><td>Personalization in Adaptive Learning Systems</td></tr> </table>	1	Introduction to the module	2	Data Collection Methods and Tools	3	Data Cleaning and Preprocessing Techniques	4	Exploratory Data Analysis (EDA) in Education	5	Predictive Analytics for Student Performance	6	Personalization in Adaptive Learning Systems
1	Introduction to the module												
2	Data Collection Methods and Tools												
3	Data Cleaning and Preprocessing Techniques												
4	Exploratory Data Analysis (EDA) in Education												
5	Predictive Analytics for Student Performance												
6	Personalization in Adaptive Learning Systems												

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7	Natural Language Processing (NLP) for Educational Texts
8	Automated Assessment and Feedback Systems
9	Data Visualization for Educational Insights
10	Biases in Educational Data Science
11	Case Studies in AI Implementation in Education
12	Wrap-up/Feedback/Exam preparation

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## Topical Specialisation Module: Technology, Accessibility and Universal Design for Learning for inclusive Pedagogies

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically analyse the ecosystem of the accessibility, assistive technology and universal design including definitions, approaches and policies at a global perspective in relation to disability and human rights.	4
	L2: Explain the framework and principles of Universal Design and Universal Design for Learning in relation to accessibility and the use of technology.	2
	L3: Configure accessibility requirements and assistive and mainstream technology to respond to access and accessibility related challenges in the learning process and curricula.	3
	L4: Critically assess accessibility in all aspects, and create solutions to remove barriers (physical, digital, societal, attitudinal) to learning and participation of learners with disabilities in the learning process and environments.	6
	L5: Develop accessible and inclusive learning experiences by applying guidelines and principles of accessibility and Universal Design for Learning with the use of technology.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a	6

	world undergoing digital transformation and being exposed to increasing uncertainty.	
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	6
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	6
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	5
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	10 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	300 h [60h CH / 240h SH]	
Study Semester	3rd Semester	

Type of Module	Compulsory Elective
Teaching Language	English
Type of Assessment	Oral Exam
Teaching and Learning Methods	Seminar
Essential Reading	Hoogerwerf, E.J., Mavrou, K. and Traina, I. (Eds.) (2019). The role of assistive technology in fostering inclusive education. Strategies and tools to support change. London: Routledge.
Relevant Journals	Technology and Disability Journal of Enabling Technologies Assistive Technology Disability and Rehabilitation: Assistive Technology
Classroom & material requirements	Are there any special requirements for the classroom or teaching material/software? <ul style="list-style-type: none"> <li>• Assistive Technology products</li> <li>• Computer Lab for accessibility hands-on</li> <li>• Parts of it can be hybrid</li> </ul>
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Marios Vryonides
Course Content (distributed over 12 Course Units)	1 Introduction to the module 2 Technology, disability and accessibility ecosystem: basic concepts, terminology, disability constructions, global and national policies. digital divide, digital inclusion and digital literacy: barriers, opportunities and the role of technology



- 
- 3 Universal Design and Universal Design for Learning:  
UD principles and examples, UDL framework, and  
guidelines  
UD/UDL and accessibility
- 
- 4 Assistive technology and accessibility for physical  
access, communication and Learning:  
Technology for physical access in physical and digital  
environments: user needs and possible applications
- 
- 5 Assistive technology and accessibility for  
communication:  
Technology for communication: Augmentative and  
Alternative Communication (AAC) and beyond  
Accessibility in face to face and remote  
communication
- 
- 6 Accessible learning content and materials  
accessible learning applications and educational  
games,  
accessible web, accessible documents and media in  
education
- 
- 7 Accessible learning content and materials  
the use of symbols, easy to read guidelines and  
content development
- 
- 8 Inclusive Learning Design  
co-design and co-creation with learners with  
disabilities
- 
- 9 Inclusive Learning Design  
universally designed learning activities and  
environments
- 
- 10 Inclusive and accessible education:  
Digital inclusion, accessibility and inclusive education  
Self-Assessment for schools  
Educational decision making and whole school  
approach for accessibility in inclusive education
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- 11 Service delivery systems and implementation  
planning
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Assistive technology and accessibility service delivery

Building cross sectorial collaborations and implementation planning

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12 Wrap-up/Feedback/Exam preparation

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### **Sectorial Specialisation Module: Innovative Pedagogy for Primary and Secondary Education (K12)**

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Compare and evaluate pedagogical innovations suitable for primary and secondary education, considering developmental differences between children and adolescents.	2
	L2: Integrate educational technology, understanding the challenges to apply digital tools, AI, and extended reality in K12 education to enhance engagement and improve educational outcomes – for children and adolescents respectively.	4
	L3: Develop assessment strategies, defining and implementing criteria for evaluating the effectiveness of innovative pedagogical practices vs. specific educational goals in K12.	5
	L4: Integrate technology education in the curricula and pedagogical strategies, for both the learners and instructors.	5
	L5: Reflect on ethical implications of technological innovations in K12 education, considering potential opportunities and risks – from a societal and economic perspective.	6
Objectives of the specific	Description	Relevance of this module for

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study programme	overall objective
Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competences	Type of competency
	Rating of competencies according to part 1 of this document
	Relevance in this module
	K1: Academic knowledge
	K2: Knowledge in professional practice
	K3: Methodological skills (research)
	K4: Methodological skills (professional practice)
	K5: Social skills
	K6: Personal skills (e.g. reflection, organisation)
Module Length	1 Semester
When Offered	Once per academic year

ECTS Credits	5 ECTS
Prerequisites/ Recommendations	<ul style="list-style-type: none"> <li>• Prior foundational courses in education and technology:</li> <li>• Students should have completed introductory courses that provide a basic understanding of educational theories and digital tools (notably AI and Extended Reality). This prerequisite ensures that students are well-prepared to engage with the advanced content of this module.</li> <li>• Familiarity with basic educational theories:</li> <li>• Knowledge of key pedagogical concepts and theories will help students grasp the innovative approaches discussed in this module, specifically tailored for primary and secondary education settings.</li> <li>• Familiarity with digital tools in education:</li> <li>• Understanding basic digital tools and their application in education will be beneficial for practical assignments and projects focused on primary and secondary schools.</li> </ul>
Total	150 h [45 CH / 105 SH]
Workload	
Study Semester	3 <sup>rd</sup> Semester
Type of Module	Compulsory Elective
Teaching Language	English
Type of Assessment	Written Exam
Teaching and Learning Methods	Lecture and Tutorial
Essential Reading	Gardner, H. (1983). <i>Frames of mind: A theory of multiple intelligences</i> . New York: Basic Books.

Relevant Journals	Journal of Educational Technology International journal of educational development
Classroom & material requirements	<ul style="list-style-type: none"> <li>○ Access to a computer lab (to utilise educational softwares), interactive white boards (to demonstrate innovative methods and engage students), projectors etc.</li> <li>○ Partnership to gain access to actual classrooms in primary and secondary schools.</li> </ul>
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>st</sup> Semester
Module Coordinator	Marios Vryonides, Nicolas Badré (Tandem Lead)
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Development of Modern Pedagogical Approaches in primary and secondary education. How can technological innovation reinforce or limit non tech pedagogical innovation</li> <li>3 Digital Literacy for Educators to effectively use and teach in K12 education</li> <li>4 Integration of Technology in primary and secondary Classrooms</li> <li>5 Classroom management and differentiation strategies for primary (children) and secondary (adolescents) education learners.</li> <li>6 Assessment of learning. Develop and implement continuous and final assessment strategies supporting innovative practices in K12 classes</li> <li>7 Inclusive Education Strategies. Design inclusive learning and physical environments – notably for children with special needs</li> </ol>

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- 8 Gamification and Interactive Learning. Design, execute and assess game-based learning in K12
  - 9 Flipped Classroom Models. Implement and evaluate effectiveness in secondary education. Assess similar approaches for primary
  - 10 Project-Based-Learning. Design and manage projects to foster critical thinking and problem-solving in secondary education
  - 11 Ethical and Social Considerations in K12 education's digitalisation
  - 12 Wrap-up/Feedback/Exam preparation
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## Sectorial Specialisation Module: Educational Policies and Systems for Primary and Secondary education (K12)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically evaluate practical cases of national educational policies in K12, focusing on regulatory, financial, pedagogical, and ethical aspects, while drawing insightful comparisons.	2
	L2: Craft comprehensive policy-making scenarios that address actual practical K12 education challenges by integrating educational, social, and financial objectives within strategic timelines.	3
	L3: Cultivate advanced advocacy skills to drive educational reforms in K12 systems, using real-world case studies to derive impactful change.	4
	L4: Evaluate the complexities of policy implementation in primary and secondary schools balancing the diverse needs of stakeholders and overcoming institutional challenges.	5
	L5: Synthesise and optimise educational policies to enhance school management and administration, tailoring strategies to the unique contexts of K12 education.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	3
	Objective 2: To conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	4

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5 ECTS	
Prerequisites	<b>Foundational courses in education and technology:</b>	
Recommendations	Students should have completed introductory courses that provide a basic understanding of educational theories and digital tools.	
	<p><b>Familiarity with basic educational theories:</b></p> <p>Knowledge of key pedagogical concepts and theories will help students grasp innovative approaches discussed in this module.</p> <p><b>Understanding of digital tools in education:</b></p> <p>Familiarity with basic digital tools and their application in education will be beneficial for practical assignments and projects.</p>	
Total	150 h [30h CH / 120h SH]	



Workload	
Study Semester	3 <sup>rd</sup> Semester
Type of Module	Compulsory Elective
Teaching Language	English
Type of Assessment	Project thesis
Teaching and Learning Methods	Seminar
Essential Reading	Blair, A., Evans, D., Hughes, C., & Tight, M. (2023). <i>International perspectives on leadership in higher education</i> . Bingley, England: Emerald Publishing.
Relevant Journals	<p>Journal of Educational Policy:</p> <ul style="list-style-type: none"> <li>• Valuable for its in-depth analysis of policy development and implementation.</li> <li>• <a href="https://www.tandfonline.com/journals/tedp20">https://www.tandfonline.com/journals/tedp20</a></li> </ul> <p>Educational Administration Quarterly:</p> <ul style="list-style-type: none"> <li>• Offers insights into administrative practices and educational leadership.</li> <li>• <a href="https://us.sagepub.com/en-us/nam/journal/educational-administration-quarterly">https://us.sagepub.com/en-us/nam/journal/educational-administration-quarterly</a></li> </ul> <p>International Journal of Educational Management:</p> <ul style="list-style-type: none"> <li>• Focuses on management practices and innovation in education.</li> <li>• <a href="https://www.emerald.com/insight/publication/issn/0959-5135">https://www.emerald.com/insight/publication/issn/0959-5135</a></li> </ul> <p>Digital culture and education</p> <ul style="list-style-type: none"> <li>• <a href="https://www.digitalcultureandeducation.com/dce1019_kolo_breiter_2009">https://www.digitalcultureandeducation.com/dce1019_kolo_breiter_2009</a> (squarespace.com)).</li> </ul>
Classroom material requirements	Are there any special requirements for the classroom or teaching material/software?

	Technology access: Computer labs, interactive whiteboards, projectors.
	Partnerships: Access to primary and secondary school classrooms for practical application
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Marios Vryonides, Nicolas Badré (Tandem Lead)
Course	
Content (distributed over 12 Course Units)	1 Introduction to the module 2 Understanding National Educational Policies in primary and secondary education 3 Designing Policy-Making Scenarios 4 Strategic Planning in K12 Educational Policy Implementation 5 Advocacy in Educational Policy 6 Case Study Analysis of K12 Policy Implementation 7 Financial Management in K12 Educational Policies 8 Legal and Ethical Considerations in K12 Educational Policy 9 Technology Integration in K12 to serve educational policies 10 Monitoring and Evaluation of K12 Educational Policies 11 Global Trends in primary and secondary education – to frame future policies 12 Wrap-up/Feedback/Exam preparation

## Sectorial Specialisation Module: Current Research Issues in Primary and Secondary Education (K12)

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand the major perspectives on K12 education research.	2
	L2: Identify and analyse research gaps in specific areas of K12 education and formulate pertinent research questions for further research.	4
	L3: Debate appropriate research methods for K12 education projects.	4
	L4: Evaluate the practical relevance of K12 research projects and ensure they can contribute to practical solutions.	5
	L5: Design and implement pertinent applied research projects in K12 education.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance in

	Rating of competencies according to part 1 of this document	this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	3
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Once per academic year	
ECTS Credits	5 ECTS	
Prerequisites/Recommendations	<p>Foundational Knowledge in Education and Technology (courses in Year 1): Understanding of basic educational theories and digital tools to support the comprehension of innovative research approaches in K12 education.</p> <p>Familiarity with Educational Research Methods (follow-up from Year 1): Knowledge of qualitative and quantitative research methodologies is crucial for analysing and conducting educational research.</p> <p>Understanding of Current Trends in Education (cf. modules in Year 1 – Role of Education in society): Awareness of contemporary issues and trends impacting K12 education, such as digital transformation and inclusivity practices.</p>	
Total Workload	150 [45h CH / 105h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching	English	

Language	
Type of Assessment	Project Thesis
Teaching and Learning Methods	Workshop
Essential Reading	Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i> .
Relevant Journals	Journal of Educational Research. Focuses on research and practice in K12 education, covering topics such as teaching methods, student outcomes, and policy impacts.
	Educational Evaluation and Policy Analysis. Provides insights into the evaluation of educational policies and their implications for K12 education.
	Teachers College Record. Publishes research on various aspects of education, including K12 education practices and innovations.
Classroom & material requirements	Technology Access: Computer labs, interactive whiteboards, projectors.
	Partnerships: Access to primary and secondary school classrooms for practical research application – to the extent possible.
School	European University Cyprus
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Marios Vryonides, Nicolas Badré (Tandem Lead)
Course Content	
(distributed	1 Introduction to the module

over 12 Course Units)	2	Major Perspectives on K12 Education Research
	3	Analysing Research Gaps in K12 Education
	4	Research Methods for K12 Education
	5	Impact of Digital Transformation in general and AI specifically on K12 Education
	6	Inclusive Education Practices
	7	Policy and Management in K12 Education
	8	Evaluating Practical Relevance of K12 Research
	9	Designing Applied Research Projects including their specific ethical questions in K12 contexts
	10	Case Studies in K12 Research in an era of sustainability impacted by AI
	11	Collaborative Research in K12 Education
	12	Wrap-up/Feedback/Exam preparation

## Sectorial Specialisation Module: Pedagogical Strategies and Quality Assurance in Higher Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Critically analyse the theoretical and conceptual foundations of pedagogy in higher education.	4
	L2: Develop and implement pedagogical strategies and teaching methods for higher education that cater to diverse learning styles and promote effective learning.	3
	L3: Critically assess the effectiveness of different pedagogical approaches and technologies in fostering student engagement and learning outcomes.	5
	L4: Reflect on intercultural aspects and values in higher education and integrate ethical considerations into curriculum design and academic leadership based on this reflection.	5
	L5: Evaluate pedagogical innovations and quality assurance methods in higher education based on research findings and develop sustainable solutions.	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6

	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [45 CH / 105 SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture and Tutorial	



Essential Reading	Khoza, N. G. (2022). A review of literature on the effective pedagogy strategies for online teaching and learning in higher education institutions: Lessons from the COVID-19 pandemic. <i>European Journal of Education</i> , 5(1), 43-50.
Relevant Journals	<p>Active Learning in Higher Education (published by SAGE)</p> <ul style="list-style-type: none"> <li>• Assessment &amp; Evaluation in Higher Education (published by Taylor &amp; Francis)</li> <li>• European Journal of Education</li> <li>• Higher Education (published by Springer)</li> <li>• Higher Education Research &amp; Development (published by Taylor &amp; Francis)</li> <li>• Innovations in Education and Teaching International (IETI)</li> <li>• International Journal of Educational Technology in Higher Education (ETHE)</li> <li>• Journal of Diversity in Higher Education</li> <li>• Journal of Educational Technology &amp; Society</li> <li>• Journal of Higher Education (published by Taylor &amp; Francis)</li> <li>• Journal of New Approaches in Educational Research (published by Springer Nature)</li> <li>• Research in Higher Education (published by Springer)</li> <li>• Studies in Higher Education (published by Taylor &amp; Francis)</li> <li>• Teaching in Higher Education (published by Taylor &amp; Francis)</li> </ul>
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module	Castulus Kolo

Coordinator	
Course Content (distributed over 12 Course Units)	1 Introduction to the module
	2 Theoretical Foundations of Pedagogy in Higher Education:
	3 Theoretical and Conceptual Foundations for Higher Education Didactics
	4 Designing Inclusive and Effective Learning Environments
	5 (Cultural) Diversity and Gender Equality in Higher Education
	6 Technology and Innovation in Higher Education
	7 Curriculum Design in Higher Education
	8 Alignment of Curricula and Types of Assessments
	9 Pedagogical Evaluation and Quality Assurance in Higher Education
	10 Organisation and Regulation of Quality Assurance in Higher Education
	11 Leadership and Advocacy in Higher Education
	12 Wrap-up/Feedback/Exam preparation

## Specialisation Module: Management and Governance of Innovation in Higher Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand the process of innovation and its adoption on an individual as well as on an institutional level from an academic perspective.	2
	L2: Derive implementation strategies for innovation and change in its diverse aspects as well as to specifically manage innovation projects.	6
	L3: Apply measures to foster organisational readiness for innovation as well as managing higher education institutions as ambidextrous organisations and their dynamic capabilities.	3
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	2
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	2
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5

Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	3
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	Are there any fixed prerequisites for this module (i.e. the module may only be attended once a certain other module has been passed)? Which other modules should ideally have been passed before taking this module (as a recommendation) (pay attention to the course curriculum)? Which literature should be familiar in advance? How much previous knowledge is advisable? etc.	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Gault, F., & Edward Elgar Publishing. (2020). <i>Measuring innovation everywhere: the challenge of better policy</i> ,	

	<i>learning, evaluation and monitoring.</i> Northampton:Edward Elgar Publishing.
Relevant Journals	Journal of Innovation and Entrepreneurship Journal of Technology Transfer Journal of Responsible Innovation International Journal of Educational Technology in Higher Education Journal of Educational Change
Classroom & material requirements	None
School	Macromedia University of Applied Sciences
Responsible for Module	
Exam Semester	3rd Semester
Module	Castulus Kolo
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Characteristics of innovations and innovators</li> <li>3 The process of diffusion of innovation, co-evolution of users and innovations, failing of innovations</li> <li>4 Conceptual frameworks for innovation and the adoption of technologies in organisations given the specific forms of governance in higher education institutions</li> <li>5 Innovation as a driver of change in organisations and organisational readiness for innovation in the context of institutional settings and regulations typical for higher education</li> <li>6 Innovation in times of digital transformation</li> <li>7 Innovation in times of sustainable development</li> <li>8 General challenges with innovation projects in a (regulated, academic) higher education environment</li> </ol>

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- 9 The international dimension of innovation in higher education and innovation management across education systems
  - 10 Specific approaches for agile management of innovation projects
  - 11 Change management, leadership and communication in change processes, monitoring of change in practice.
  - 12 Wrap-up/Feedback/Exam preparation
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## Sectorial Specialisation Module: Current Research Issues in Higher Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Have an overview on the major perspectives on higher education research by knowing the respective key academic journals, conferences and academic societies.	2
	L2: Derive research gaps by systematic literature review in a selected perspective or sub-field and formulate corresponding research questions leading to rewarding further research.	6
	L3: Select research methods being adequate for a selected perspective or sub-field.	5
	L4: Evaluate the practical relevance of such kind of research in the light of today's megatrends like demographic change, digital transformation, and the increasing importance of ESG issues in management.	5
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	3
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	2
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	2
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	2
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150h [45h CH / 105 SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Wentworth, L., Arce-Trigatti, P., Conaway, C., & Shewchuk, S. (2023). <i>Brokering in Education Research-Practice Partnerships : A Guide for Education Professionals and Researchers (Edition 1)</i> (1st ed.).	



	United Kingdom: Taylor and Francis. doi: 10.4324/9781003334385.																								
Relevant Journals	Journal of Higher Education Journal of Educational Change																								
Classroom & material requirements	None																								
School	Macromedia University of Applied Sciences																								
Responsible for Module																									
Exam Semester	3rd Semester																								
Module	Castulus Kolo																								
Coordinator																									
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to the module</td></tr> <tr><td>2</td><td>Overview on research perspectives on higher education and their interrelations</td></tr> <tr><td>3</td><td>Social sciences (including its methods) on higher education</td></tr> <tr><td>4</td><td>Perspectives from economics on higher education (including its methods)</td></tr> <tr><td>5</td><td>Perspectives from psychology and social psychology (including its methods) in higher education</td></tr> <tr><td>6</td><td>Pedagogical and technological perspectives (including its methods) on higher education</td></tr> <tr><td>7</td><td>Contemporary studies on the normative management of higher education</td></tr> <tr><td>8</td><td>Contemporary studies on the strategic management of higher education</td></tr> <tr><td>9</td><td>Contemporary studies on the operational management of higher education</td></tr> <tr><td>10</td><td>New interdisciplinary approaches and ethical questions in higher education research in an era of sustainability and impacted by AI</td></tr> <tr><td>11</td><td>Selected multimethod approaches in higher education research</td></tr> <tr><td>12</td><td>Wrap-up/Feedback/Exam preparation</td></tr> </table>	1	Introduction to the module	2	Overview on research perspectives on higher education and their interrelations	3	Social sciences (including its methods) on higher education	4	Perspectives from economics on higher education (including its methods)	5	Perspectives from psychology and social psychology (including its methods) in higher education	6	Pedagogical and technological perspectives (including its methods) on higher education	7	Contemporary studies on the normative management of higher education	8	Contemporary studies on the strategic management of higher education	9	Contemporary studies on the operational management of higher education	10	New interdisciplinary approaches and ethical questions in higher education research in an era of sustainability and impacted by AI	11	Selected multimethod approaches in higher education research	12	Wrap-up/Feedback/Exam preparation
1	Introduction to the module																								
2	Overview on research perspectives on higher education and their interrelations																								
3	Social sciences (including its methods) on higher education																								
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11	Selected multimethod approaches in higher education research																								
12	Wrap-up/Feedback/Exam preparation																								

## Sectorial Specialisation: Management of Learning & Development in an industry context

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Categorise and apply frameworks, organisational theories, and agile methodologies, including design thinking, to develop tailored and effective training programs aligned with company goals.	2
	L2: Design, evaluate, and improve competency-based training programs, integrating principles of adult learning and various assessment strategies.	3
	L3: Develop and assess EduTech projects using agile management methods, with a particular focus on the effective integration of "gamification" aspects.	4
	L4: Collaboratively lead and manage EduTech projects from conception to implementation, ensuring innovative and practical learning solutions are developed.	6
	L5: Reflect on and critically evaluate the effectiveness of educational technology to enhance learner engagement and motivation	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise	5

	specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	4
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	2
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [45h CH / 105h SH]	
Study Semester	3 <sup>rd</sup> Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Written Exam	
Teaching and Learning Methods	Lecture and Tutorial	

Essential Reading	Biney, I. K. (2023). <i>Lifelong learning : perspectives, opportunities and challenges</i> (1st ed.). New York :: Nova Science Publishers.
Relevant Journals	Journal of Workplace Learning
Classroom & material requirements	None
School	emlyon business school
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module	Jean-Charles Clément
Coordinator	
Course Content (distributed over 12 Course Units; Teaching Format: Lecture & Tutorial)	<div>1 Introduction to the module</div> <div>2 Needs and Analysis of Adult Learners</div> <div>3 Advanced Online Learning/ -Training Techniques and Methodologies</div> <div>4 Curriculum Development and Instructional Design</div> <div>5 Design Thinking and Agile Methodologies in Training and Online-Learning</div> <div>6 Trainer Professional Development and Leadership</div> <div>7 Assessment Strategies in Training Programs</div> <div>8 Evaluation and Impact Measurement of Training</div> <div>9 Creating Inclusive and Diverse Training Programs</div> <div>10 Technology in Training and Development</div> <div>11 Integration of Gamification and other interactive solutions in Training and Development</div> <div>12 Wrap-up/Feedback/Exam Preparation</div>

## Sectorial Specialisation Module: Technology and Innovation in Continuing Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Identify and explain the role of various technologies in facilitating online learning for adults.	2
	L2: Evaluate current trends and innovations in the field of continuing education.	4
	L3: Develop and manage effective continuing education programs using modern technologies.	5
	L4: Analyse practical business cases related to continuing education, including deployer strategies and impact assessment.	6
	L5: Design innovative continuing education solutions that address specific organisational needs.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal	5

	levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	4
	K4: Methodological skills (professional practice)	5
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Seminar	
Essential Reading	Biney, I. K., Nixon, P. G., & Kleiweg De Zwaan, R. (2023). <i>Lifelong learning: perspectives, opportunities and challenges</i> . New York: Nova Science Publishers.	
Relevant Journals	Journal of Continuing Education	

	International Journal of Educational Technology in Higher Education
Classroom & material requirements	None
School	emlyon business school
Responsible for Module	
Exam Semester	3 <sup>rd</sup> Semester
Module Coordinator	Jean-Charles Clément
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to the module</li> <li>2 Online Learning and Technologies for Adults</li> <li>3 Innovation and Trends in Continuing Education</li> <li>4 Management of Continuing Education Programs</li> <li>5 Developing and Implementing Technology-Enhanced Learning Solutions</li> <li>6 Practical Business Case Analysis in Continuing Education</li> <li>7 Deployment Strategies for Continuing Education Programs</li> <li>8 Impact Assessment of Continuing Education Initiatives</li> <li>9 Emerging Technologies and Their Applications in Continuing Education</li> <li>10 Creating Inclusive and Engaging Online Learning Environments</li> <li>11 Case Studies on Successful Continuing Education Programs</li> <li>12 Wrap-up/Feedback/Exam preparation</li> </ol>





## Sectorial Specialisation Module: Current Research Issues in Continuing Education

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand and explain the principles and methodologies of applied research in the context of continuing education.	2
	L2: Design and conduct research studies aimed at improving continuing education programs.	4
	L3: Analyse and interpret data to evaluate the effectiveness of continuing education initiatives.	5
	L4: Critically assess various continuing education programs and provide evidence-based recommendations for improvement.	6
	L5: Develop comprehensive evaluation plans for continuing education programs that include both qualitative and quantitative methods.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	5
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6

	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations	None	
Total Workload	150 h [45h CH / 105h SH]	
Study Semester	3rd Semester	
Type of Module	Compulsory Elective	
Teaching Language	English	
Type of Assessment	Project Thesis	
Teaching and Learning Methods	Workshop	
Essential Reading	Breitschwerdt, L., Schwarz, J. & Schmidt-Lauff, S. (2023). <i>Comparative research in adult education: Global Perspectives on Participation, Sustainability and Digitalisation</i> . wbv Media GmbH & Company KG.	

Relevant Journals	Journal of Continuing Education Research International Journal of Lifelong Education																								
Classroom & material requirements	None																								
School	emlyon business school																								
Responsible for Module																									
Exam Semester	3rd Semester																								
Module Coordinator	Jean-Charles Clément																								
Course Content (distributed over 12 Course Units)	<table> <tr><td>1</td><td>Introduction to Research in Continuing Education</td></tr> <tr><td>2</td><td>Applied Research in Continuing Education in times of digital transformation</td></tr> <tr><td>3</td><td>Designing Research Studies</td></tr> <tr><td>4</td><td>Data Collection Methods and Tools</td></tr> <tr><td>5</td><td>Data Analysis and Interpretation</td></tr> <tr><td>6</td><td>Evaluation of Continuing Education Programs</td></tr> <tr><td>7</td><td>Qualitative and Quantitative Research Methods</td></tr> <tr><td>8</td><td>Case Studies of Research in Continuing Education in an era of sustainability impacted by AI</td></tr> <tr><td>9</td><td>Developing Evaluation Plans</td></tr> <tr><td>10</td><td>Reporting and Disseminating Research Findings</td></tr> <tr><td>11</td><td>Ethical Considerations in Educational Research</td></tr> <tr><td>12</td><td>Wrap-up/Feedback/Exam Preparation</td></tr> </table>	1	Introduction to Research in Continuing Education	2	Applied Research in Continuing Education in times of digital transformation	3	Designing Research Studies	4	Data Collection Methods and Tools	5	Data Analysis and Interpretation	6	Evaluation of Continuing Education Programs	7	Qualitative and Quantitative Research Methods	8	Case Studies of Research in Continuing Education in an era of sustainability impacted by AI	9	Developing Evaluation Plans	10	Reporting and Disseminating Research Findings	11	Ethical Considerations in Educational Research	12	Wrap-up/Feedback/Exam Preparation
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12	Wrap-up/Feedback/Exam Preparation																								

## **Problem Solving and Entrepreneurship in developing schools, Learning & Development, and EdTech**

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Understand entrepreneurship, with an introduction to the Palo Alto methodology.	2
	L2: Identify new business opportunities and innovative solutions for challenges in Education.	3
	L3: Analyze cases of EdTech and new educational models, from establishment to scale, to extract strategic insights.	4
	L4: Develop comprehensive business plans for educational start-ups (EdTech and/or new schools), integrating strategic leadership principles.	6
	L5: Develop strategic leadership skills to effectively lead and scale innovative educational initiatives in complex, dynamic environments.	6
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	5
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	4
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the	4

	systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	
Competencies	Type of competency	Relevance in this module
	Rating of competencies according to part 1 of this document	
	K1: Academic knowledge	4
	K2: Knowledge in professional practice	5
	K3: Methodological skills (research)	3
	K4: Methodological skills (professional practice)	5
	K5: Social skills	4
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	5 ECTS	
Prerequisites/ Recommendations		
Total Workload	150 h [30h CH / 120h SH]	
Study Semester	4th Semester	
Type of Module	Compulsory	
Teaching Language	English	
Type of Assessment	Oral Exam	
Teaching and Learning Methods	Seminar	
Essential Reading	Verger, A., Fontdevila, C., & Zancajo, A. (2016). <i>The privatization of education: A political economy of global education reform</i> . Teachers College Press.	
Relevant Journals	Journal of Entrepreneurship in Education  International Journal of Educational Technology and Entrepreneurship	

	Educational Technology & Society
Classroom & material requirements	Technology Access: Computer labs, interactive whiteboards, projectors.  Partnerships: Access to primary and secondary school classrooms for practical application.
School	emlyon business school
Responsible for Module	
Exam Semester	4th Semester
Module	Noémie Rondeau, Nicolas Badré (Tandem Lead)
Coordinator	
Course Content (distributed over 12 Course Units)	<ol style="list-style-type: none"> <li>1 Introduction to entrepreneurship. Snapshot on the “Palo Alto methodology”</li> <li>2 Problem-Solving in Education. Identifying and address educational challenges to transform them in business opportunities</li> <li>3 Market Analysis and opportunity identification in education. Market simulations based upon educational tech and non tech data. Frame business opportunities.</li> <li>4 From idea to scale up. Understand the planning phases to start, grow, scale and analyze risks</li> <li>5 Legal frameworks, contractual obligations and agreements, financial engineering, risk management and compliance</li> <li>6 Development strategies for EdTech. Implementation roadmap, resource allocation, stakeholder management</li> <li>7 Development strategies for new schools / educational models. Implementation roadmap, resource allocation, stakeholder management</li> <li>8 Scale up existing companies and schools. Focus on market expansion and sustainability</li> <li>9 On-boarding stakeholders. Developing convincing prototypes, prototypes and demonstrations</li> </ol>

10	Design, build, and lead a startup team. Entrepreneurial mindset. Impact assessment and change management
11	Practical Application: Integrating and applying knowledge gained throughout the course to develop a capstone project that addresses a real-world educational challenge
12	Wrap-up/Feedback/Exam preparation

#### Master's Thesis

Learning Outcomes	Upon completion of the module, students will be able to...	Level
	L1: Work on a complex research task in a theoretically substantiated and methodically well thought-through manner.	3
	L2: Implement the acquired scientific as well as practice-oriented knowledge addressing research gaps identified by a thorough analysis of existing literature.	3
	L3: Develop creative education solutions for real-life challenges based on a synopsis of scientific insights, societal needs, and pedagogical as well as technological innovation.	6
Course Content	<p>Preparing an academic paper on a relevant and up-to-date theme.</p> <p>The paper is expected to convey new academic insights with practical relevance. In principle, it should fulfil the requirements necessary for publication in an academic journal or as industry report.</p> <p>The paper shall be defended in an oral exam.</p>	
Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital	6

	transformation and being exposed to increasing uncertainty.	
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	6
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	6
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	5
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this module
	K1: Academic knowledge	5
	K2: Knowledge in professional practice	4
	K3: Methodological skills (research)	5
	K4: Methodological skills (professional practice)	4
	K5: Social skills	3
	K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester	
When Offered	Twice per academic year	
ECTS Credits	15 ECTS	
Prerequisites/ Recommendations	Meeting the requirements for registering on the Master's thesis according to ASPO and SPO	
Total Workload	450 h [50 CH / 400 SH]	
Study Semester	4 <sup>th</sup> Semester	



Type of Module	Compulsory
Teaching Language	English
Type of Assessment	Project Thesis (Master's Thesis (80%), defense (20%))
Teaching and Learning Methods	Individual support
Essential Reading	Daniel, B. K., Harland, T. & Wald, N. (2024). <i>Higher Education Research Methodology: A Step-By-Step Guide to the Research Process</i> . Routledge.
Relevant Journals	Depends on the research question
Classroom & material requirements	None
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	4 <sup>th</sup> Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Task	Students develop their master thesis following the approach described in their exposés.

A master thesis always consists of (1) literature research on the theoretical context and key terms as well as extant empirical findings,

(2) clear articulation of a research gap and the specific research question chosen, (3) selection of a method for empirical research, (4) description of the methodological approach and the quality of data, (5) documentation of results and their discussion in the light of the theoretical context, (6) conclusions with summary of contribution to academic knowledge, practical implications, limitations, and outlook on further research.

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The total number of points for the grading shall be subdivided in at least ten subdimensions to allow for a differentiated grading.

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## Internship

Learning Outcomes	After completing this module, students will be able to	Level
	L1: Apply the knowledge and skills acquired in the study programme in practice.	3
	L2: Develop concrete goals and plans for later employment.	6
	L3: Evaluate and critically reflect the tasks performed in the internship.	5
	L4: Work together in a team and in a professional environment.	4

Objectives of the specific study programme	Description	Relevance of this module for overall objective
	Objective 1: To critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.	4
	Objective 2: To conceptualise learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.	3
	Objective 3: To analyse issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.	5
	Objective 4: Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism.	6
Competencies	Type of competency	Relevance
	Rating of competencies according to part 1 of this document	in this

	module
K1: Academic knowledge	3
K2: Knowledge in professional practice	5
K3: Methodological skills (research)	3
K4: Methodological skills (professional practice)	5
K5: Social skills	5
K6: Personal skills (e.g. reflection, organisation)	4
Module Length	1 Semester
When Offered	Twice per academic year
ECTS Credits	10 ECTS
Prerequisites/ Recommendations	None
Total Workload	300 h
Study Semester	4th Semester
Type of Module	Compulsory
Teaching Language	English
Type of Assessment	Project Thesis
Teaching and Learning Methods	Work experience in a company
Essential Reading	Depends on the research question
Relevant Journals	Depends on the research question
Classroom & material requirements	None
Recommended Seminar	Depends on the research question
Literature for	

Student Presentations	
Recommended Exercises	Depends on the research question
School	European University Cyprus
Responsible for Module	Macromedia University of Applied Sciences
Exam Semester	4th Semester
Module	Loizos Symeou
Coordinator	Castulus Kolo
Task	The students deliver a reflection paper on their internship and relate their practical learnings to the competencies acquired during the study programme.

## Annex 2. Study and examination regulations

<sup>1</sup>The Academic Committee for the Master's programme Innovation and Technology for Education approved and published the following study and examination regulations on XX/XX/XXXX. <sup>2</sup>They are valid for all students of the programme who begin their studies as of the winter semester 2025/26.

### § 1

#### Scope and purpose of the study and examination regulations

<sup>1</sup>These study and examination regulations apply to the Master's programme Innovation and Technology for Education.

### § 2

#### Purpose of a Master's study programme in general

<sup>1</sup>While the Bachelor's degree leads to a first professional qualification, the Master's degree leads to an additional professional and research qualification. <sup>2</sup>The module examinations of the Bachelor's degree programme determine whether the candidate has acquired the thorough subject knowledge necessary for the transition to professional practice, has an overview of the contexts of his/her subject area and has the ability to independently apply scientific methods and findings. <sup>3</sup>The Master's examination is the professional and research qualification of the Master's programme. <sup>4</sup>The module examinations of the Master's degree programme determine whether the candidate has acquired the qualified specialist knowledge required for the transition to professional practice, has an overview of the contexts of his/her subject area and has the ability to work independently in a scientific manner using scientific methods and findings.

### § 3

#### Aim of study of the Master's programme in Innovation and Technology for Education

<sup>1</sup>The degree programme aims to:

<sup>2</sup>Develop transformative leaders capable of driving educational innovation across various sectors, including K-12, higher education, corporate learning, and EdTech.

<sup>3</sup>Equip students with the skills to design, implement, and manage innovative educational solutions that address current and future challenges in the field.

<sup>4</sup>Foster a deep understanding of the intersection between education, technology, and societal needs.

<sup>5</sup>Cultivate an entrepreneurial mindset that enables graduates to create and scale impactful educational ventures.

<sup>6</sup>Promote research-based approaches to educational innovation and policy-making.

#### § 4

#### Qualification and admission requirements

<sup>1</sup>The study programme Innovation and Technology for Education can be started by those who can provide evidence of a first university degree or an equivalent degree that corresponds at least to a Bachelor's degree with 180 ECTS and who can provide a proof of English language proficiency (by university entrance qualification obtained in English or English language Examination corresponding to level B2 in the European Framework of Reference). <sup>2</sup>All further details on admission are regulated by the corresponding Admission and Enrolment regulations.

## § 5

### Structure of the degree programme and standard period of study

- (1) <sup>1</sup>The standard period of study is four semesters.
- (2) <sup>1</sup>The scope of the examinations to be taken in the Master's degree programme is 120 ECTS. <sup>2</sup>According to the module plan, a total of 30 ECTS are acquired per semester.
- (3) <sup>1</sup>Since the award of the Master's degree requires the acquisition of a total of 300 ECTS, the study programme can be started by those who can provide evidence of a first university degree or an equivalent degree that corresponds at least to a Bachelor's degree with 180 ECTS.
- (4) <sup>1</sup>The degree programme is offered in English. <sup>2</sup>All modules, courses and examinations are held in English.
- (5) <sup>1</sup>The Master's programme enables all students to specialise by offering different fields of study/compulsory elective module complexes. <sup>2</sup> Students choose one topical specialisation module out of four topical specialisation modules each comprising 10 ECTS and one sectorial specialization module complex out of three sectorial specialization module complexes comprising 15 ECTS.
- (6) <sup>1</sup>The choice of field of study is made at the beginning of the degree programme in the application for admission. <sup>2</sup>A subsequent change of the field of study must be applied for.
- (7) <sup>1</sup>In accordance with § 13 paragraph 1 of the present regulations, admission to the module examinations is granted to those who are duly enrolled in the degree programme in accordance with the applicable regulations, who have registered to attend the respective modules or courses, if applicable, and who have submitted the certificates of achievement that may be required for attending individual modules. <sup>2</sup>In the Master of Innovation and Technology for Education degree programme, admission requirements must be met for the following module and the associated examination:

Module: Master Thesis [Master Thesis]



- The requirements for registration for the Master's thesis according to § 22 paragraph 2 must be fulfilled.

## § 6 Modules and Credits

(1) <sup>1</sup>The study programme is modular. <sup>2</sup>Modules usually consist of a self-contained teaching unit, each of which is defined by learning objectives described as competences, knowledge, skills and abilities. <sup>3</sup>Teaching units consist of courses and self-study components and are completed by an examination. <sup>4</sup>If study and/or or examination achievements are prerequisites for module examinations, this is indicated in the present study and examination regulations.

(2) <sup>1</sup>The degree programme includes compulsory modules and compulsory elective modules.

- Compulsory modules are those modules that are compulsory for all students of a degree programme.
- Elective modules are those modules offered individually for topical specialisation and those modules offered in the complex that are compulsory for a specific sectorial specialisation within a degree programme.

(3) <sup>1</sup>Credits are assigned to each module in accordance with § 32 Para. 2 LHG. <sup>2</sup>Credits are the quantitative measure of the student's workload. <sup>3</sup>The number of credits is based on the average amount of work that students have to do for the respective module. <sup>4</sup>The workload includes participation in courses as well as preparation and follow-up time for courses, exam preparation, completion of coursework and exams as well as all types of self-study.

(4) <sup>1</sup>The credit system corresponds to the European Credit Transfer System (ECTS) - European system for the transfer and accumulation of study credits. <sup>2</sup>One credit corresponds to a student workload of 30 hours.

(5) <sup>1</sup>The details about respective modules, the workload, the ECTS points to be achieved and other provisions are specified for the programme in the appendix of these study and examination regulations.

(6) <sup>1</sup>There is no right to claim that all scheduled compulsory elective modules and compulsory elective module complexes are offered.

(7) <sup>1</sup>The following standardised, regular teaching formats may be used within

the framework of modules:

- Lectures
- Seminars
- Exercises
- Workshops

<sup>2</sup>In addition, supporting events can be offered:

- Non-Academic Support
- Tutorials

## § 7

### Module plan and curriculum

<sup>1</sup>In order to ensure the courses offered and to provide information for students, a module plan and a curriculum shall be drawn up, which are not part of the study and examination regulations and which detail the course of study. <sup>2</sup>The module plan and the curriculum shall be decided by the competent faculties and shall be made public for the students. <sup>3</sup>The announcement of new regulations must be made at the latest at the beginning of the semester which they affect for the first time. <sup>4</sup>The module plan contains, in particular, regulations and information on the distribution of the semester hours per week and the ECTS- points per module and study semester, the curriculum provides information on the type of courses in the individual modules as well as the prerequisites to be fulfilled, the study objectives, study contents, the acquisition of competences and the learning levels of the individual modules.

## § 8

### Practical semester in the Innovation and Technology for Education degree programme

(1) <sup>1</sup>The practical study semester includes a practical module integrated into the Master's degree programme and is regulated by the accrediting institutions as part of the Joint Degree, as well as further supplementary courses. <sup>2</sup>The practical study semester takes place in the fourth semester. <sup>3</sup>The practical module is a training section with specific content, which is usually completed in companies or in other institutions of professional practice outside the university in the national or international area. <sup>4</sup>During the practical study semester, students remain enrolled at the Consortium with the resulting rights and obligations. <sup>5</sup>Before the start of the practical semester, the corresponding internship contract must be submitted to Internship Office of the Consortium for review.

(2) <sup>1</sup>The internship module covers a continuous period of 10 to a maximum of 13 weeks. <sup>2</sup>The daily working hours in the internship placement or in the company correspond to the usual working hours of the company for full-time employees.

(3) <sup>1</sup>The practical semester is completed with the submission or acceptance of the practical report. <sup>2</sup>The scope of the practical report is a minimum of five and a maximum of ten pages. <sup>3</sup>The practical report must be checked, commented on and signed by both the supervisor in the company and the supervisor of the Consortium.

(4) <sup>1</sup>The recognition and crediting of internships, relevant vocational training and other professional activities completed before the start of the degree programme towards the practical study semester are regulated according to § 10 of these regulations. <sup>2</sup>If the practical study semester is completed through recognition, the student is not entitled to shorten the study programme.

## § 9

### Compulsory semester abroad in the Innovation and Technology for Education degree programme

(1) <sup>1</sup>The semester abroad is a compulsory part of the Master's programme. <sup>2</sup>During their stay abroad, students remain enrolled at the higher education institution as regular students with the resulting rights and obligations. <sup>3</sup>The compulsory semester abroad is completed within the framework of a procedure organised by the Academic Committee. <sup>4</sup>It is to be completed according to the module plan in the third semester at a higher education institution abroad from the consortium with which a cooperation agreement exists, or at an accredited campus abroad of the higher education institution (both named partner higher education institution). <sup>5</sup>There is an option for an additional semester abroad.

(2) <sup>1</sup>If the transcript of records shows that an examination was not passed at the partner university, the respective examination assigned in the learning agreement at the university is deemed to have been failed for the first time. <sup>2</sup>The corresponding repeat examinations must be taken in the following semesters at the university. <sup>3</sup>If necessary, several examinations at the university can correspond to one examination at the partner university. <sup>4</sup>The examinations to be made up are listed in the addendum to the Learning Agreement.

(3) <sup>1</sup>First and second repeat examinations within the meaning of § 12 Para. 4 shall be taken at the next possible time after the semester abroad in the case of attendance of the compulsory semester abroad.

## § 10

### Recognition and crediting of study and examination achievements

(1) <sup>1</sup>Periods of study, coursework and examinations as well as degrees obtained in another degree programme at the consortium's universities or in degree programmes at other state or state-recognised universities and universities of cooperative education in the Federal Republic of Germany, or in degree programmes at foreign universities, may be credited upon application,

provided that there is no significant difference between the acquired competences and the achievements or degrees that are being replaced.

(2) <sup>1</sup>Competences acquired within the framework of other further education studies or outside the higher education sector may be credited upon application if they are equivalent to the corresponding examination achievements of the respective degree programme. <sup>2</sup>Competences acquired outside the higher education sector may replace no more than half of the study and examination performance to be verified.

(3) <sup>1</sup>For the recognition of study and examination achievements at a foreign higher education institution, a transcript of records issued by the foreign higher education institution or comparable proof must be submitted together with the application for recognition after completion of the stay abroad. <sup>2</sup>This regulation does not apply to the acceptance of regular study and examination achievements acquired during the compulsory semester abroad at the higher education institution. <sup>3</sup>Study and examination achievements within the framework of the compulsory semester abroad are accepted as provided for in the Addendum to the Learning Agreement.

(4) <sup>1</sup>Periods of study and training, study, training and examination achievements shall be recognised without an equivalence test if they have been completed in courses of study and training which are recognised by the higher education institution as being of the same nature as the course of study concerned.

(5) <sup>1</sup>If study and examination achievements are credited, the grades - insofar as the grading systems are comparable - are to be transferred and included in the calculation of the overall grade in accordance with the present study and examination regulations. <sup>2</sup>Grades for examination performances which cannot be transferred or determined shall be disregarded in the calculation of the overall grade. <sup>3</sup>The transferred grades are marked and the fact of the transfer is noted on the transcript.

(6) <sup>1</sup>The recognition and crediting of study and examination achievements as well as other competences must be applied for electronically at the Subcommittee Academic Quality Assurance. <sup>2</sup>The application must be submitted at the latest by the time of the first examination registration for the examination achievements concerned.

(7) <sup>1</sup>A relevant internship that has already been completed as part of a degree programme at a state or state-recognised higher education institution can be credited to the practical study semester at the higher education institution upon application, unless there are significant differences with regard to the competences acquired (learning objectives). <sup>2</sup>The application must be submitted to the Subcommittee Academic Quality Assurance at least four months before the start of the practical study semester scheduled in the module plan.

(8) <sup>1</sup>The application for crediting a relevant vocational training completed prior to the degree programme or a twelve-month predominantly related practical professional activity completed prior to the degree programme towards the practical study semester must be submitted electronically to the Subcommittee Academic Quality Assurance at least four months before the start of the practical study semester scheduled according to the module plan.

(9) <sup>1</sup>The recognition of study periods, study and examination achievements as well as other competences is carried out by the Subcommittee Academic Quality Assurance. <sup>2</sup>In the case of a negative decision, a reason for the refusal of recognition shall be listed.

(10) <sup>1</sup>If recognition or crediting of competences is refused, the person concerned may apply for a review of the decision by the Academic Committee, insofar as the crediting does not concern a degree programme which is concluded with a state or ecclesiastical examination; the Academic Committee shall make a recommendation to the body responsible for the decision on crediting for the further handling of the application. <sup>2</sup>Section 35 (1) LHG shall apply.

## § 11 Examinations

(1) <sup>1</sup>The Master's degree programme is composed of modules whose assigned ECTS are generally acquired by passing the respective module examination. <sup>2</sup>Each module generally concludes with a module examination or is assessed with pass/no pass based on the fulfilment of certain requirements according to the syllabus.

(2) <sup>1</sup>In terms of their form, the examination performances are designed to cover different knowledge and skills. <sup>2</sup>The forms of examination practised in the individual degree programmes shall address the different subject-specific, interdisciplinary and key competences in their entirety.

(3) <sup>1</sup>The module examinations scheduled for each semester according to the regular module plan are listed in Annex 1 of the present study and examination regulations.

## § 12 Timing of examinations, deadlines, repetitions

(1) <sup>1</sup>By the end of each semester, examinations shall be offered at least in those modules that count as a semester according to the regular course of study. <sup>2</sup>Examinations usually take place in an examination period at the end of the lecture period. <sup>3</sup>Examinations, in particular coursework and project work, which according to their purpose are to be completed during the lecture period, may be held during the lecture period.

(2) <sup>1</sup>Within four weeks after the start of the lecture period, the Academic Committee shall announce the examinations to be held in that semester, the examination period, the examiners, the type of examinations, insofar as these are to be specified according to the present study and examination regulations, and their dates as advance information. <sup>2</sup>The announcement is usually made in a suitable form at the respective campus as well as by publication on the communication platform for students, taking into account the corresponding data protection regulations. <sup>3</sup>If the examination takes place outside the examination period, this must be explicitly pointed out. <sup>4</sup>The dates of examinations that take place outside the examination period must be announced by the Subcommittee Academic Quality Assurance at least two weeks before the examination date. <sup>5</sup>A change of examiners, examination date or examination venue that becomes necessary at short notice for compelling reasons is permissible and must be announced immediately. <sup>6</sup>The central examination schedule for the examination period shall include all examinations that are scheduled according to the regular module plan. <sup>7</sup>The binding announcement of the central examination schedule shall be made no later than four weeks before the start of the examination period.

(3) <sup>1</sup>If a final grade of "not sufficient" was achieved in a module examination, this examination can be repeated twice as long as it is not the Master's thesis. <sup>2</sup>A third repetition of a module examination is excluded.

(4) <sup>1</sup>As a rule, first resits shall be taken within a maximum of six months or within the following examination period. <sup>2</sup>Second re-examinations shall be taken within a period of twelve months after the result of the assessment of the previous re-examination has been announced. <sup>3</sup>After completion of the standard period of study, automatic registration for the repeat examinations takes place.

(5) <sup>1</sup>The processing time for the Master's thesis is specified in § 22 of the present study and examination regulations. <sup>2</sup>The candidate may apply in writing to the Subcommittee Academic Quality Assurance for an extension of the processing time if there are no justifiable reasons.

(6) <sup>1</sup>If the final grade in the Master's thesis is "not sufficient", the Master's thesis can be repeated once with a new topic. <sup>2</sup>In this case, the oral examination for the final thesis must also be repeated. <sup>3</sup>A second repetition of the Master's thesis is excluded. <sup>4</sup>The processing period for the Master's thesis to be repeated usually begins no later than six months after the announcement of the assessment of the first Master's thesis.

(7) <sup>1</sup>If the planned module examinations, including the Master's thesis, are not taken within two semesters after completion of the standard period of study, the Master's examination is deemed to have been failed for the first time.

(8) <sup>1</sup>The deadlines for taking repeat examinations are not interrupted by a leave of absence or exmatriculation, unless the leave of absence or exmatriculation

is due to reasons within the meaning of Para. 14 Sentence 1. <sup>2</sup>If students exceed the deadlines according to Para. 9, the examination shall be deemed to have been repeated and not passed. <sup>3</sup>Paragraph 14 applies accordingly to extensions of the deadline.

(9) <sup>1</sup>The periods under subsection 4, first sentence, subsection 6, first and second sentences, subsection 8 and subsection 9 may be reasonably extended on application if they cannot be complied with due to pregnancy, bringing up a child, an existing disability, illness, the care of relatives in need of care within the meaning of section 7 subsections 3 and 4 of the Nursing Time Act (PflegeZG) or other reasons for which the employer is not responsible. <sup>2</sup>The existence of the reasons must be substantiated. <sup>3</sup>In the event of illness, a medical certificate must be submitted within 14 days of the first day of illness. <sup>4</sup>The Academic Committee determines what information the medical certificate must contain; the regulation is to be made public at the university. <sup>5</sup>The university may require a certificate from a specific doctor (medical examiner). <sup>6</sup>An extension of the time limit is to be refused if, according to the overall circumstances, a successful completion of studies can no longer be expected. <sup>7</sup>The Subcommittee Academic Quality Assurance shall decide on the written request for an extension of the deadline. <sup>8</sup>If no extension is granted in accordance with Para. 4 Sentence 1 and Para. 9 or if the extended deadline is not met, the examination performance or the examination is deemed to have been failed.

### § 13

#### Registration and admission to examinations

(1) <sup>1</sup>Admission to the examinations is granted to those who are duly enrolled in the degree programme in accordance with the applicable regulations.

(2) <sup>1</sup>Admission to module examinations shall be refused if the prerequisites or procedural requirements specified in Para. 1 are not fulfilled or the documents are incomplete. <sup>2</sup>If the contract with the university is terminated, participation in examinations is automatically excluded.

(3) <sup>1</sup>The requirements for admission to the Master's thesis result from §22 in the present study and examination regulations.

(4) <sup>1</sup>For all regular examinations in Master's degree programmes, students are automatically registered if paragraph 1 applies. <sup>2</sup>The registration procedure for the Master's thesis is regulated in §22 of the present study and examination regulations.

(5) <sup>1</sup>The examination is deemed to have started with the automatic registration.

(6) <sup>1</sup>Digital registration, which must be carried out independently by the student, is required for each resit examination so that the resit examination can be taken.

<sup>2</sup>Exceptions are regulated in §12, paragraph 4. <sup>3</sup>Registration for the repeat examinations takes place on the dates set by the Academic Committee.

(7) <sup>1</sup>At the beginning of the examination, the examiners or the invigilator have the right to demand that the persons to be examined identify themselves.

(8) <sup>1</sup>Students on leave of absence are entitled to take examinations in accordance with §61 Para. 2 LHG. This only applies to first or second repeat examinations.

## § 14

### Withdrawal and default

(1) <sup>1</sup>Students can usually withdraw from an examination electronically or at the examination office up to six weeks before the examination period without incurring any disadvantages as a result. <sup>2</sup>The date of withdrawal is announced in each semester and is binding. <sup>3</sup>The Master's theses as well as second repeat examinations are excluded from deregistration within the meaning of sentence 1.

(2) <sup>1</sup>An examination performance is assessed as "not sufficient" (5.0) if the student

- withdraws from an examination after the deregistration deadline pursuant to Para. 1 Sentence 2 or after the beginning of the examination,
- missed an examination date,
- fails to complete a written examination within the specified processing time,

unless the rescission or failure was due to reasons beyond their control.

(3) <sup>1</sup>The reasons for withdrawal or failure to attend in accordance with Para. 2 must be notified to the Subcommittee Academic Quality in writing without delay and must be made credible. <sup>2</sup>In case of illness, a medical certificate, usually with the date of issue of the corresponding examination day, or a certificate covering a period of illness, including the day of the examination, must be submitted within 14 days after the first day of illness. <sup>3</sup>In the case of illness of a child to be brought up or a person to be cared for, credible evidence, such as a medical certificate, must be submitted. <sup>4</sup>Any incapacity to take an examination that occurs during a written or oral examination must be reported to the examination supervisor; this does not affect the obligation to notify the Subcommittee Academic Quality Assurance and to provide credible evidence of the reasons. <sup>5</sup>In the event of an inability to take an examination during a written or oral examination, a medical certificate dated from the day of the examination in question must be submitted. <sup>6</sup>If the examination performance in question is a project work, the corresponding proof in accordance with sentences 1 and 2 must have been received electronically by the Subcommittee



Academic Quality Assurance by the submission deadline at the latest.

(4) <sup>1</sup>An effective withdrawal from a Master's thesis is only possible once due to pregnancy, bringing up a child, illness, an existing disability, the care of relatives in need of care within the meaning of Section 7 (3) and (4) of the Nursing Time Act (PflegeZG) or other reasons for which the student is not responsible. <sup>2</sup>The existence of the reasons must be substantiated. <sup>3</sup>In the event of illness, a medical certificate must be submitted within 14 days of the first day of illness. <sup>4</sup>The Academic Committee determines what information the medical certificate must contain. <sup>6</sup>The regulations are to be made public at the university. <sup>7</sup>The university may request a certificate from a specific doctor (medical examiner). The Subcommittee Academic Quality Assurance decides on the withdrawal requested in writing. <sup>8</sup>The relevant application must be submitted to the Subcommittee Academic Quality at the latest one week before the deadline for submission of the thesis. <sup>9</sup>The reasons must be credibly proven in accordance with § 12 Para. 9.

## § 15

### Violations of examination regulations

(1) <sup>1</sup>If students attempt to influence the result of an examination by cheating or using unauthorised aids to their own or another's advantage, the examination in question will be graded "not sufficient" (5.0). <sup>2</sup>Students who disrupt the orderly course of an examination can be excluded from continuing the examination by the examiners or invigilators; in this case, the examination will also be graded "not sufficient" (5.0).

(2) <sup>1</sup>In serious or repeated cases of Paragraph 1, the Academic Committee may exclude the student from taking further examinations; in the latter case, the student shall be exmatriculated in accordance with § 62 Paragraph 3 No. 4 LHG.

(3) <sup>1</sup>If the requirements for admission to an examination were not fulfilled without students intending to deceive, and if this fact only becomes known after the certificate has been issued, this defect is cured by passing the examination. <sup>2</sup>If students have intentionally obtained admission unlawfully, the Academic Committee shall decide on the withdrawal of unlawful administrative acts in compliance with the general principles (Art. 48 Para. 1 Administrative Procedure Act for Baden-Württemberg (LVwVfG)).

## § 16

### Compensation for disadvantages, Protective provisions

(1) <sup>1</sup>The type and severity of a disability or a chronic illness shall be taken into account in the examination procedure. <sup>2</sup>If the candidate credibly demonstrates that he or she is unable to take the examination in whole or in part in the intended form due to a disability or a chronic illness, the Subcommittee

Academic Quality Assurance shall, upon written application, grant him or her the right to take the examination with additional aids, within an extended processing time or in another form. <sup>3</sup>A medical certificate may be required for this purpose. <sup>4</sup>The application must be submitted at the beginning of the study programme, at the latest, however, four weeks after the beginning of a semester.

(2) <sup>1</sup>The protective provisions according to §§ 3, 4, 6, 7 and 8 of the Maternity Protection Act (Mutterschutzgesetz, MuSchG) in its respective applicable version shall apply accordingly. <sup>2</sup>Students shall be allowed to take parental leave in accordance with the Federal Parental Allowance and Parental Leave Act (Bundeselterngeld- und Elternzeitgesetz) as amended from time to time. <sup>3</sup>The use of parental leave and its duration must be declared to the respective university at least seven weeks before the start of the parental leave.

(3) <sup>1</sup>In accordance with § 32 Para. 3 No. 3 LHG, the consortium allows students with children or relatives in need of care within the meaning of § 7 Para. 3 and 4 of the Nursing Time Act (PflegeZG) flexible time limits. <sup>2</sup>Further details are regulated in § 12 Para. 9 of these regulations.

## § 17

### Types of examination performance

(1) <sup>1</sup>Examinations must be taken orally or in writing.

(2) <sup>1</sup>Examinations may be conducted as group examinations. <sup>2</sup>The contribution of the individual to be assessed as an examination performance must be substantial, clearly delineated as an individual examination performance and assessable in its own right.

## § 18

### Oral examination performances

(1) <sup>1</sup>In oral examinations, candidates shall answer individual questions on selected representative sub-areas of the examination subject matter or on interrelations between these sub-areas. <sup>2</sup>Within the framework of the oral examination performance, tasks may be set to a reasonable extent for written treatment, if this does not cancel out the oral character of the examination. <sup>3</sup>An oral examination performance may also include a presentation, a case analysis, a poster session, an examination discussion or a presentation with subsequent discussion.

(2) <sup>1</sup>Students who wish to take the same oral examination at a later examination date may be admitted as listeners in accordance with the spatial and technical conditions: inside, unless the examination candidate objects. <sup>2</sup>However, admission does not extend to the consultation and announcement of the examination results to the examination candidate.

(3) <sup>1</sup>The oral examination within the scope of the Master's thesis takes place in public at the university, unless the thesis is marked with a blocking notice or the respective student does not agree to the oral examination taking place in public at the university. <sup>2</sup>If the thesis is written as a group thesis, the oral examinations for the thesis must be held separately for each member and not open to the public. <sup>3</sup>The subject of this oral examination is always the final thesis. <sup>4</sup>All means customary in lectures may be used for the oral examination. <sup>5</sup>A subsequent discussion may take place, in which problems connected with the set topic may be addressed.

(4) <sup>1</sup>The duration of the oral examination performance shall be per candidate: in a minimum of 15 and a maximum of 60 minutes.

(5) <sup>1</sup>Oral examinations shall be taken by at least two examiners or before one examiner in the presence of an expert assessor. <sup>2</sup>The essential subjects and results of the oral examination performances shall be recorded in a protocol. <sup>3</sup>The result shall be announced to the candidate immediately after the examination. <sup>4</sup>In the case of the oral examination within the framework of the Master's thesis, the examiner must as a rule be authorised to conduct examinations and have the degree sought by the candidate to be examined.

## § 19

### Written examinations

(1) <sup>1</sup>Written examinations are all performance measurements to be taken in written form and include for the Master's programme Innovation and Technology for Education in particular written examinations, project work, project documentation, portfolios and practical reports.

(2) <sup>1</sup>Written examinations are performance assessments in which an appropriate number of tasks are to be completed in writing or by means of a computer using limited aids. <sup>2</sup>As a rule, written examinations are taken under supervision, with the exception of open book formats according to paragraph 4a. <sup>3</sup>If a candidate is up to 15 minutes late for an examination, he or she is not entitled to a corresponding extension of the examination time. <sup>4</sup>If a candidate is more than 15 minutes late for an examination, he or she is not entitled to take part in the examination; if the candidate is not responsible for the delay, an application may be made to cancel the examination attempt with appropriate evidence. <sup>5</sup>Leaving the examination room is only permitted with the permission of an invigilator. <sup>6</sup>The duration of the examinations is 60 to 180 minutes.

(3) <sup>1</sup>The permitted aids are determined by the Subcommittee Academic Quality Assurance; they are announced at least two weeks before the examination date.

(4) <sup>1</sup>Examinations can also be conducted as multiple-choice examinations.

<sup>2</sup>When preparing a multiple-choice examination - even a partial one - the following points in particular must be observed and agreed in writing by at least two examiners no later than four weeks before the examination date:

- the proportion of multiple-choice questions,
- the number of points to be obtained by answering the multiple-choice questions,
- the maximum number of possible answers per question; at least one of the possible answers must contain the correct solution.

<sup>3</sup>At the request of the Subcommittee Academic Quality Assurance, the Academic Committee shall decide for which examinations of the respective degree programme the multiple-choice procedure is permissible. <sup>4</sup>If a written examination is conducted using the multiple-choice method, it is passed if students have answered at least 50 out of one hundred of the examination questions correctly or if the total number of points of the students does not fall below the average examination performance in points of students who have taken this examination for the first time by more than 22 out of one hundred.

<sup>5</sup>The Subcommittee Academic Quality Assurance takes over the process of preparing the examination papers, has appropriate sample solutions prepared and determines the grading scale. <sup>6</sup>The task, sample solution and grading scale are to be released by the Subcommittee Academic Quality Assurance and deposited no later than four weeks before the examination date.

(4a)<sup>1</sup> Examinations can also be conducted as "Open Book" examinations without supervision, usually online. <sup>2</sup>"Open book" means that students may use aids of their choice to complete the exam, in particular textbooks, lecture notes, their own transcripts and internet queries. <sup>3</sup>Any cooperation with others, in particular through on-site discussions, telephone calls, chat via social media or e-mails, remains inadmissible. <sup>4</sup>"Open Book" examinations usually consist of transfer questions which must be answered independently using the knowledge and skills acquired in the module. <sup>5</sup>External sources, which also include transcripts prepared by oneself or together with third parties, may not be copied verbatim. <sup>6</sup>The Subcommittee Academic Quality Assurance may determine that the usual scientific rules of citation must be observed in the case of verbatim or analogous adoption of external texts. <sup>7</sup>When handing in the examination, the student must affirm in lieu of an oath that he or she has worked on the examination without outside help. <sup>8</sup>As a rule, a plagiarism check is carried out as part of the correction.

(5) <sup>1</sup>Project papers are independent scientific, conceptual or journalistic papers that are worked on over a longer period of time, usually limited to the duration of the module at the most; exceptions can be found in these study and examination regulations. <sup>2</sup>In project work, students should demonstrate the ability to produce more extensive written work, taking into account the basic principles of scientific work and managing the available time frame. <sup>3</sup>When

handing in the work, the students have to assure in writing that they have written the work independently and have not used any sources and aids other than those stated. <sup>4</sup>The scope and the processing time of the project work must be oriented to the ECTS points provided for the corresponding module. <sup>5</sup>One ECTS point corresponds to 2.5 pages. <sup>6</sup>One page is between 1,500 and 2,800 characters. <sup>7</sup>The ECTS points for the respective module can be found in Annex 1 (Examination regulations) of these study and examination regulations.

## § 20 Project work

(1) <sup>1</sup>The assignments for the project work are announced at the beginning of the lecture period of the respective semester. <sup>2</sup>The deadline for the project work is usually in the last week of the lecture period of the respective semester. <sup>3</sup>Exact dates are set by the Academic committee and announced by the Subcommittee Academic Quality Assurance.

(2) <sup>1</sup>Project papers are either scientific or practical papers. <sup>2</sup>Furthermore, they can be written as conceptual or design-oriented work.

(3) <sup>1</sup>The project work is generally written in English.

(4) <sup>1</sup>The assessment criteria are determined by the degree programme and published in an appropriate form.

(5) <sup>1</sup>In principle, group work is possible for up to five students. <sup>2</sup>Upon special request, the Subcommittee Academic Quality Assurance may approve a different group size. <sup>3</sup>For this purpose, an informal application must be submitted to the Subcommittee Academic Quality Assurance no later than four weeks before the submission deadline. <sup>4</sup>In the case of group work, it must always be ensured that the contribution of the individual group member is clearly marked.

(6) <sup>1</sup>Project work must be submitted on time. <sup>2</sup>Exact times and information on the type of submission will be announced in the course of the semester. <sup>3</sup>The submission date will be made a matter of record.

(7) <sup>1</sup>The deadline may be extended by up to two weeks on application if it cannot be met due to pregnancy, bringing up a child, illness or other reasons

for which the student is not responsible. <sup>2</sup>The reasons for the extension must be notified to the Subcommittee Academic Quality Assurance in writing and credible evidence must be provided. <sup>3</sup>In the event of illness, a medical certificate must be submitted within 14 days of the first day of illness. <sup>4</sup>The regular deadline is the last possible day on which an application for an extension of the processing period can be submitted. <sup>5</sup>Only days of illness during the processing period can be taken into account for the extension. <sup>6</sup>The Subcommittee Academic Quality Assurance decides whether the application is accepted or rejected.

## § 21

### Assessment of examination performances, formation of grades, passing and determination of the overall result

(1) <sup>1</sup>The individual examination performances are assessed by the respective examiners. <sup>2</sup>The following grades are to be used for the assessment of the examination performances; the same categorisation also applies to module grades:

1.0 to 1.5 = very good: an excellent performance

1.6 to 2.5 = good: a performance that is significantly above the average requirements

2.6 to 3.5 = satisfactory: a performance that meets average requirements

3.6 to 4.0 = sufficient: a performance which, despite its deficiencies, still meets the requirements

From 4.1 = insufficient: a performance that no longer meets the requirements due to significant deficiencies.

(2) <sup>1</sup>Examination performances that are assessed as "failed" are to be assessed by two examiners in the following cases:

- Examinations in the second retake attempt;
- Master's theses regardless of whether it is the first attempt or the first repetition;
- Examinations where there is a suspicion of cheating.

<sup>2</sup>If an examination has been assessed differently, the examiners shall agree on a common assessment. <sup>3</sup>If no agreement is reached, the grade shall be the arithmetic mean rounded down to one decimal place. <sup>4</sup>The assessment procedure shall be completed within the time limits set by the examination

board, unless there are valid reasons requiring a longer assessment period.  
<sup>5</sup>The assessment result is to be sent to the Subcommittee Academic Quality assurance office without delay.

(3) <sup>1</sup>The overall grade of the Master's examination is calculated from the average of the grades of the individual modules weighted by credit points according to the examination regulations of the respective degree programme. <sup>2</sup>Only the first decimal place after the comma is taken into account, all other places are deleted without rounding. <sup>3</sup>The practical module as well as modules assessed with pass / no pass are not taken into account in the calculation. <sup>4</sup>The weighting of the examination performance of the practical module is regulated in these study and examination regulations. <sup>5</sup>All module grades are included in the calculation of the overall grade.

(4) <sup>1</sup>The Master's examination is passed if all module examinations specified in Annex 1 of these study and examination regulations, including the module of the Master's thesis, have been passed.

(5) <sup>1</sup>It is not permitted to repeat examinations that have already been passed.

(6) <sup>1</sup>The following table is used as a basis for the conversion of grades into ECTS grades:

with a mean value of up to 1.5	= "A"	= "excellent"
with a mean value above 1.5 to 2.0	= "B"	= "very good"
with a mean value above 2.0 to 3.0	= "C"	= "good"
with a mean value above 3.0 to 3.5	= "D"	= "satisfactory"
with a mean value above 3.5 to 4.0	= "E"	= "sufficient"
with a mean value above 4.0	= "F"	= "fail"

(7) <sup>1</sup>In order to determine the distribution of overall grades achieved in a given programme or cohort, the higher education institution shall establish ECTS grading tables. <sup>2</sup>The ECTS grading table replaces the relative ECTS grades A to E recommended by the European Union in the context of the study reform. <sup>3</sup>The ECTS grading tables of the higher education institution are drawn up in accordance with the ECTS Users' Guide as amended from time to time.

## § 22 Master's thesis

(1) <sup>1</sup>The Master's degree programme includes a final thesis (Master's thesis).  
<sup>2</sup>The master's thesis is a scientific work that may include project components.  
<sup>3</sup>In the master's thesis, the candidate shall prove that he or she is able to independently work on a problem from the subject within a given period of time according to scientific methods and to adequately present the results.

(2) <sup>1</sup>Admission to the Master's thesis can be granted if at least 60 ECTS from the modules of the Master's programme are proven. <sup>2</sup>Furthermore, in addition to the online registration, an exposé on the chosen topic signed by the supervisor must be submitted by the deadline set by the Subcommittee Academic Quality Assurance. <sup>3</sup>Exact times and information on the type of submission will be announced in the course of the semester.

(3) <sup>1</sup>The beginning and end of the processing period shall be recorded when the topic of the respective paper is issued.

(4) <sup>1</sup>The processing time for the Master's thesis is four months for full-time studies. <sup>2</sup>The deadline can be extended by up to eight weeks upon application if it cannot be met due to pregnancy, bringing up a child, illness or other reasons beyond one's control. <sup>3</sup>The reasons for the extension must be notified to the Subcommittee Academic Quality Assurance in writing and credible evidence must be provided. <sup>4</sup>In the event of illness, a medical certificate must be submitted within 14 days of the first day of illness. <sup>5</sup>The regular deadline is the last possible day on which an application for an extension of the processing period can be submitted. <sup>6</sup>Only days of illness during the processing period can be taken into account for the extension. <sup>7</sup>The Subcommittee Academic Quality Assurance decides whether the application is accepted or rejected.

(5) <sup>1</sup>The Master's thesis is assessed by two examiners. <sup>2</sup>The first examiner must be a full-time lecturer at the university. <sup>3</sup>The second first examiner can also be a lecturer who fulfils the requirements according to § 47 Paragraph 1 and 2 LHG. <sup>4</sup>As a rule, the lecturer who assigned the Master's thesis topic is also the examiner for the Master's thesis. <sup>5</sup>The assessment of the Master's thesis is usually to be completed within four weeks after submission of the thesis.

(6) <sup>1</sup>The topic of the Master's thesis is set by an examiner appointed by the Subcommittee Academic Quality Assurance, who also supervises and assesses the thesis. <sup>2</sup>The Master's thesis is assessed by two examiners. <sup>3</sup>The final grade of the Master's thesis is the arithmetic mean of the grade of the first first examiner and the second first examiner. <sup>4</sup>A change of topic is only possible in justified exceptional cases (e.g. if an examination cannot be carried out due to previously unknown difficulties for which the student cannot be held responsible) and only within the first two weeks of the processing period. <sup>5</sup>The justification must be submitted to the Subcommittee Academic Quality



Assurance for a decision. <sup>6</sup>The processing time is extended if a change of topic occurs for reasons for which the student is not responsible.

(7) <sup>1</sup>As a rule, the Master's thesis is not a group thesis. Upon special request, the Subcommittee Academic Quality Assurance may approve a group work. <sup>2</sup>For this purpose, an informal application is to be submitted to the Subcommittee Academic Quality Assurance for a decision. <sup>3</sup>In the case of group work, it must always be ensured that the contribution of the individual group member is clearly marked.

(8) <sup>1</sup>The Master's thesis must be submitted to the Subcommittee Academic Quality Assurance in digital form by the deadline; the date of submission must be recorded. <sup>2</sup>Upon application to the Subcommittee Academic Quality Assurance, an additional submission in printed form may be approved in exceptional cases. <sup>3</sup>When handing in the thesis, the candidate shall certify in writing that he or she has written the thesis independently and has not used any sources or aids other than those indicated.

(9) <sup>1</sup>The Master's thesis will be assessed with the grade "insufficient" if it is not handed in on time.

(10) <sup>1</sup>If the Master's thesis was assessed with the grade "insufficient", it can be repeated once with a new topic. <sup>2</sup>In this case, oral examination for the thesis must also be repeated. <sup>3</sup>The processing period for the Master's thesis to be repeated usually begins at the latest in the examination period of the following semester after the assessment of the first Master's thesis has been announced. <sup>4</sup>If there is an effective withdrawal according to § 11 Para. 3, a new topic must be selected for the renewed submission of the Master's thesis. <sup>5</sup>As a rule, the new entry must be in the examination period of the following semester at the latest.

(11) <sup>1</sup>The defence of the Master's thesis in the form of an oral examination usually takes place two weeks after submission and is open to the public at the university. <sup>2</sup>The oral examination consists of a presentation that basically refers to the topic of the Master's thesis. <sup>3</sup>The presentation lasts 60 minutes per candidate and consists of a 30-minute lecture and a subsequent 30-minute discussion. <sup>4</sup>Detailed information on the type and conduct of the oral examination is published in the assignment at the beginning of the Master's semester.

(12) <sup>1</sup>The module "Master Thesis" is passed if the master thesis and the oral examination have each been assessed with at least "sufficient" (4.0). <sup>2</sup>The total score for the Master's thesis and the oral examination is 100 points each. Both the first initial examiner and the second initial examiner award a maximum of 50 points each for the written part and 50 points each for the Master's thesis

project. <sup>3</sup>The score for the written work is the arithmetic mean of the scores of the two examiners. <sup>4</sup>The total number of points for the module "Master Thesis" is calculated according to the weighting of the formula below.

$$X = (0.75 \times Y) + (0.25 \times Z)$$

X = total score

Y = points for the Master's thesis

Z = points for the oral examination

<sup>4</sup>The following grades are to be used for the assessment of the module "Master Thesis":

Points	Note	Description
96-100	1,0	very good
91-95	1,3	
86-90	1,7	good
81-85	2,0	
76-80	2,3	
71-75	2,7	satisfactory
66-70	3,0	
61-65	3,3	
56-60	3,7	Sufficient
50-55	4,0	
0-49	5,0	insufficient

## § 23

### Joint Master's Degree and Award Certificate

(1) <sup>1</sup>If all module examinations of the degree programme have been passed and 300 ECTS have been acquired together with the undergraduate degree, the academic degree "Master of Science" (M.Sc.) is awarded.

(2) <sup>1</sup>The universities shall issue a certificate on the award of the academic degree in accordance with the respective model in the Annex to these Regulations. <sup>2</sup>The chosen field of study shall be indicated on the certificate and report.

(3) <sup>2</sup>Students receive also a diploma in accordance with the consortium's model as well as a Diploma Supplement and a Transcript of Records. <sup>3</sup>The certificate and the transcript shall bear the date of signature and the seal of all the universities. <sup>4</sup>The certificate, the diploma, the diploma supplement and the transcript of records are electronically signed by the universities and made available to graduates for download.

(4) <sup>1</sup>The higher education institutions shall issue a Diploma Supplement in accordance with the "Diploma Supplement Model" of the European Union/Council of Europe/UNESCO. <sup>2</sup>The text agreed between the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany and the German Rectors' Conference shall be used as a representation of the national education system in the currently valid version. <sup>3</sup>The Diploma Supplement serves as supplementary information to the certificate and transcript and is intended to facilitate and improve the evaluation and classification of academic degrees, both internationally and nationally, for study and professional purposes.

(5) <sup>1</sup>For the calculation of the overall examination result, the final grades of all modules and the grade of the Master's thesis are weighted according to their ECTS credits.

(6) <sup>1</sup>According to ASPO §15 Para. 1, grades are given in whole numbers from 1 to 5. Grades may be lowered or raised by 0.3. <sup>2</sup>Excluded are the grades 0.7; 4.3; 4.7 and 5.3.

## § 24

### Inspection of the examination files

(1) <sup>1</sup>Within one year after completion of the examination procedure, the candidate may inspect the examination documents upon written application to the Academic Committee.

## § 25

### Opposition proceedings

(1) <sup>1</sup>Decisions notified to students in accordance with these examination regulations shall be justified.

(2) <sup>1</sup>The provisions of the Administrative Court Rules (VwGO), as amended from time to time, shall apply to appeals against the assessment of an examination performance.

## § 26

### Retention of examination documents

(1) <sup>1</sup>Written examinations, written performance records, Master's theses and records of oral examinations shall be kept for two years and shall generally be destroyed after expiry of the period, unless they are kept for university purposes with the consent of the student or if and as long as an objection or action has

*been filed against an examination decision and the proceedings have not been legally concluded. <sup>2</sup>Insofar as creative work was produced within the framework of the examinations, the obligation to retain only applies to the documentation to be produced in digital form.*

*(2) <sup>1</sup>Beyond the period specified in para. 1, a reduced examination record, in which a note of the enrolment period, examination completion, examination results, certificates, exmatriculation and, if applicable, the award of the academic degree are recorded, shall be kept for a period of fifty years; the record may also be kept in digital form.*

*(3) <sup>1</sup>The retention period according to Para. 1 begins with the end of the calendar year in which the student was notified of the assessment of the respective examination performance. <sup>2</sup>The retention period pursuant to para. 2 shall commence at the end of the calendar year in which the student was exmatriculated.*

## § 27

### Responsibilities for examination and examination administration

(1) <sup>1</sup>Responsible bodies for examination are the Academic Committee, the Subcommittee Academic Quality Assurance and the examiners.

(2) <sup>1</sup>The Subcommittee Academic Quality Assurance is responsible for supporting the Academic Committee, as well as for implementing their resolutions and decisions. <sup>2</sup>In addition, the Subcommittee Academic Quality Assurance notifies all students in examination matters and assumes other tasks assigned to it in the present examination regulations.

(3) <sup>1</sup>The examiners appointed by the Subcommittee Academic Quality Assurance are responsible for assessing the examination performance. <sup>2</sup>The task is incumbent on the examiners appointed for this purpose. <sup>3</sup>Admitted as examiners: are the full-time lecturers and lecturers commissioned with the implementation of the respective module in accordance with § 56 Para. 1 LHG as well as all other full-time lecturers of the universities in accordance with § 44 LHG. <sup>4</sup>In examination subjects in which practical knowledge and skills are predominantly taught, the Subcommittee Academic Quality Assurance may appoint as examiners other persons experienced in professional training and practice who themselves possess at least the qualification to be established by the examination or a qualification of at least equal value.

## § 28

### Entry into Force and Transitional Provisions

(1) <sup>1</sup>These Study and Examination Regulations come into force with effect from XX.XX.XXXX and apply to all students who begin their studies in the Master's programme Innovation and Technology for Education from the winter semester 2025/26.

Issued on the basis of the resolution of the Academic Committee of  
XX/XX/XXXX.

Place, XX.XX.XXXX

Prof. Dr. Max Mustermann

Chair of the Academic Committee

# Guidelines for Master Thesis

**Joint Master in Innovation  
and Technology for  
Education**

## Guidelines for Master's theses

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## 1

### Requirements of the examination regulations

(1) Essential aspects of the Master's thesis are regulated in the General Study and Examination Regulations (ASPO) in §8; §9; §10; §16; §17; §18 as well as in the Study and Examination Regulations (SPO) of the degree programme in §6.

(2) These guidelines serve to further specify and supplement them. The validity of the specifications in the ASPO and SPO remain unaffected and take precedence in any case.

## 2

### Objectives of and requirements for the Master's thesis

(1) The Master's thesis is an independent scientific work. The Master's thesis must therefore always contain a theoretical framework, even if a specifically practice-relevant question is worked on in cooperation with a company.

(2) With the Master's thesis, students show that they

- are familiar with advanced criteria of scientific work (e.g. citing AND reporting according to APA),
- are able to formulate problems and goals of an application-oriented research project,
- are able to independently conduct comprehensive and structured literature/material research - especially within the relevant specialist literature - and critically evaluate and assess literature,
- are able to select an approach appropriate to the research interest (quantitative for hypothesis-testing research interests, qualitative for hypothesis-generating research interests, and experimental (possibly based on created artefacts) for both hypothesis-generating and hypothesis-testing research interests,
- are able to independently create a logical study design for their research work,
- are able to independently find and apply theories (and, where appropriate, practical design approaches),
- are able to use a data collection method appropriate for answering the question,
- are able to apply multi-method approaches (triangulations),
- are able to operationalise the constructs used,
- are able to implement a clear and logical argumentation within the research report,
- have acquired advanced skills in descriptive and inductive data analysis and visualisation (e.g. multivariate analysis methods).

In this sense, purely conceptual work without a scientific foundation is already to be rejected by the expected supervising examiner when the topic is set or in the course of preparing an exposé or a proposal for a design project.

## 3

### Admission requirements

(1) Admission to the Master's thesis can be granted at the earliest when at least 45 ECTS in a Master's degree programme in which 90 ECTS are acquired by the end of the degree programme and at least 60 ECTS in a Master's degree programme in which 120 ECTS are acquired by the end of the degree programme can be proven (§6 Para. 2 SPO).

(2) In addition to the prerequisites stated in the ASPO and SPO of the degree programme, the exposé for the chosen topic signed by the examiner is a prerequisite for admission to the Master's thesis in the respective Master's degree programme (§6 Para. 2 SPO).

## 4

### Registration procedure

- (1) The registration procedure provides the submission of the exposé signed by the supervising examiner (see also section 7) via the submission management in the community (see also point 6 section 7a) as a prerequisite for registration.
- (2) The submission of the signed exposé takes place in the second week after the start of the semester or within the period specified by the Examination Commission. If the exposé is not submitted on time, the student is not admitted to the Master's thesis (See also point 5 section 2).
- (3) The general schedule in connection with the Master's thesis is published at the beginning of the semester in which the Master's thesis has to be written.

## 5

### Processing period

- (1) The processing time for the Master's thesis is four months for full-time studies and eight months for part-time studies. The period is counted uniformly for all students from the last possible day of registration.
- (2) An extension of the processing time for the Master's thesis by up to 8 weeks is possible in justified exceptional cases. For the submission of the exposé for the Master's thesis, an extension of up to 14 days is permitted in the case of illness or reasons for which the student is not responsible. A granted extension for the submission of the exposé does not extend the processing period for the Master's thesis. The complexity of the task (e.g. postponement or cancellation of expert interviews or in the provision of important information, late completion or delivery of objects of investigation, etc.) is in no case a sufficient reason.
- (3) An application for extension must be submitted online via the community. The application must be received online by the regular deadline at the latest. The Examination Commission decides whether the application is accepted or rejected.
- (4) A postponement of the deadline due to illness requires a medical certificate in addition to the application for an extension. The application and the medical certificate must be submitted online within two weeks of the first day of illness. Certificates issued subsequently or retroactively will not be accepted (the counting of sick days starts from the date of issue of the certificate). The submission date is the last possible day on which a request for an extension of the processing time can be made. Only days of illness during the processing period are taken into account for the extension. If the certificate was issued on the day of submission, only a one-day extension can be granted accordingly.
- (5) If the Master's thesis is not submitted on time, it shall be deemed to have been assessed as "insufficient" (5.0).

## 6

### Choice of topic and task

- (1) The topic of the Master's thesis is set by a professor of the university who then also acts as the examiner and supervises the thesis (see also section 7). The students can submit a proposal for this.
- (2) A reference to practical issues from the economy is explicitly desired.
- (3) The Master's thesis may also be based on a topic from the previous degree programme (projects) but may not contain substantial parts of content that have already been

assessed within the framework of other certificates.

(4) Theses that illuminate a specific topic of the university's research focus from different perspectives and thus particularly deepen it are also welcomed. Such topics are specially prepared by the supervising professors with regard to the task for each semester.

(5) If possible, an empirical study should serve as the basis for the work.

(6) The Local Heads of Faculty each ensure that a topic for the Master's thesis can be issued to all students. The topic of the Master's thesis is specified by the students in an exposé (see point 6 section 7). The topic can be developed by the students themselves or assigned by a supervising professor (see point 6 sections 8 and 9).

(7) The exposé

(a) shall contain the following information on a total of two to four pages:

- Working title,
- Relevance of the study (scientific, social, practical),
- Key issues,
- Authoritative sources on the topic (literature review),
- Theoretical framework of the Master's thesis (e.g. definition of the constructs used) and research guiding theory (for quantitative approaches),
- Planned procedure, study design,
- Outline proposal.

(b) The exposé is meant to ensure that the student and the intended supervising professor have the same understanding of the assignment. It is archived with the other registration formalities at the time of registration in the sense of an assignment in the examination office.

(8) Finding topics on your own

(a) Self-directed topic identification should be the norm.

(b) During the second to last semester, the students propose to a professor a topic of their choice for the Master's thesis. For this purpose, they submit a one-page exposé to the professor whose supervision is desired, which sufficiently specifies the topic.

(c) The requested professor can accept the supervision of the topic, modify the topic in discussion with the student or suggest that another professor be asked to accept the supervision (e.g. if there is agreement with the topic but supervision is not possible due to time constraints).

(d) The rejection of a topic formulated by the student in accordance with the guidelines for exposés requires a justification by the rejecting professor. The justification is not bound to any specific form.

(9) Assignment of topics by the Local Head of Faculty

Students who are unable to agree on a topic proposal of their own with a professor of their choice or whose topic proposal has been rejected can request a predefined topic via the Local Head of the Faculty of Media or the Faculty of Business. In any case, an exposé has to be prepared for this purpose as the basis for the application. The Local Head of the Business Faculty or Media Faculty decides who will supervise the work.

(10) Change of topic after submission of the exposé

(a) A change of topic is only possible in justified exceptional cases (e.g., if an examination cannot be carried out due to previously unknown difficulties for which the student is

not responsible) and only within the first two weeks of the processing period. This does not extend the processing time.

(b) The justification shall be submitted to the Examination Commission of the Master's programmes via the examination office for a decision.

## 7

### Supervision of the work

(1) The formal supervision of the Master's thesis can only be carried out by professors of the university. The supervising professor is also the first examiner of the Master's thesis. The actual supervision can also be carried out by an external lecturer who fulfils the conditions according to § 47, Paragraph 1, Sentences 1 and 2 of the Baden-Württemberg State University Act (LHG).

(2) After the submission of the exposé, the Examination Commission responsible assigns a second first examiner for the Master's thesis, based on the Local Head of Faculty's proposal (see point 17). The Head of Faculty shall coordinate this with the Chair of the Examination Committee. The distribution shall be made according to topics and competence at the location. In case of doubt, the Heads of Study Programmes should be consulted. The second first examiner is only responsible for the second first assessment of the Master's thesis and does not normally act as a supervisor.

(3) The supervising professor of the Master's thesis is the first examiner for the oral examination of the Master's thesis. In justified exceptional cases (illness of the first examiner, supervision of the Master's thesis by a professor from another location, external supervision of the thesis, etc.), the second first examiner is to be appointed as the examiner for the oral examination of the Master's thesis. If the second first examiner is also not available for the oral examination in justified cases, the Examination Commission responsible shall appoint a first examiner for the oral examination. If plagiarism is suspected, the supervising professor of the thesis must act as first examiner for the oral examination of the Master's thesis.

(4) In addition to individual meetings with the examiner, participation in a compulsory seminar is also part of the supervision of the thesis.

(5) Students have no right to be supervised by specific external examiners and/or professors.

(6) The Examination Commission may assign a new supervising professor to the student if the completion of the thesis is jeopardised by the originally agreed supervisory relationship.

(7) As a rule, a professor should not take on more than 10 Master's theses as first supervisor per location. As a rule, a first supervisor should always be assigned the same number of theses for second supervision as he/she has taken on as first examiner.

(8) For quality assurance reasons, 5 - 10 % of the second supervisors should come from another location.

## 8

### External work - Master's thesis in the company

(1) Master's theses in a company context are possible in principle. The students can be on site in the company to complete the thesis. The conditions for this on the part of the company are to be clarified by the students with the company. In any case, the guidelines

for Master's theses of the university apply.

(2) In any case, the supervision must also be undertaken by a professor of the university. The supervising professor is free to ask a company representative for an evaluation proposal (short report). No special form is provided for this.

(3) The assessment shall be carried out exclusively by the supervising professor and the second first examiner.

## 9

### Remuneration for external work

Master's theses are generally not remunerated unless the students make an agreement with a company in this regard. This does not result in any obligations on the part of the university.

## 10

### Rights and confidentiality clauses

(1) The rights of use for Master's theses are regulated in the document Important Notes and Information on Studying in a Master's Programme of the Consortium.

(2) In exceptional cases, confidentiality may be agreed with the company for external work. In principle, it may not exclude the examination bodies as well as the examination office from inspecting the Master's thesis. The information about such a blocking notice shall be noted by the student in the exposé at the time of registration for the Master's thesis.

## 11

### Group work

(1) As a rule, the Master's thesis is not a group work.

(2) Upon special application, the examination commission may approve a group work. For this purpose, an informal application must be submitted to the Examination Commission via the examination office for a decision no later than three weeks before the submission of the exposé.

(3) In the case of a Master's thesis in the form of a group thesis, the allocation to the respective shares of the participating students must be marked completely and comprehensibly, there must be an equal division of tasks, and the thesis must correspond to an individual thesis in terms of the effort of each individual group member.

## 12

### Scope and formatting requirements

(1) The text part of the thesis should be at least 45 pages (approx. 13,500 words/67,500 characters) and at most 65 pages (approx. 19,500 words/182,000 characters) excluding title page, table of contents, list of figures.

(2) Each paper starts with a title page. The title page should be prepared as in the file "Title Page". The work ends with an "Affidavit".

The work is to be structured as follows:

(a) Precede the table of contents:

- an English abstract on a separate page,
- on a separate page, a list of "Key words: ..., ...". (maximum five) and "Key words: ..., ..." (maximum five) to facilitate internal cataloguing of the Master's theses.

(b) The table of contents should show the logical structure of the work in main points and subdivisions. The individual sections of the thesis should be in a balanced relationship to each other.

(c) The table of contents is followed by a list of figures and tables.

(d) A list of abbreviations shall optionally be attached thereto.

(e) This is followed by the substantive chapters of the thesis, which generally begin with an introduction in which the structure of the thesis and the context are explained in each case.

(f) The substantive chapters are followed by the bibliography and any appendices.

## 13

### Information on the formatting of the work

#### 13.1 Paper size and printing

DIN A4, portrait format, printed on one side.

#### 13.2 Pleading

##### 13.2.1 Formatting the Body Text

The following formatting would be suitable for a scientific paper:

- Arial 11 point, Times New Roman 12 point
- each in justification justified with hyphenation. Line spacing 1.5 (exactly 18 pt.)
- Margins: The following areas must be kept free of print characters; top 2.0 cm; bottom 2.0 cm; left 3.0 cm; right 3.0 cm.
- Page numbers: bottom right or bottom centred, in the form: -page- or simply by indicating the page number (Arabic numerals).

##### 13.2.2 Formatting the footnote section (if applicable)

The footnote text is to be placed page by page below the body of the text and separated from it by a horizontal line.

Footnotes are formatted in the same font as the body text, but one font size smaller. The line spacing in the footnote section is single-spaced.

##### 13.2.3 Pagination

The title page, abstract/management summary, table of contents, bibliography, list of figures and list of tables are not paginated. Counting starts with the introduction and continues to the last page.

##### 13.2.4 Outline diagram

In structuring the chapter headings, the decimal classification is used (1; 1.1; 1.2. 1 etc.) with the following features:

1 First-order chapter heading, 16 pt. bold

1.1 Chapter heading second order, 14 pt. bold

1.1.1 Chapter heading third order, 12 pt. bold

Indentation of lower order chapter headings may, but need not, be made.

### 13.2.5 Figures, tables and statistical results

The internationally valid standards of the American Psychological Association (APA) serve as a reference for the presentation of figures, tables and statistical results. These are available online and free of charge in many forms and are published in full in the Publication Manual of the American Psychological Association.

Each pictorial representation is to be merged with the typography, in accordance with its own layout, to form an overall presentation that complies with the rules of visual communication.

## 14

### Prescribed citation

(1) The internationally valid standards of the "American Psychological Association" (APA) or "The Chicago Manual of Style" serve as a reference for the citation method and the bibliographical information. These are available in many forms free of charge online and are published in full, for example in the "Publication Manual of the American Psychological Association".

(2) Other professionally published citation and bibliography methods are permissible in exceptional cases, provided that this is advantageous for reasons relating to the specific thesis

(e.g. in the case of a planned publication), is agreed in advance with the respective lecturer and is explicitly stated in the Master's thesis at the appropriate place. Rules that have been published by a recognised scientific journal, a corresponding association or a renowned publishing house as obligatory for their publications are considered as "professionally published".

(3) In principle, it should be noted that the bibliography serves to make it possible to find the sources used in the text. Since the ability to check statements is of decisive importance for the quality of a scientific paper, great care should be taken in the citation method and the design of the bibliography. Insufficient, incomplete or even missing bibliographies are a serious deficiency.

(4) In the bibliography, only the sources referred to in the text are cited.

(5) Citation of online sources is possible in principle, as long as the citation style in the above-mentioned specialist literature is complied with.



## 15 Language

Master's theses are generally written in German or English. In the English-language study variant, the Master's theses are generally written in English. In the German-language study variant, the Master's theses are generally written in German. In consultation with the lecturer, Master's theses in the German-language study variant can also be written in English.

## 16 Delivery procedure

(1) The thesis must be submitted exclusively in digital form in duplicate in the designated examination rooms in the learning management system (LMS) by the deadline. In the learning management system, submission rooms are created for each professor. The thesis must be submitted once in the room of the first first examiner and once in the room of the second first examiner. Furthermore, a submission area for the appendices of the Master's thesis is provided in the submission rooms, if these cannot be easily integrated into the pdf version of the Master's thesis. The Master's thesis appendices are to be submitted in a zipped folder. The submission date will be recorded in the files.

(2) Upon submission, students shall guarantee in writing that they have written the Master's thesis independently, that they have not used any other sources or support except those described in the thesis, and that they have never submitted the thesis elsewhere before.

## 17 Evaluation of the Master's thesis

(1) The Master's thesis is always assessed by two examiners. The first first examiner must be a professor of the university. The second first examiner may be an independent lecturer who fulfils the conditions according to section 47, paragraph 1, sentences 1 and 2 of the Baden-Württemberg State University Act (LHG). The professor who has set the topic of the Master's thesis is also the first first examiner.

(2) The Examination Commission must approve the first first examiner and designate the second first examiner. The appointment of the second first examiner is based on guidelines set by the responsible Examination Commission. Students do not have the right to propose the second first examiner. The second first examiner should have a thematic relation to the Master's thesis. In the interest of quality management, second examiners are also appointed across campuses. The second first examiner shall receive the exposé submitted by the student for registration after their designation. In individual cases justified to the Examination Commission, the second first examiner can withdraw from the function as examiner within one week after receipt of the exposé. The Examination Commission shall immediately appoint a new second first examiner.

(3) The final grade of the Master's thesis is the arithmetic mean of the grade of the first first examiner and the grade of the second first examiner.

(4) In the case of a second correction following a mark of 5 by the first and second first examiners, in the event of a change of mark, the revised mark is obtained by calculating the arithmetic mean of the first mark and the second mark, unless the examiners agree on another form of determining the mark. The dean of the Faculty of Media or the Faculty of Business and Economics appoints the second examiner from among the professors of the university. If possible, the second examiner should come from a different location than the first two examiners.



(5) In the event of a difference in grade of more than one whole grade between the two first examiners, a second examiner shall be appointed by the dean before publication of the grade and commissioned with a further assessment of the thesis. This second assessment is then arithmetically averaged with that of the two first assessments to which it is closer in its assessment. The first report that is further away in terms of assessment is not taken into account in the calculation of the grade.

(5) The module "Master Thesis" is passed if the master thesis and the oral examination have each been assessed with at least "sufficient" (4.0). The total score for the written thesis and the oral examination is 100 points each. Both the first initial examiner and the second initial examiner award a maximum of 100 points each. The total number of points for the module "Master Thesis" is calculated according to the weighting of the formula below.

$$X = (0.8 Y*) + (0.2 Z*)$$

X = total score

Y = points for the Master's thesis

Z = points for the oral examination

(6) The following grades shall be used for the assessment of the examination performances:

Points	Note	Description
96-100	1,0	very good
91-95	1,3	
86-90	1,7	good
81-85	2,0	
76-80	2,3	
71-75	2,7	satisfactory
66-70	3,0	
61-65	3,3	
56-60	3,7	Sufficient
50-55	4,0	
0-49	5,0	insufficient

(7) The assessment criteria set out in the "Assessment Criteria Master's Thesis" apply in detail to the Master's thesis in the degree programmes "Media and Communication Management" and "Business Management".

Basically, the following three criteria are evaluated with the corresponding weighting:

- Form: 20 points
- Structure: 20 points
- Content: 40 points
- Conception and Reflection 20 points

The total score is 100 points.

(8) The assessment criteria set out in the "Assessment Criteria Master's Thesis" also apply in detail to the written part of the Master's thesis in the degree programme "Design Management". The only difference is the total score of the written thesis, which is 50 points.

Basically, the following three criteria are evaluated with the corresponding weighting:

(a) Written paper (50 points)

- Form: 10 points
- Structure: 10 points
- Content: 20 points
- Conception and Reflection 10 points

In the second part of the Master's thesis, the following two criteria are basically assessed with the corresponding weighting:

(b) Design project (50 points)

- Design: 30 points
- Documentation: 20 points

The total score for both parts together is 100 points.

## Appendix A - Requirements for structure, content, and methods for the Master's thesis

### (1) Introduction

*Scientific question:* Not all questions are equally suitable, e.g. criterion of practical relevance or criterion of social significance.

*Definition of the object of study:* Precise delimitation is necessary, this increases the scientific nature of the work; as a rule, the more concrete the object of study, the more precise statements can be made.

### (2) Theoretical framework

The Master's thesis is a scientific dissertation, even if, for example, a concretely practice-relevant problem is worked on in cooperation with a company. Every scientific thesis must have a theoretical framework. This is, so to speak, the "glasses" (perspective) through which a topic is viewed. This can be an economic perspective or a communication science perspective or a sociological/psychological perspective, etc. The perspective must be made transparent. The perspective must be made transparent. In the best case, the paper refers to a concrete scientific theory (e.g. second level agenda setting) that guides the research. The theory used should help formulate clear research questions and hypotheses that can be tested in the empirical part.

### (3) Empirical part: *Applied method, data collection and data evaluation*

*Scientific method:* Depends on the object of investigation, the research done so far, the researcher's skills, time budget, interest in knowledge.

Important: Selected method must be made explicit, e.g.:

a) *Qualitative social research:* guided interviews, partially standardised interviews, observation (ethnographic method), content analysis

b) *Quantitative social research:*

i) *Surveys-* Attention: consider population, random sampling,

ii) *Content analyses,*

iii) *Aggregate data analyses*: Evaluate existing data sets or combine and evaluate them (interesting data sets can be found at DESTATIS, EUROSTAT, associations such as DJV, DJU etc.),

c) *Other scientific approaches*: Comparative, cultural studies or literary approaches are also possible.

#### (4) Discussion

Data is interpreted, in the context of one's own study, but also in the context of other studies on the topic.

#### (5) Limitations

Explain the limitations of the work (e.g. small data set, few measurement points, etc., reliability and validity of the study).

#### (6) Desiderata

Outline how the topic could be further explored by other researchers, what issues are still unresolved and how these could be addressed.

#### (7) Bibliography

The depth of engagement with a topic and the quality of the research can be seen from the bibliography, current literature is usually better than older literature, only literature that has actually been used and cited should be listed in the bibliography.

### Basically:

Pure **literature theses** (= evaluation of literature) do not usually meet the requirements for Master's theses.

However, **Master's theses** can be **purely theoretical**. Since in such a case the difficulties of data collection and evaluation are circumvented, **high demands are** to be placed on the **theoretical yield of the thesis**. This means that a model should be substantially extended or a theory substantially modified in the thesis. Often, the new theoretical model is still applied in the work as an example. Such theoretical work is usually based on a large corpus of literature that has first been worked through intensively.

### What are the concrete differences between Bachelor's and Master's theses?

Master's theses imply

- More careful search for a research gap
- Stronger theoretical foundation
- Use of a social science or psychological theory to guide research
- More complex methodological design, possibly application of several methods (method triangulation)
- Higher degree of scientific rigour, clarity, transparency of approach
- Higher degree of reflection on the significance of one's own study
- Presentation of desiderata
- More complete examination of the scientific literature on the topic

A two-year programme designed to train and empower the ambassadors of educational change with the ambition to establish an undisputed leadership in educational transformation in Europe, ready to compete on the global stage.

# Faculty Handbook

**Joint Master in Innovation  
and Technology for  
Education**

**Joint Master in “Innovation and Technology for Education”**  
(2 Years/120 ECTS, M.Sc.)

A degree awarded by

1. Macromedia University of Applied Sciences (Germany)
2. European University Cyprus (Cyprus), and
3. EM Lyon Business School (France)

With the participation of  
NOROFF University College

**Faculty Handbook**

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## Welcome Message

Welcome to the academic staff handbook for the Joint Master in Innovation and Technology for Education. This handbook serves as a comprehensive guide for faculty members involved in delivering this collaborative educational endeavor. As an academic staff member, you play a crucial role in ensuring the success and quality of the program. This handbook outlines important policies, procedures, and guidelines to facilitate effective teaching, research, and collaboration across the partner institutions.

## Overview of the Handbook

University teaching personnel is expected to operate in accordance with the policies, rules and regulations set by the University Council and they are included in the University Charter and/or are decided by the relevant decision-making bodies of the University. However, mere execution of directives cannot, by itself, be construed as good administration. Vision, innovation, initiative, passion, resourcefulness and wise leadership, as well as consideration and concern for staff members, students, parents, the wider community and all other stakeholders are essential for effective and efficient administration.

## Programme Objectives

The Master's programme in *Innovation and Technology for Education* is designed to equip students with critical skills at the intersection of education, technology, management, and innovation. The intended learning outcomes (ILOs) translate this ambition and are formulated to align with both the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) and the corresponding national qualifications frameworks, ensuring compliance with the expected competencies of a Master's degree.

Being highly qualified for employment in different sectors related to education requires at least four objectives in terms of the curriculum:

- (1) students need to capture the interdisciplinary nature of research on topics in the area of education and hence acquire an overview of the research methods used by different disciplines related to education (e.g. psychology, sociology, pedagogy, business studies, design) as well as the specific quality standards.
- (2) Foster and further develop a specific set of elaborate methods in the area of specialization.
- (3) be aware of research questions and research gaps respectively in the area of specialization.
- (4) Being capable of conducting own research on a level that qualifies for academic conferences and journal contributions – at least in collaboration with the academic staff of the joint programme.

## Fundamental competencies

We aim to equip students and learners with a strong understanding, practice and skill sets reflecting six core dimensions of educational transformation: (1) the Role of education in society, (2) Education as a human process, (3) Managing education, (4), Pedagogical & technological innovation, (5) Research-based projects, and (6) Entrepreneurship.



### **(1) The role of education in Society**

Education is key to shaping political systems—especially democracy—as well as employment and social sustainability. Students shall examine the broader role of education in society and its impacts in key areas. Students will:

- Understand how education drives political, economic, and societal development.
- Gain insights into how education systems shape global dynamics and how to prepare students for future challenges.
- Build critical thinking, enabling learners to evaluate situations from multiple perspectives.
- Develop problem-solving skills, focus on identifying and resolving complex issues.
- Promote sustainability through education systems aimed at sustainable practices.
- Act and learn how to turn theory into practical, impactful solutions.

### **(2) Education as a human process**

Even as technology plays a growing role, education remains rooted in human interaction. This competency emphasizes the importance of understanding both the cognitive and social dimensions of learning. Students will:

- Understand cognitive processes - how learners absorb information and acquire knowledge.
- Assess social processes – with the critical role of interactions, collaboration, and debates in fostering learning within communities.
- Learn how to build, share, and transfer knowledge – and encourage the continuous exchange of knowledge between individuals and institutions.
- Apprehend diversity and mental health issues – to foster inclusive learning environments that address mental well-being for all.

### **(3) Managing education**

Managing education requires balancing its role as both a “public service” and a business, with a strong need for innovation to create sustainable models. It’s about more than just setting goals—it involves aligning human, technical, and financial resources to meet the changing needs of students and institutions. Students shall focus on:

- Strategic, operational, legal, financial and innovative skills essential for leadership in education.
- How to develop long-term strategies, handle daily operations like resource and organisational management, and navigate legal and financial challenges.
- Exploring the use of data and learning analytics to enhance decision-making and student / learners’ outcomes.

- Leading in various educational settings, from K-12 to higher education and corporate learning, combining effective management with innovative solutions to tackle challenges and opportunities in the evolving education landscape.

#### **(4) Pedagogical and technological innovation**

Innovation in education means turning ideas into action. This programme shall teach students how to take creative concepts and apply them in real-world settings, whether technology is involved or not. The focus is on innovations that lead to meaningful change. Students will learn how to:

- Conduct and disseminate a thorough and relevant pedagogical and technological watch.
- Combine effective teaching practices with technology, like digital tools and learning management systems, to improve learning outcomes.
- Make pedagogy and technology work together to create better educational experiences.
- Design experimentation, try new approaches and adapt the teaching methods for maximum impact.
- Manage ethical considerations and data responsibly, ensuring innovation is not only effective but responsible.
- Measure the impact of their innovations, ensuring their ideas truly enhance learning.

#### **(5) Research-based projects**

Research is key to driving real change in education – but it is often underdeveloped and/or under-leveraged. This programme shall help students understand the power of research when applied to real-world problems, combining critical knowledge with practical solutions. Students will learn how to:

- Design and execute research projects that tackle real educational challenges, developing the skills to gather data, analyse it, and apply findings to improve learning outcomes and institutional practices.
- Write research papers to communicate their findings effectively, while learning the importance of maintaining ethical standards in research.
- Blend theory with practice, enhancing their problem-solving skills and become equipped to lead with evidence-based strategies in education.

#### **(6) Entrepreneurship**

Entrepreneurship in education is about turning innovative ideas into successful ventures. EdTech companies and new schools are powerful drivers for educational change. This programme shall equip students with the skills to create, grow, and scale startups and innovative educational models, helping them become key drivers of change in the education sector. Students will:

- Learn how to identify opportunities for innovation, design practical educational solutions, and build sustainable business models.

- Develop the expertise to navigate the financial, legal and leadership challenges of creating new businesses in education - from launching EdTech startups to transforming traditional institutions.
- Face practical hands-on experience to design, develop and/or scale ventures, on their own and/or with actual entrepreneurs. They shall learn how to secure funding, manage financial risks, handle legal considerations, and lead teams effectively.

### Programme Overview

The Master Programme is designed with a clear modular structure to ensure comprehensive learning and flexibility. The programme is organized into four main semesters, each building on the previous one. It comprises 27 modules:

- 14 modules are common to all students, that reflect progress along thematic clusters such as cognitive and social aspects of learning, technological innovation, and pedagogical innovation. They are executed in the first two semesters, so as to ensure all students share a similar high level of foundational knowledge and competencies.
- 13 modules are proposed as compulsory electives in the third semester. Students must select two specializations. "Topical" advanced modules specialize in foundational areas, including management of educational institutions, neuro-cognitive sciences applied to education, AI in education or Universal learning design. The "Sectorial modules" address primary and secondary education, higher education, and continuous training, respectively. This ensures that the programme caters to diverse educational sectors.
- This structure of core vs specialized modules ensures a balance between foundational knowledge and specialized expertise, preparing students for leadership roles – based upon a mix of transversal and in-depth exposure.
- It also reflects the conviction that specialized knowledge and experience enrich the students' global perspectives.

### Programme Requirements

All students pursuing the M.Sc. Innovation & Technology for Education programme, must complete the following requirements:		ECTS
Compulsory Courses		70
Compulsory Specialization/Concentration Courses		25
Internship		10
Master Thesis		15
Total ECTS		120

### The Overall Learning Process

- The learning process within the Master's programme progressively unfolds over the semesters. In the first two semesters, students acquire

"core knowledge" in education and technology, such as cognitive aspects of learning and technology integration.

- The students must complete an applied research project every semester, to ensure a constant balance of research and practice. Projects are proposed by the students and/or the partners to ensure they correspond to real case.
- By the third semester, students focus on "advanced topics" and sector-specific specializations, deepening and applying their foundational knowledge to specific ecosystems - such as primary education, higher education, or continuous training.
- The final semester emphasizes "real-world applications", through an internship and a master's thesis, allowing students to integrate their learning into practice and to formalize their knowledge into research. The regulations for organizing the internship are outlined in the internship guidelines document included in the appendices.
- This progressive buildup ensures that students not only develop theoretical knowledge but also practical competencies through applied research and projects.

### Contribution of Individual Partner Universities

- The partner universities contribute their distinct expertise to the programme, with responsibilities distributed based on each institution's strengths.
- For example, Macromedia University of Applied Sciences contributes its expertise in data science, cognitive sciences, management and educational technology. emlyon business school brings in-depth knowledge of innovation design, of AI and data strategy, as well as experience of their EdTEch incubator. EUC contributes its medical and cognitive science expertise, its research in pedagogy and its strong faculty of humanities. Noroff University College contributes their unique technology expertise.
- Galileo contributes its unrivalled diversity of pedagogical experiences in a large scope of disciplines, countries and delivery formats.
- These roles are complementary, enhancing the overall curriculum by bringing together diverse perspectives and areas of expertise. This synergy ensures that the programme benefits from a wide range of disciplinary insights and that students receive a holistic, well-rounded education.

### Role of University and Industry Partners

- The university partners play a key role in delivering the learning content, with each institution contributing modules within their specialized areas. The involvement of "industry" partners (academic, tech and business partners) ensures that the programme remains relevant and connected to the latest developments in educational technology and innovation. Industry leaders are engaged through workshops, internships, and real-world projects, allowing students to apply their learning in professional settings.

- This combination of academic and industry input ensures that the programme is both theoretically robust and practically relevant, preparing students for the evolving demands of the educational sector.

### Addressing Diverse Student Backgrounds

- The programme is designed to accommodate students from diverse undergraduate backgrounds. In the initial semesters, foundational courses in cognitive and social aspects of learning, education systems, and technology integration provide a common knowledge base for all students.
- Throughout the programme, students are encouraged to choose specializations that align with their prior experience or desired career path, allowing them to tailor the learning experience to their individual needs.
- This flexible approach ensures that students from various disciplines can develop their skills effectively and progress within the programme, regardless of their previous academic background.

### Credits

The curriculum of the Master's programme *Innovation and Technology for Education* includes not only 5 ECTS and 10 ECTS modules but also a Master's thesis worth 15 ECTS and an Internship worth 10 ECTS. For each 1 ECTS credit, a total workload of 30 learning hours is used as the standard, following European standards. The distribution of contact hours and self-study time is determined by the didactic approach chosen for each module.

Students are informed of the ECTS credits awarded for each module through a comprehensive module handbook, where the workload and ECTS for each educational unit are clearly outlined. For partner institutions outside Europe, where national systems do not use ECTS, equivalency is ensured by mapping the workload and learning outcomes accordingly.

The core principles of the ECTS Users' Guide are consistently applied throughout the programme, with credits allocated based on achieved learning outcomes and the appropriate calculation of student workload. This ensures transparency and maintains a high quality across the curriculum.

### List of Courses

<b>Compulsory Courses</b>		<b>65 ECTS</b>
	<b>Course Title</b>	<b>ECTS</b>
1.	The Role of Education in Society	5
2.	Cognitive and Social Aspects of Learning Fundamentals	5
3.	Pedagogical Innovation	5
4.	Technology Innovation	5
5.	Research Project in Educational Management	10
6.	Global Educational Perspectives in the Age of AI	5

7.	Advanced Cognitive and Social Aspects of Learning in the Age of AI	5
8.	Technology Integration in Education	5
9.	Augmenting Educational Management Systems and Solutions	5
10.	Applied Project	10
11.	Research Design (Exposé Master Thesis)	5
<b>Compulsory Specialization/Concentration Courses</b>		<b>25 ECTS</b>
<b>Topical Specialization Module (1 out of 4)</b>		<b>10 ECTS</b>
12.	Management of Educational and Training Institutions	10
13.	Advanced Studies in Neuro- & Cognitive Sciences Applied to Education	10
14.	Data Science and AI in Education	10
15.	Technology, Accessibility and Universal Design for Learning for Inclusive Pedagogies	10
<b>Sectorial Specialization Module Complex (1 out of 3)</b>		<b>15 ECTS</b>
<b>Primary and Secondary Education (K12)</b>		
16.	Innovative Pedagogy for Primary and Secondary Education (K12)	5
17.	Educational Policies and Systems for Primary and Secondary Education (K12)	5
18.	Current Research Issues in Primary and Secondary Education (K12)	5
<b>Higher Education</b>		
19.	Pedagogical Strategies and Quality Assurance in Higher Education	5
20.	Management and Governance of Innovation in Higher Education	5
21.	Current Research Issues in Higher Education	5
<b>Continuous Training (B2C and B2B)</b>		
22.	Management of Learning and Development in an Industry Context	5
23.	Technology and Innovation in Continuing Education	5
24.	Current Research Issues in Continuing Education	5
<b>Problem Solving and Entrepreneurship in Developing Schools, Learning &amp; Development, and EdTech</b>		<b>5 ECTS</b>
<b>Internship</b>		<b>10 ECTS</b>
<b>Master Thesis</b>		<b>15 ECTS</b>

## Workload

Projected study time	4 semesters
Number of Credit Points (CP)	120 ECTS
Workload per CP	30h

Number of modules/courses	27 modules in total (incl. all compulsory elective modules); a student will have to complete a total number of 18 modules
Number of course hours	680 Course Hours

#### Master's Degree Awarding Universities:

- EM Lyon Business School (France)
- European University Cyprus (Cyprus)
- Macromedia University of Applied Sciences (Germany)

#### Mission and Values

The **Masters' Programme *Innovation and Technology for Education M.Sc.*** aims accelerate educational transformation in a Europe lacking strong institutions to address this key societal challenge. Its goal is to grow and develop talents to provide leadership in educational management, pedagogical innovation, and educational entrepreneurship.

The programme was created by four leading European institutions (EUC, EM Lyon, Macromedia and Noroff), renowned for their expertise in cognitive sciences, technology, pedagogical engineering, innovation, design, and management - alongside Galileo Global Education (Galileo), a global leader in higher education. Galileo educates c. 300,000 learners across 60 schools and 120+ campuses in 20 countries.

These partners, collectively functioning herewith as a consortium referred to as COPERINIA, represent a wide range of expertise across business, arts, and creation technology, health, and humanities, offering a unique platform for pedagogical innovation. Together, they provide a two-year programme combining academic knowledge with hands-on experience, immersing students in real-world projects to apply their research and innovation skills.

Located in Paris, the main campus to operate the programme occupies the historic building that has been the home of the National Agronomic Institute (now "AgroParisTech") for over 140 years. Currently undergoing extensive renovation, the space is being transformed into a dynamic, hybrid environment shared with business and art schools. This redesign fosters a vibrant atmosphere of interdisciplinarity, collaboration, and creativity.

#### An urgent need to drive the educational transformation in Europe

**Education represents a major challenge for our societies, yet Europe lacks strong institutions to lead and support the necessary educational transformation.**

Education stands as one of the most critical sectors for societal progress, alongside health and technology, as highlighted by the OECD's outlook for the coming decades.<sup>1</sup> In a world shaped by rapid technological advancements and

<sup>1</sup> OECD reports: "Education at a Glance" (2023) ; "Declaration on building equitable societies through education". (2022)

shifting economic landscapes, education is vital for preparing individuals to meet challenges posed by automation, artificial intelligence, and the changing nature of work. The OECD stresses the need for education systems to foster adaptability, creativity, and critical thinking, ensuring individuals are equipped to address global issues like climate change, inequality, and a sustainable economy.

Despite this, **Europe faces a significant gap in leadership in the education sector**. According to the *Times Higher Education*<sup>2</sup> rankings, no European Union university appears in the top 25 for education programmes, highlighting the absence of strong players who can lead the change in reshaping education for the future.

This lack of representation underscores the challenges European educational institutions face in adapting to emerging trends such as digital transformation and pedagogical innovation. While some institutions in North America and Asia have made strides in integrating new technologies and personalised learning solutions, **Europe urgently needs to catch up** and fully capitalise on its potential in the education space. Moreover, as the demand for lifelong learning and skills development grows, European higher Education institutions must step up to address these gaps.

Inspired by the visionary spirit of Copernicus and Galileo, the Partners of Copernia created this program to reshape education—redefining boundaries through innovation and technology, just as they once transformed our understanding of the world.

#### **A catalyst to transform education in Europe**

The challenges highlighted by the OECD are too complex for any single institution to solve alone. A coordinated effort, leveraging the strengths of multiple players, is essential. Europe needs catalysts to unite these efforts and drive systemic educational change.

Founded in 2011, Galileo Global Education has built the industry's best portfolio of higher education brands, powered by a distinctive platform. Historically positioned around 2 core verticals (Arts & Creation, Business) it has expanded to the high-demand domains of Digital and Health. Originally focused on Europe, Galileo has become the most diversified Education group geographically.

With its global reach, diverse programmes, and strong ties to academia, business, and industry, it aims to be one of those catalysts that lead this transformation. Through practical, coordinated actions, such as developing tailored educational and training solutions, **Galileo is positioned and willing to lead the effort to bridge Europe's educational and skills gap**.

#### **A Unique Global Educational Network**

Galileo's strength lies in its extensive reach, serving approximately 300,000 students and learners across 113 campuses in 19 countries in Europe, Asia, Africa, and Latin America. With this broad exposure, Galileo impacts a diverse

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<sup>2</sup> <https://www.timeshighereducation.com/world-university-rankings/2024/subject-ranking/education>



range of regions and sectors, making it a global leader in education. Galileo owns or has a controlling stake in 50+ institutions spanning over crucial fields, providing world-class training in:

- **Business and Management:** Top-tier schools like emlyon (France) or Regent's University (London) offer cutting-edge management education. They add to the campuses of Macromedia University of Applied Sciences in Germany, of PSB, PST&B and the ESG network in France. They also add to the on-line offers of STUDI (France), AKAD (Germany) or IEU (Mexico).
- **Arts & Creation:** Leading institutions such as Istituto Marangoni (fashion, with a flagship in Italy and a unique network of campuses in 8 countries), Cours Florent (performing arts, France), Penninghen (interior design and arts' direction), TAI (applied arts, Spain) complete a wide range of specific offers in other schools.
- **Design and Innovation:** Galileo includes top tier schools in fashion, industrial and business design – from Strate (France) to Macromedia University of Applied Sciences (Germany) and Domus Academy, NABA (Italy) and offers a series of high-level Masters in Innovation – at emlyon and Regent's.
- **Technology and Digital:** Institutions such as Noroff University College (Norway) and HETIC (France) provide forward-thinking tech and digital training.
- **Healthcare:** European University Cyprus (EUC), present in Cyprus and Germany, and UCIMED (Costa Rica) offer advanced medical studies. PFH (Germany) provides psychological studies, whereas IPETH (Mexico) and Regent's (UK) offer physiology tracks.

This wide range of expertise makes Galileo a pivotal player in ensuring students receive comprehensive education relevant to today's workforce needs.

#### **Diverse, Hybrid and Multidisciplinary Learning Models**

The network of Galileo includes a unique diversity of pedagogical experiences - articulating on-site campuses and substantial on-line platforms (50,000+ students in France, with STUDI, France, 10,000+ in Germany, with AKAD and PFH and 25,000 in Central America, with IEU).

An increasing number of “on-site” schools, notably Noroff, Macromedia or EUC now offer hybrid approaches – proposing full on-site, full on-line and/or mixed deliveries.

Similarly, the “on-line” platforms develop hybrid approaches, including physical sessions.

Galileo educates both students and lifelong learners (France, Germany, Norway, Mexico) and executive education (France, Sweden), both online and on-site.

Galileo's educational models go beyond conventional structures, offering hybridisation across disciplines and institutions. By blending different fields, students are given unique opportunities to pursue multidisciplinary studies within the group. Examples of this approach include:

- Cours Florent (Drama, France) and Paris School of Business (PSB) combining to offer a unique blend of creative and business education.
- Domus Academy (Design, Italy) and Regent's University London (Business), which provide dual diplomas.
- Macromedia University of Applied Sciences (Data, Design, Management) partnering with NABA (Applied Arts) to merge technical expertise with creative training.

This is also complemented by many partnerships with schools and universities outside the Galileo network in more traditional multiple-diplomas, semesters abroad and learning expeditions.

This multidimensional approach ensures that Galileo's students are equipped to succeed in diverse and dynamic careers. With flexible delivery formats—including on-site, online, hybrid, and tailored programmes—Galileo ensures education is adaptable to the rapidly changing expectations of both students and the job markets.

### Strong Research Capabilities

Galileo relies upon over 500 faculty members across its faculties in France, Germany, Norway, the UK, Cyprus, and Costa Rica. These experts cover a wide range of fields, including technology, healthcare, management, design, cognitive sciences, humanities and pedagogy. They collaborate closely with industry partners to ensure their work is not only academically rigorous but also addresses real-world needs. This practical approach to research aligns Galileo's educational mission with the demands of today's rapidly evolving industries.

### A Deep Network of Industry and Academic Partnerships

Galileo's success is also based upon its strong network of academic, business, and tech partners, which ensures that its programmes are deeply embedded in the professional world. Through a mix of internships, apprenticeships, business challenges, and research projects, Galileo ensures professionals and companies are deeply involved into its students' skills development process to prepare them for the realities of the workforce in a unique variety of sectors. Beyond these collaborations, Galileo actively supports incubation and acceleration programmes. For example:

- emlyon's EdTech incubator<sup>3</sup> supports the development of cutting-edge educational technologies.
- The shared incubator between Microsoft and EUC<sup>4</sup> fosters entrepreneurial and technological innovation.

These initiatives not only enrich the academic experience but also equip students with the practical skills and industry connections necessary for success in an increasingly competitive and fast-changing global market.

<sup>3</sup> <https://em-lyon.com/en/companies/incubator>

<sup>4</sup> <https://euc.ac.cy/en/euc-startup-programme-powered-by-microsoft-3rd-cycle/>

### Leading the Educational Transformation

By integrating applied learning, interdisciplinary approaches, and global partnerships, Galileo is well-positioned to lead the educational transformation that Europe urgently requires.

- Galileo is able and willing to become a catalyst for systemic reform, with the ambition to drive real and practical changes in how education is delivered to shape the future of Europe's and international workforce.
- Exchanging with academic, tech and business partners who share this ambition, a coalition has emerged to support it in practice. It starts with the project of building a unique Masters' programme for "Innovation and Technology for Education".

### Our vision for educational transformation

Our goal is to nurture and educate "change agents" who possess the skills and knowledge to design and implement impactful educational solutions for today and the future.

At the heart of our vision is the belief that education is a powerful tool for shaping a sustainable society, addressing global challenges like climate change and technological disruption. By training individuals to teach and inspire others, we intend to create a ripple effect - our students will become the educators, thus influencing entire educational ecosystems and driving societal progress.

Our ultimate objective is to reinvent educational strategies

Those should not only transform learning experiences but also contribute to a better, more sustainable society. We focus on equipping students with the social, cognitive, pedagogical, technological, and managerial expertise needed to lead and drive meaningful transformation in education.

### Commitment to Diversity and Inclusion

Prioritizing diversity and inclusion is foundational for achieving our program's goals and fostering a vibrant learning environment. Ethically, it reflects our commitment to equity and fairness, ensuring that all students, regardless of their backgrounds, feel valued and have equitable access to opportunities for academic and professional growth. Socially, our dedication to diversity promotes collaboration and understanding among students from diverse backgrounds, enriching discussions, and broadening perspectives on complex ESG issues.

Furthermore, diversity fuels innovation and creativity within our program, as students with varied experiences and viewpoints contribute unique insights to data analysis and governance practices. This diversity of thought not only enhances the quality of research and projects undertaken but also prepares students to tackle real-world challenges with agility and ingenuity. Moreover, by fostering an inclusive learning environment, we attract a diverse cohort of talented individuals, enhancing the richness of academic discourse and collaboration. Ultimately, our commitment to diversity and inclusion within the master's program not only aligns with our ethical principles but also serves as a strategic advantage, ensuring that graduates are well-prepared to navigate

the complexities of ESG issues and drive positive change in their respective fields.

## Roles and Responsibilities

### Faculty Roles and Expectations

As an academic staff member of the Joint Master program, your responsibilities may include:

- Teaching courses within your area of expertise.
- Supervising student research projects and dissertations.
- Participating in program development and curriculum review.
- Providing academic advising and mentorship to students.
- Engaging in collaborative research and publication activities with colleagues across partner institutions.
- Contributing to the assessment and evaluation of student learning outcomes.
- Representing the program at conferences, workshops, and other professional events.

### Administrative Roles and Support

Administrative roles are crucial for ensuring the smooth operation and success of the program. These roles encompass a range of responsibilities, including program coordination, curriculum development, student support, admissions management, internship facilitation, career services, financial aid administration, program evaluation, marketing, and general administrative support.

Administrative staff work collaboratively with academic faculty to create a conducive learning environment, facilitate student success, and promote the program to prospective students and employers. Their efforts contribute to the overall effectiveness and reputation of the program, ensuring that it meets academic standards, fulfills student needs, and remains responsive to industry trends and demands.

### Joint design and delivery

The Master is a true European Joint Programme by design – as it serves a European ambition with a programme jointly designed and executed by its partners.

### **A collective development**

The global design and the development of the syllabi have been a collaborative effort between the four partnering institutions - supported by Galileo.

- A series of workshops from Nov-23 to Feb-24 between EUC, Macromedia, Noroff and Galileo resulted in the preliminary design of the programme – including the architecture of the modules.

- From the outset, the curriculum and didactical model were jointly crafted and approved by each partner, ensuring that the programme reflects the collective expertise and vision of the consortium.
- Each module was then crafted by a “lead” of one of the partners.
- This collaborative process was further enhanced through a rigorous “peer review” mechanism, where modules and teaching approaches were thoroughly evaluated by experts across the institutions. During the summer, all institutions, including emlyon reviewed the full syllabus and shared their findings for consolidation.

### **A collective governance**

- A governance structure is established that includes the four partnering institutions, Galileo Global Education Operations (the operational holding of Galileo) and GGE2, the French legal entity that shall execute the programme in Paris (under the commercial name Copernia).
- A Cooperation Agreement was signed (cf. Appendix): it articulates the governance of the consortium to support the design and the execution of the programme. This governance includes 3 committees (Joint Programme Committee, Academic Committee and Operational Committee), designed to ensure the programme's proper execution and maintaining high standards of quality assurance across all institutions involved. In addition, it regulates the allocation of costs, revenues and administrative aspects of the partnership.

### **A collective execution**

- Each module is overseen by one or two selected “module coordinator(s)”, who are responsible for ensuring the highest quality of content and delivery (including the choice of instructors). They are chosen from among the partner institutions based on their specialisation, and they work closely with the relevant faculty to maintain consistency and standards across all modules.
- Furthermore, key processes are co-designed and validated by all partners – to ensure the programme not only meets the academic and professional expectations of each participating institution but also adheres to the highest European educational standards, making the Master a truly integrated and harmonized joint programme across Europe.
- Key processes include the admission of students, the selection of instructors, the validation of the assessment methods and the quality assurance process.
- The partners may execute the programme and/or delegate the execution to other partners (e.g. in the case of its primary execution on the Paris campus).
  - They ensure a high level of delivery across institutions – including mobility support for students and instructors.
  - The planning of faculty mobility begins 4 to 5 months before the intake to ensure smooth operations. This process involves

determining the optimal number and duration of academic staff stays at the host institutions.

### Cooperation Agreement

The Parties below commit to collaborating on a programme of excellence that leverages their combined strengths to transform education and prepare future leaders in Europe.

- EM Lyon Business School (France)
- European University Cyprus (Cyprus)
- Macromedia University of Applied Sciences (Germany)
- NOROFF University College (Norway)
- Galileo Global Education Operations (France) (GGEO), representing all the schools belonging to the Galileo Global Education group.
- Galileo Global Education 2 (France) (GGE2), in charge of piloting the programme and of its execution in Paris.

Article 1: The Agreement defines the terms for collaboration in designing, implementing, and managing the programme, covering curriculum development, student admissions, quality assurance, financial arrangements, and degree awarding. It specifies each Party's responsibilities and establishes the governance structure for decision-making and day-to-day management.

Article 2: The Parties commit to the programme objectives and share a common view on the core competences and on the intended learning outcomes, on which the curriculum has been developed.

Article 3: The 120 ECTS Master's programme spans four semesters over two years, combining core courses, specialization tracks, and a research thesis. It will be primarily delivered in English at the Galileo campus in Paris, with a mandatory mobility semester at a partner institution. It is also contemplated that all or parts of the programme can be executed on the premises of the members or at third parties, subject to specific agreements between the Parties.

Article 4: (Consortium categories and voting rights):

The Co-founders (signatories) are the initial creators of the consortium: they retain advisory roles and strategic decision-making rights to ensure alignment with the consortium's original vision.

The consortium consists of 4 categories, with distinct roles and rights in the strategic planning, the operational management and the quality insurance processes.

- GGEO, as the primary stakeholder, holds comprehensive rights in strategic decisions, financial oversight, and overall programme direction, serving as the consortium's cornerstone.
- GGE2 manages the overall operations, and notably the execution of the programme in its primary campus in Paris - under the supervision of the consortium's committees (cf. below).
- Degree Awarding Members contribute to the programme design and its execution. They jointly award the Master's degree. They are deeply

involved in the academic delivery and in maintaining the academic integrity.

- Other Members contribute to the programme design and execution without awarding the degrees.

The Partners exercise their powers and responsibilities within the framework of committees described below – where decisions will be made by consensus where possible, or by a two-thirds majority vote – whereby:

- GGEO and GGE2 have 60% of the votes.
- The Other Members and the Degree Awarding Members have 40% of the votes. Within these 40% voting rights, the Degree Awarding Members will have double voting rights.

#### Article 5 (Management and governance).

The Programme Director, appointed by Galileo, oversees coordination, acts as a liaison between committees, and represents the programme externally. Programme governance is structured around three internal committees—Joint Programme, Academic, and Operational Committees—with each Party appointing one representative per committee for a 3-year term.

- Joint Programme Committee (JPC)

The Joint Programme Committee (JPC), composed of one representative from each Party and led by the Programme Director, oversees the programme's strategic direction, compliance, major changes, and conflict resolution. It meets at least twice a year and can approve new members, departures, or exclusions. Any sale of the programme to a third party requires prior consent from Degree Awarding Members for using their name or logo.

- Academic Committee

The Academic Committee, with representatives from each Party, ensures curriculum relevance and quality through annual reviews and quarterly meetings. It oversees curriculum development, quality assurance, student assessment, and designs core processes for the programme's execution. The chair is elected from Degree Awarding Members for a 3-year term.

The operation of the programme is subject to the operating school or unit applying the “core processes” designed and monitored by the Academic Committee.

- Operational Committee

The Operational Committee, comprising one administrative staff from each Party, oversees programme operations, student services, and financial management, meeting at least quarterly with the Programme Director. It selects student host campuses and elects its chair for a 3-year term.

#### Article 6 (undertakings of the Parties)



The Parties commit to contributing to the development and review of the curriculum. They provide qualified teaching staff to ensure high-quality instruction across modules, as requested by the schools in charge of operating the programme.

Through the Academic Committee, they agree to actively participate in the design and the monitoring of the “core processes” of the programme: student selection, assessments, selection of instructors, quality assurance - to maintain high standards and continuous improvement.

Through the Operational Committee, they agree to actively participate in the design of and monitoring of operations of the programme.

The Parties commit to promoting the programme within their respective networks, to enhance the programme's visibility and attractiveness to potential students and industry partners.

GGE 2, as the main host institution, will provide the main campus facilities in Paris, as the primary location for the programme delivery. GGE 2 will also manage the day-to-day administration of the programme, ensuring smooth operations and effective coordination between all members. Additionally, GGE2 will take the lead in coordinating marketing and recruitment efforts, leveraging its global network to attract a diverse and talented student body.

Subject to their eligibility to host students for a recognized semester abroad of the programme's students (which will be validated by the Operational Committee), each university partner agrees to host students for the mobility semester, providing access to their unique facilities and resources.

#### Article 7. (Admission and selection of students).

The programme's admission criteria require a bachelor's degree and English proficiency to ensure a strong foundation for advanced studies in educational innovation. The rigorous, two-stage selection process, managed by the operating school and overseen by the Academic Committee, aims to identify diverse candidates with academic excellence, motivation, and leadership potential.

#### Article 8. Admission and selection of instructors.

Instructor selection criteria are set by the Academic Committee, prioritizing expertise from members who contributed to course design. Instructors are chosen by the operating school in collaboration with Module Coordinators to ensure appropriate qualifications.

#### Article 9 – Degree awarding and certification.

Graduates will receive a joint degree awarded by the eligible Degree Awarding Members, showcasing the programme's collaborative and international nature. The degree certificate will display the logos of all awarding institutions and be signed by their representatives, emphasizing the programme's multi-institutional endorsement. A detailed diploma supplement will outline the courses, skills acquired, and unique programme features to support graduates in further education or employment.



#### Article 10 – Quality assurance

The programme adheres to the highest educational standards, following the European ESG guidelines and Baden-Württemberg's higher education law for accreditation. Internal quality assurance includes student course evaluations, annual programme reviews by the Academic Committee, and regular staff performance assessments, ensuring continuous improvement. External quality assurance involves periodic external peer reviews, bringing in external experts. A formal process will be established to implement improvements based on the findings from quality assurance activities.

#### Article 11 and 12 – Student mobility and support/Staff mobility and development

All students must complete at least one semester at a partner institution abroad to benefit from the programme's international nature. Selected institutions will assist with visas, accommodation, and integration, while a joint student support office will provide centralized services, including academic advising, career guidance, and personal counseling.

The programme will facilitate staff exchanges for teaching and research to promote diverse perspectives across partner campuses and encourage joint teaching activities. Regular professional development initiatives, such as workshops and seminars, will be organized for faculty growth. The Parties will also seek subsidies (e.g., ERASMUS) to support mobility for students and instructors.

#### Article 13 and 14 – Research and innovation/Intellectual Property

Partner institutions will collaborate on joint research projects, share facilities, and support applied research and internships for students. An annual research symposium will showcase work from faculty and students, fostering collaborations with industry and other institutions. Members will cover their own costs for proposed research and internships but will seek external funding to minimize expenses.

Pre-existing intellectual property remains with the originating Party, while the programme and its updates are owned by GGE2 and GGEO. Jointly developed research IP is shared among the contributing members unless otherwise agreed in writing, encouraging collaboration. Students retain rights to their thesis work, respecting their contributions while ensuring confidentiality. Licensing of programme-related IP requires unanimous agreement, giving all members a say in commercialization decisions.

#### Article 15 – Marketing and recruitment

A joint marketing strategy will be developed by all partner institutions, highlighting the programme's international nature, innovative curriculum, and industry connections. Consistent brand guidelines will be applied across all marketing channels, with commonly approved materials. Partner institutions enrolling students may receive a service fee based on a percentage of the tuition fee.

## Quality Assurance

As agreed among all partners, the Quality Management of the Master's programme is to be handled as a so-called General Quality of Education (G-QEM) framework. The global concept will be derived via the Quality-Management-System of the system-accredited Macromedia University of Applied Sciences (a detailed documentation of the QEM framework of Macromedia University of Applied Sciences is included in the appendix).

The organization of the institutions relevant to the degree programme is carried out as shown in the figure below. This results in the responsibilities of quality assurance.

Leadership	Joint Programme Committee one representative from each Party, presided over by the programme Director
Teaching and studies	Academic Committee comprising academic representatives from each Party, with subcommittees to provide operational support of the academic committees responsibilities
Services	Operational Committee administrative staff from each party, will supervise the program operations

## Organizational chart of the *Education and Technology for Education* Master programme

In order to ensure that the QMS in the Consortium grows together, special QM-meetings are to be held in addition to the regular meetings of the programme management. This regular exchange serves the further development of G-QEM as a system (see core area 4 in the figure below). Quality assurance at the program level is centrally coordinated through the committees, which are in continuous exchange with the involved institutions and their quality processes. This ensures that the various levels of quality assurance are effectively integrated to optimize both the program and the associated processes in this context. Additionally, mechanisms will be strengthened to ensure that all stakeholders, including students and alumni, are regularly informed about actions taken based on their feedback.

Information about the Quality Assurance Processes will be transparently available to students through the student information platform.

## Student support and services

The student service organisation for the programme is designed to provide a comprehensive support to students, on whatever campus they are based.

The successful experience of students during a semester on a campus (in France or abroad) is ensured by a comprehensive support structure offered

across the consortium, to ensure a smooth integration and a consistent quality of experience.

- The Hosting Partner provides a range of advisory and support services tailored to address the academic, administrative, and personal needs of students for and during their stay – along with their current practices (as described below for the degree awarding partners).
- This support is supplemented by centralized services such as academic advising, career support, and personalized guidance – to accompany each student during the full duration of the programme. As an example, the “International Offices” (or equivalent) play a pivotal role in preparing students for their time abroad by assisting with visa processes, accommodation, and orientation events, such as "Welcome Days," to help students acclimate to new environments.
- Additionally, the relevant staff members, such as campus managers and academic advisors, ensure that students have access to essential resources and services, including examination offices and library facilities. Regular events and workshops, facilitated by student associations and career services, foster a sense of community and enhance students' academic and extracurricular development.
- A comprehensive feedback mechanism will be implemented into our service structure. This mechanism will operate both at the program level and in coordination with the established evaluation processes already in place at the partner institutions. By aligning with existing institutional practices and ensuring regular feedback collection, we aim to continuously refine and enhance our services, ensuring they meet the evolving needs of our students effectively.
- This multi-layered structure is designed to make the semester abroad a transformative experience, with a smooth local execution and a continuous individualized support.
- The partnering institutions commit to providing students of Copernia a support in line with what they offer on their campuses, thus ensuring a high level of quality and consistency during the full student experience.

### Academic Integrity Policy

In our program, academic integrity is paramount, reflecting our commitment to excellence and ethical scholarship. It encompasses honesty, trustworthiness, and adherence to rigorous standards in all academic endeavors. Students are expected to uphold integrity in research, writing, and collaboration, ensuring that all work is original, properly cited, and conducted with transparency and intellectual honesty. Our academic integrity policy outlines clear expectations and consequences for violations, fostering a culture of accountability and ethical conduct within our academic community. By maintaining academic integrity, students demonstrate their dedication to scholarly excellence and contribute to the credibility and reputation of our program.

### Grievance and Conflict Resolution Procedures

If a conflict, violation of academic ethics, procedural actions arise, appropriate structures of a university, where the student has been studying when such

situation occurred, perform following the set functions, if needed, collaborating with structures of all Partner Universities.

### Data Protection and Privacy Policies

The Joint Master program adheres to the policies and procedures established by each partner institution, as well as the overarching guidelines outlined in this handbook. Key policies and procedures include:

- **Academic Integrity:** Faculty members are expected to uphold academic integrity and promote ethical conduct among students. Any instances of academic dishonesty should be reported and addressed according to institutional policies.
- **Diversity and Inclusion:** The Joint Master program is committed to fostering a diverse and inclusive learning environment. Faculty members are encouraged to promote diversity and equity in their teaching and research activities.
- **Communication:** Clear and effective communication is essential for the success of the program. Faculty members should maintain regular communication with students, colleagues, and program administrators.
- **Professional Development:** Faculty members are encouraged to engage in professional development activities to enhance their teaching, research, and leadership skills. Opportunities for professional development may include workshops, conferences, and seminars.

Beyond the commitment to provide a level of service and support aligned with their best practices, the partnering institutions have designed a common didactical model serving a common pedagogical ambition.

### Teaching and Learning

#### Pedagogical Approaches

The academic staff should adopt pedagogical approaches that engage students actively in their learning, promote critical thinking and problem-solving skills, and foster a collaborative and inclusive learning environment. Some pedagogical approaches that may be effective in this program include:

1. **Active Learning:** Encouraging students to participate actively in discussions, group activities, and hands-on projects to deepen their understanding of key concepts and develop practical skills.
2. **Problem-Based Learning (PBL):** Presenting students with real-world problems or case studies related to data analysis, environmental governance, and finance, and guiding them through the process of analysing and solving these problems collaboratively.
3. **Experiential Learning:** Providing opportunities for students to engage in internships, research projects, or fieldwork related to their areas of study, allowing them to apply theoretical knowledge to real-world contexts and gain practical experience.
4. **Technology Integration:** Leveraging technology tools and platforms to enhance teaching and learning, such as data analysis software, simulation tools, and online resources for collaborative learning and research.

5. **Interdisciplinary Approaches:** Integrating perspectives from multiple disciplines, such as environmental science, economics, and finance, to provide a holistic understanding of complex issues and foster interdisciplinary thinking among students.

6. **Inquiry-Based Learning:** Encouraging students to ask questions, explore topics of interest, and conduct independent research to deepen their understanding and develop critical thinking skills.

7. **Peer Learning and Collaboration:** Facilitating peer-to-peer learning through group projects, peer review activities, and collaborative problem-solving tasks, allowing students to learn from each other's perspectives and experiences.

8. **Feedback and Reflection:** Providing timely and constructive feedback on student work and encouraging reflection on their learning process, strengths, and areas for improvement to promote continuous growth and development.

By incorporating these pedagogical approaches into the teaching practices, academic staff can create engaging and enriching learning experiences that prepare students to excel in their academic studies and future careers.

### Curriculum Design and Development

The curriculum aims to develop leaders who can drive educational transformation across various sectors, including educational institutions, corporate learning, and EdTech. It has been designed along the following principles:

- **Foundational Knowledge and Actual Practice:** Targeting the development of leadership, innovation, and technological integration skills, it is grounded in a solid understanding of cognitive sciences, tech, design, innovation and pedagogy – articulated with practical real-world case studies and applications.
- **Shared Didactical Model:** The curriculum was co-designed with academic partners to ensure consistency. It is based upon a balanced mix of lectures, seminars, and workshops to provide an engaging learning experience. It is complemented by a unique pedagogical delivery, including interactive sessions (hackathons, bootcamps, design sessions) and real-case studies.
- **Programme Structure:** The 27 modules include core shared courses and specialisation tracks (compulsory electives). They correspond to 120 ECTS and are organised across four semesters. Each semester combines academic knowledge, applied research, and practical implementation, ensuring students can directly apply what they learn to real-world cases.
- **Peer-Reviewed by Partners:** The curriculum underwent a thorough peer-review process involving all academic partners, ensuring it benefits from diverse perspectives and expertise. This collaborative approach maximised synergies between researchers, instructors, and practitioners, creating a well-rounded and cutting-edge programme.
- **Validated by “Industry” Experts:** In addition to academic review, the curriculum was discussed and shared with professional, tech, and business partners – to ensure the relevance of the content.

### Assessment of students

The consortium has also agreed to pursue joint assessment regulations (that also regulate the assessment procedures) that were based on the standards of Macromedia University of Applied Sciences, which – as it is based in Stuttgart – applies the Baden-Württemberg State Higher Education Act (in German “Landeshochschulgesetz - LHG”). The Study and Examination Regulations for the Master - Innovation and Technology for Education (referring to the annexes) regulate all joint fundamental rules and procedures concerning study and examination (e.g. duration of studies, modules and credits, study documents, types of examinations, crediting of competences) and also contain specific regulations concerning the joint degree programme, e.g. dealing with different grading schemes of the partners. Appendix 1 of the study and examination regulations, the examination regulations, lists the module examinations scheduled for each semester according to the regular module plan. The regulations are accessible for students via the shared webbased platform.

The Master's degree programme consists of modules, the assigned ECTS credits of which are generally earned by passing the respective module examination. Each module generally concludes with a module examination or is graded pass/no pass based on the fulfillment of certain requirements according to the syllabus. The examinations are designed to cover a range of knowledge and skills. All examinations are competence-oriented and specifically assess whether the learning outcomes of a module have been achieved.

Examinations can be oral or written (written examination, project work). Examinations may be conducted in part as group examinations. The contribution of the individual to be assessed as an examination performance must be significant, clearly delineated as an individual examination performance and assessable in its own right.

The module coordinators ensure that a good mix of formative and summative examination elements is provided for each module and the type of examination planned for the module.

In modules that conclude with a project work, a portfolio examination is usually planned. Various interim submissions are defined to enable students to continuously engage with the teaching and learning content over the course of the semester and to prepare and work on the final submission, which is scheduled at the end of the module, during the course of the semester.

In modules that conclude with a closed book exam, self-assessments are available for each unit, which students can use to continuously review their knowledge in order to identify and close any gaps in their knowledge.

The final thesis is a requisite for students to obtain the Master's degree; it is assessed on the basis of the thesis review and the oral defense in front of an academic jury.

The examinations will be conducted at the institution where the students are based. To standardize grading schemes for the master's program, learning



agreements between the institutions are established to facilitate the conversion into a unified grading system.

The following table is used as a basis for the conversion of grades into ECTS grades:

with a mean value of up to 1.5 = "A" = "excellent"  
with a mean value above 1.5 to 2.0 = "B" = "very good"  
with a mean value above 2.0 to 3.0 = "C" = "good"  
with a mean value above 3.0 to 3.5 = "D" = "satisfactory"  
with a mean value above 3.5 to 4.0 = "E" = "sufficient"  
with a mean value above 4.0 = "F" = "fail"

In order to determine the distribution of overall grades achieved in a given programme or cohort, the higher education institution shall establish ECTS grading tables. The ECTS grading table replaces the relative ECTS grades A to E recommended by the European Union in the context of the study reform. The ECTS grading tables of the higher education institution are drawn up in accordance with the ECTS Users' Guide as amended from time to time.

### Technology Integration in Teaching

Embracing technology in our teaching practices can significantly enhance the learning experience for students in our program. By incorporating technology tools, platforms and AI solutions in the pedagogical design as well as for the student experience and support, we have the opportunity to create dynamic and interactive learning environments that engage students actively in their learning process. AI and Technology offer a wealth of resources, from multimedia presentations and online simulations to data analysis software and collaborative platforms, that can help illustrate complex concepts, facilitate hands-on learning experiences, and foster collaboration among students. Moreover, leveraging technology allows us to accommodate diverse learning styles and preferences, making learning more accessible, inclusive for all students – with a view to accelerate the development of adaptive learning paths. Our academic staff are encouraged to explore the innovative possibilities that technology, notably AI and VR/XR offers and strive to integrate it effectively into our teaching practices to enrich the educational experience and prepare students for success in their academic and professional endeavors.

### Opportunities for International Collaboration

By fostering partnerships with universities, research institutions and industry organizations abroad, academic staff will create avenues for students to engage in cross-cultural exchanges, collaborative research projects, and international internships. Through their expertise and networks, academic staff will connect students with opportunities to work alongside international scholars and professionals, gaining invaluable insights and experiences that broaden their perspectives and deepen their understanding of global issues. Additionally, academic staff may spearhead joint research initiatives, organize international conferences, and coordinate study abroad programs, providing students with transformative learning experiences that transcend borders. By championing international collaboration, academic staff contribute to the program's mission of preparing students to excel in a globalized world,

equipping them with the skills and cultural competency needed to thrive in diverse and interconnected environments. The teaching groups will have the opportunity to communicate and connect with each other, helping them to expand their network to a global scale.

### Exchange Programs and Partnerships

The academic staff will actively provide students with enriching international experiences and contribute to the program's commitment of providing students with a global perspective, preparing them to excel in their academic and professional endeavors on an international scale.

Opportunities include:

- **Student Exchange:** Academic staff collaborate with partner universities worldwide to establish student exchange. Through our program, students have the opportunity to study abroad for a semester or academic year, immersing themselves in different academic and cultural environments while earning credits towards their degree.
- **Research Collaborations:** Academic staff engage in collaborative research projects with scholars and researchers from partner institutions across the globe. These collaborations facilitate knowledge exchange, joint publications, and interdisciplinary research efforts that address complex challenges in data analysis, environmental governance and finance.
- **International Conferences and Workshops:** Academic staff organize and participate in international conferences, workshops, and seminars that bring together scholars, practitioners, and industry experts from around the world. These events serve as platforms for sharing research findings, networking and exploring collaboration opportunities.
- **Industry Partnerships:** Academic staff may have the chance to collaborate with industry partners on international projects, internships, and research initiatives.

### Research Ethics and Integrity

Integrity and ethics are paramount in the research conducted within this program, serving as foundational principles that guide scholarly inquiry and academic excellence. Academic staff and students are committed to upholding the highest standards of integrity, honesty, and ethical conduct in all aspects of research, from data collection and analysis to dissemination of findings. Researchers adhere to rigorous ethical guidelines and protocols established by regulatory bodies and professional organizations, ensuring the protection of human subjects, the responsible use of data, and the preservation of intellectual property rights. Moreover, academic staff actively promote a culture of transparency, accountability, and integrity in research practices, fostering open dialogue and collaboration among scholars. By prioritizing integrity and ethics in research, the program not only advances knowledge and innovation but also upholds the trust and credibility of the academic community and society at large.

Plagiarism will not be tolerated by any of the universities and shall one Partner University if the University become suspicious, it will inform the Coordinator and other Partner Universities before taking disciplinary action against the student.



Shall it be discovered only after the diploma has been granted, the rules applicable under the relevant partner University law leading to withdrawal of the diploma after the procedure envisaged by the law will be applied.

#### Continuous Improvement Strategies

We aim to improve continuously therefore we have set some strategies that are integral to quality assurance efforts in educational programs. These strategies involve ongoing assessment, evaluation, and refinement of processes to enhance program effectiveness and meet evolving standards. By systematically collecting feedback, analyzing data on student outcomes, and benchmarking against industry best practices, our educational institutions can identify areas for improvement and implement targeted interventions. Regular review of curriculum, teaching methods, student support services, and administrative procedures ensures alignment with program objectives and the needs of students and employers. Furthermore, fostering a culture of continuous improvement encourages collaboration, innovation, and accountability among faculty, staff, and students, ultimately leading to the delivery of high-quality education and the achievement of program goals.

## Appendix Cooperation Agreement



# **Cooperation Agreement for the Master's Program in Innovation and Technology for Education**

**BY AND BETWEEN:**

**GALILEO GLOBAL EDUCATION OPERATIONS**, a simplified joint-stock company under French law, whose registered office is located at 41 rue Saint Sébastien 75011 Paris, France, registered with the Paris Trade and Companies Register under number 878 951 094, represented by Nicolas Badré in his capacity as General Manager

**AND:**

**GALILEO GLOBAL EDUCATION 2**, a simplified joint-stock company under French law, whose registered office is located at 16, rue Claude Bernard 75005 Paris, France, registered with the Paris Trade and Companies Register under number 948 402 201, represented by Galileo Global Education Operations in its capacity as Chairman, itself represented by its General Manager, Nicolas Badré

**AND:**

**EARLY MAKERS GROUP**, a public limited company with a management board and supervisory board under French law with a share capital of 103,964,677.20 euros, whose registered office is located at 144, avenue Jean-Jaurès, 69007 Lyon, registered in the Lyon Trade and Companies Register under number 841 892 037, which is one of the legal entities of the private technical higher education institution recognized by the State called "emlyon Business school", represented by Isabelle HUAULT, in her capacity as Managing Director and Chairwoman of the Management Board ("Présidente du Directoire")

**AND:**

**EUROPEAN UNIVERSITY - CYPRUS LTD**, a private company under Cyprus law, whose registered office is located at 6, Diogenes 2404 Engomi, P.O. Box: 22006, 1516, Nicosia Cyprus, registered under number C83353, represented by Christoforos Hadjikyprianou, in his capacity as CEO & President of the Council

**AND:**

**MACROMEDIA GMBH**, a private company under German law, whose registered office is located at Sandstraße 9, 80335 München, Germany, registered in Local Court Stuttgart Trade and Companies Register under number HRB 766647, jointly represented by Marc Irmisch-Petit in his capacity as Geschäftsführer / CEO and Castulus Kolo in his capacity as President of Macromedia University (private technical higher education institution affiliated with Macromedia GMBH)

**AND:**

**NOROFF University College**, a private company under Norway law, whose registered office is located at Tordenskjoldsgate 9, 4612 Kristiansand, Norway, registered under number 997731859, represented by Anita Karlsen, in her capacity as Director

Hereinafter referred to individually as a "**Party**" or collectively as the "**Parties**".

## PREAMBLE

The Parties to this cooperation agreement (the “**Agreement**”) recognize the critical importance of innovation and technology in transforming education across Europe. They acknowledge the urgent need for leaders capable of driving this transformation and have come together to create a program of excellence that meets the highest European standards for joint programs. To this end, the Parties commit to pooling resources, expertise, and networks. This collaboration aims to leverage the unique strengths of each institution, creating a synergy that will produce a program greater than the sum of its parts.

By entering into this Agreement, the Parties affirm their commitment to fostering educational innovation and preparing the next generation of leaders in the field of education. They recognize that this collaboration has the potential to significantly impact the educational landscape in Europe and beyond, and they pledge to work together in a spirit of mutual respect and shared purpose to achieve the Program's ambitious goals.

\*

**WHEREAS** the importance of innovation and technology in transforming education in Europe is widely recognized,

**WHEREAS** there is a pressing need to train leaders capable of driving this transformation,

**WHEREAS** the Parties hereto possess complementary expertise and resources in the fields of education, technology, and innovation,

**NOW, THEREFORE**, the following Parties agree to associate for the creation and implementation of a joint Master's program entitled "Innovation and Technology for Education" (hereinafter the “**Program**”):

- EM Lyon Business School (France)
- European University Cyprus
- Macromedia University of Applied Sciences (Germany)
- NOROFF University College (Norway)
- Galileo Global Education Operations (France) (GGEO), representing all the schools belonging to the Galileo Global Education group.
- Galileo Global Education 2 (France) (GGE2), in charge of piloting the Program and of its execution in Paris.

**IT IS AGREED AS FOLLOWS BETWEEN THE PARTIES:**

## ARTICLE 1 - PURPOSE AND SCOPE OF THE AGREEMENT

This Agreement establishes the terms and conditions for collaboration between the Parties in the design, implementation, and management of the Program. The scope of

this Agreement is comprehensive, encompassing all aspects of the Program from its inception to its ongoing operation. This includes, but is not limited to, the development of the curriculum, the admission of students, the delivery of the Program content, the assurance of quality standards, the financial arrangements between the Parties, and the awarding of degrees upon successful completion of the Program.

The Agreement also outlines the responsibilities of each Party in contributing to the success of the Program. This includes providing qualified teaching staff, participating in student selection and assessment processes, contributing to quality assurance mechanisms, and promoting the Program within their respective networks. Furthermore, the Agreement sets forth the governance structure for the Program, detailing how decisions will be made and how the Program will be managed on a day-to-day basis.

## **ARTICLE 2 – PROGRAM OBJECTIVES AND LEARNING OUTCOMES**

### **2.1 Program Objectives**

The Program aims to:

- i. Develop transformative leaders capable of driving educational innovation across various sectors, including K-12, higher education, corporate learning, and EdTech.
- ii. Equip students with the skills to design, implement, and manage innovative educational solutions that address current and future challenges in the field.
- iii. Foster a deep understanding of the intersection between education, technology, and societal needs.
- iv. Cultivate an entrepreneurial mindset that enables graduates to create and scale impactful educational ventures.
- v. Promote research-based approaches to educational innovation and policy-making.

### **2.2 Target Leadership Roles**

The Program prepares students notably for three key leadership roles:

- i. Managers in Educational Institutions:
  - Lead digital transformation initiatives in schools and universities
  - Develop and implement innovative educational programs
  - Manage change and foster innovation across educational ecosystems
- ii. Pedagogical Leaders:
  - Design and implement modern curricula addressing emerging competencies
  - Integrate technology effectively into learning environments
  - Lead teacher training and professional development initiatives
- iii. Entrepreneurs in Education:
  - Create and scale EdTech startups
  - Develop innovative school models and educational services
  - Drive innovation within existing educational organizations

## 2.3 Core Competencies

Graduates of the Program will develop expertise in six fundamental areas:

- i. The Role of Education in Society:
  - Understand education's impact on political, economic, and social development
  - Analyse global educational trends and their implications
  - Develop critical thinking and problem-solving skills in educational contexts
- ii. Education as a Human Process
  - Comprehend cognitive and social dimensions of learning
  - Foster inclusive and diverse learning environments
  - Address mental health and well-being in educational settings
- iii. Managing Education
  - Develop strategic, operational, and financial management skills for educational institutions
  - Utilize data and learning analytics for decision-making
  - Navigate legal and ethical considerations in education management
- iv. Pedagogical and Technological Innovation
  - Design and implement innovative teaching methods
  - Integrate digital tools and learning management systems effectively - Evaluate the impact of educational innovations
- v. Research-based Projects
  - Design and conduct research addressing real educational challenges
  - Apply research findings to improve learning outcomes and institutional practices
  - Communicate research results effectively to diverse stakeholders
- vi. Entrepreneurship in Education
  - Identify opportunities for innovation in education
  - Develop sustainable business models for educational ventures
  - Navigate the challenges of scaling educational startups

## 2.4 Intended Learning Outcomes

Supporting the objectives highlighted in Article 2.1., the Intended Learning Outcomes of the Program are designed as follows.

- Critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.
- Conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.
- Analyze issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.

- Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism

Upon completion of the Program, students will be able to:

- Analyse complex educational challenges and develop innovative, technology-enhanced solutions.
- Lead digital transformation initiatives in various educational settings.
- Design and implement research-based pedagogical innovations.
- Manage educational institutions and programs with a focus on innovation and sustainability.
- Create and scale educational ventures, including EdTech startups and innovative school models.
- Evaluate the effectiveness of educational technologies and methodologies using data-driven approaches.
- Collaborate effectively with diverse stakeholders in the education sector.
- Communicate complex educational concepts and innovations to both specialist and nonspecialist audiences.
- Apply ethical considerations and promote inclusivity in all aspects of educational leadership and innovation.

### **ARTICLE 3 – PROGRAM STRUCTURE AND CURRICULUM**

The Program is structured as a Master's degree of 120 ECTS credits, spanning four semesters over two academic years. The curriculum comprises core courses (60 ECTS), specialization tracks (30 ECTS), and a research methodology component with a thesis (30 ECTS).

The Program will be primarily delivered at the Galileo campus in Paris, with at least one mandatory mobility semester at a partner institution.

It is also contemplated that all or parts of the Program can be executed on the premises of the members or at third parties, subject to specific agreements between the Parties.

The Program will be proposed for “M1+M2” (in 2 years) and possibly in “M2 only”.

English will serve as the language of instruction.

It is also contemplated that all or parts of the Program can be utilized in ad hoc formats, including “Executive”, short courses and localized formats etc.

### **ARTICLE 4 - CONSORTIUM CATEGORIES AND VOTING RIGHTS**

#### **4.1. Consortium Categories**

**The Co-founders** include the initial institutions that collaborated to conceptualize and establish the consortium. While they may not necessarily be involved in the day-to-day operations or degree awarding processes, the Co-founders retain certain rights and privileges in recognition of their foundational role. These may include advisory positions, participation in strategic planning sessions, and involvement in major consortium decisions. The Co-founders' continued engagement ensures that the consortium remains true to its original vision and value.

The consortium consists of four distinct categories of members, each with specific roles, rights, and responsibilities within the collaboration. These roles are set out in the committees referred to in Article 5. For ease of reference, the Parties specify the general functions of each of the categories of members, which will be implemented in particular within the framework of the committees (as defined in Article 5 below).

1. **Galileo Global Education Operations** represents the entirety of schools within the Galileo Global Education group. As the primary stakeholder, it holds comprehensive rights within the consortium. This includes, but is not limited to, decision-making authority on strategic matters, financial oversight, and the ability to influence the overall direction of the Program. Galileo Global Education Operations serves as the cornerstone of the consortium, leveraging its extensive network and resources to support the Program's success.
2. **GGE 2** is entrusted with the operational management of the consortium. Under the supervision of the Academic Committee (as defined in Article 5 below), GGE 2 is responsible for the day-to-day administration of the Program. This includes coordinating between partner institutions, managing student affairs, overseeing curriculum implementation, and ensuring compliance with quality standards. While its focus is primarily operational, GGE 2 plays a crucial role in translating the consortium's strategic vision into practical reality.
3. **The Degree Awarding Members** comprise the institutions that are deeply involved in the academic delivery of the Program and award the Master's degree. These members enjoy full rights within the consortium, commensurate with their significant involvement and contributions. Their rights include participation in key decision-making processes, input on curriculum development, and representation on the Academic Committee. The Master's Degree Members' expertise and resources are fundamental to maintaining the Program's academic integrity and ensuring its alignment with the highest standards of higher education.
4. **The Other Members** comprise the institutions that are involved in the academic delivery of the Program but do not have the authority to award master's degrees. These members enjoy rights within the consortium commensurate with their involvement and contributions. It is noted that these members may become Degree Awarding Members over time, depending on the validation of their status by national accreditation agencies and/or by their internal governance.

Each category of members is integral to the consortium's success, bringing unique perspectives, resources, and expertise to the collaboration. The rights and responsibilities associated with each category are designed to create a balanced and effective governance structure, ensuring that all aspects of the Program from strategic direction to operational execution and academic excellence are comprehensively addressed. This multi-tiered membership structure allows for both centralized coordination and distributed expertise, fostering a dynamic and responsive educational ecosystem.

#### 4.2. Voting rights



Within committees (referred below), decisions will be made by consensus where possible, or by a twothirds majority vote, as defined below.

- GGEO and GGE2 have 60% of the votes.
- The Other Members and the Degree Awarding Members have 40% of the votes. It is specified that within these 40% voting rights, the Degree Awarding Members will have double voting rights.

## **ARTICLE 5 - MANAGEMENT AND GOVERNANCE**

A Program Director, is appointed by Galileo (GGEO and GGE2). He/she ensures overall the Program coordination, serve as a liaison between and with the committees defined below. He/she represents the Program externally.

The governance of the Program is based upon three representative internal committees:

- The Joint Program Committee (JPC)
- The Academic Committee.
- The Operational Committee.

Each of the Parties to this Agreement may appoint one member to each committee.

The Parties undertake to take the necessary steps to ensure that the composition of the committees reflects the diversity of expertise of the parties and supports the success of the Program.

Committee members will be appointed for a period of 3 years, with the possibility of reappointment. A member of a committee may be replaced at any time by the Party that appointed him or her.

It is recommended that a Party does appoint different representatives for each Committee.

Each committee will draw up its own rules of procedure which, in compliance with the rules set out in this Agreement, may specify and detail its operating procedures.

### **5.1. Joint Program Committee**

The Program's governance structure includes a Joint Program Committee (JPC) composed of one representative from each Party. The JPC will oversee the strategic direction of the Program (including the creation of new and ad hoc offers), ensure compliance with this Agreement and relevant regulations, make decisions on major Program changes, and resolve any disputes between Parties. It will meet at least twice per academic year, with additional meetings as necessary.

The JPC is presided over by the Program Director.

The JPC validates the changes in the scope of the Agreement – i.e. the acceptance of new entrants, the approval of departures. It can trigger the exclusion of a member, in case this member does not meet the expected commitments defined in the table below:

		GCEO	GGE2 / Copernia	Co-founders	Degree awarding members
Commitments	Curriculum design	x	x	x	x
	Pedagogical delivery / instruction	xxx	x	x	x
	Proposing research projects	x	x	x	x
	Proposing internships	x	x	x	x
	Hosting students for accredited (x) semesters		xxx		x
	Awarding of the degree				x
	Sales & Marketing support	x	x	x	x

The JPC validates the choice of the schools that are allowed to operate the Program.

It is expressly agreed that, in the event that the JPC authorises the sale of all or part of the Program to a third party, Degree Awarding Members must give their prior consent to the use of their name or logo.

## 5.2. Academic Committee

To ensure ongoing relevance and quality, the Academic Committee will conduct annual reviews of the curriculum.

Each Party appoints an academic representative to participate in the Academic Committee. This Academic Committee is in charge to ensure the on-going relevance of the curriculum and the quality of its academic execution. It will be responsible for curriculum development and review, quality assurance, and student assessment policies. This committee is responsible for designing the “core processes” applicable to the schools and entities that will operate the Program, as well as their monitoring. The Academic Committee will meet quarterly to ensure the Program's academic integrity and relevance.

The Academic Committee elects its chair among the representatives of the Degree Awarding Members for a term of 3 years.

The operation of the Program is subject to the operating school or unit applying the “core processes” designed and monitored by the Academic Committee.

## 5.3. Operational Committee

An Operational Committee, consisting of one administrative staff from each Party, will supervise the Program operations, including the student services, and financial administration, and will ensure the financial follow-up of the Program. This committee will meet at least quarterly to review the operational and financial situation of the Program with the Program director.

In particular, the Operational Committee will be responsible for selecting the campuses that will host students, after consulting the other committees.

The Operational Committee elects its chair among its representatives for a term of 3 years.

## ARTICLE 6 - UNDERTAKINGS OF THE PARTIES

All Parties involved in this consortium commit to contributing to the development and regular review of the curriculum. They will provide qualified teaching staff to ensure high-quality instruction across Program modules, as requested by the schools in charge of operating the Program.

Through the Academic Committee, the Parties agree to actively participate in the design and the monitoring of the “core processes” of the Program (cf. Articles 7 to 10 below). These include notably the student selection and assessment processes, ensuring that only the most qualified and motivated candidates are admitted to the Program. These also include those processes that contribute to the quality assurance, helping to maintain the Program's high standards and continuous improvement.

Through the Operational Committee, the Parties agree to actively participate in the design of and monitoring of operations of the Program (cf. Articles 11 to 15).

The members commit to promoting the Program within their respective networks, leveraging their connections to enhance the Program's visibility and attractiveness to potential students and industry partners.

GGE 2, as the host institution, will provide the main campus facilities in Paris. These facilities will serve as the primary location for Program delivery and will be designed to foster innovation and collaboration.

GGE 2 will also manage the day-to-day administration of the Program, ensuring smooth operations and effective coordination between all members. Additionally, GGE2 will take the lead in coordinating marketing and recruitment efforts, leveraging its global network to attract a diverse and talented student body. Subject to their eligibility to host students for a recognized semester abroad of the Program's students (which will be validated by the Operational Committee), each university partner agrees to host students for the mobility semester, providing access to their unique facilities and resources. This will allow students to benefit from diverse learning environments and gain international exposure. The partner institutions will ensure compliance with their respective national regulations, guaranteeing that the Program meets all legal and academic standards in each participating country. The number of students concerned and the implementation procedures will be determined by the competent committees under the terms of this Agreement.

## **ARTICLE 7 - ADMISSION AND SELECTION OF STUDENTS**

The admission criteria for the Program have been carefully designed to ensure that selected candidates have the potential to excel in this challenging and innovative field. Applicants must hold a bachelor's degree or equivalent qualification. This requirement ensures that students have a solid foundation of knowledge upon which to build their specialized skills in educational innovation and technology.

English language proficiency is a crucial requirement, given that the Program will be conducted in English. The specific level of proficiency required will be clearly stated in the admission guidelines, ensuring that all students can fully participate in and benefit from the Program's activities.

The Academic Committee will ensure that the selection process is fair, transparent, and aligned with the Program's objectives. (cf. appendix). The selection process is designed to ensure diversity and equal opportunities, allowing to create cohorts that represent a variety of backgrounds and perspectives.

The selection process will be rigorous and comprehensive, managed by the operating school or entity, following the guidelines of the Academic Committee. The operating school will consider multiple factors including academic excellence, motivation, and leadership potential. The goal is to identify candidates who not only have strong academic backgrounds but also demonstrate the creativity, critical thinking, and innovative mindset necessary to become future leaders in educational transformation. The selection will be conducted in two stages: an initial application review followed by at least one interview for shortlisted candidates.

The Academic Committee designs the relevant processes to monitor the quality of the selection executed by the operating school / entity.

## **ARTICLE 8- ADMISSION AND SELECTION OF INSTRUCTORS**

The selection criteria for instructors are also defined by the Academic Committee.

The logic of the Program is to leverage the expertise of the instructors of the members, and in particular from those that participated in the design of the syllabi and courses of each module. As a reminder, the syllabus of each module was designed under the responsibility of “Module Coordinators” from the members.

The instructors are selected by the operating school or entity in close collaboration with the “Module Coordinators” to ensure the relevant qualifications.

## **ARTICLE 9- DEGREE AWARDING AND CERTIFICATION**

Upon successful completion of the Program, students will be awarded a joint degree by the eligible Degree Awarding Members. This joint degree represents the collaborative nature of the Program and the combined expertise of the participating institutions. It serves as a testament to the student's achievement in mastering a curriculum that spans multiple disciplines and incorporates international perspectives.

The degree certificate will be designed to reflect the Program's unique character and the strength of the consortium. It will prominently display the logos of all awarding institutions, clearly indicating the joint nature of the degree. However, it will state that the Master's Degree is awarded jointly by the Degree Awarding Members.

This visual representation underscores the value of the collaborative effort and the international character of the Program.

The certificate will be signed by the authorized representatives of each awarding institution. This multiinstitutional endorsement adds weight to the degree, demonstrating to future employers and academic institutions the comprehensive and high-quality nature of the education received.

In addition to the degree certificate, a detailed diploma supplement will be issued to each graduate. This supplement will provide a comprehensive description of the nature, level, context, content, and status of the studies completed by the student. It will outline the specific courses taken, the skills acquired, and the unique features of the Program, such as the mobility semester and any specialized projects or internships completed. This detailed information will be invaluable for graduates as they pursue further education or enter the job market, providing a clear picture of their qualifications and competencies.

## **ARTICLE 10 - QUALITY ASSURANCE**

The Program is committed to maintaining the highest standards of educational quality and will adhere strictly to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). This commitment ensures that the Program meets internationally recognized benchmarks for higher education quality.

The consortium decides to refer to Baden-Württemberg higher education law as part of the accreditation process. Therefore, all documents related to the study programme will be based on the legal framework of the higher education law of Baden-Württemberg (*“Gesetz über die Hochschulen in Baden-Württemberg, Landeshochschulgesetz - LHG”*).

Internal quality assurance measures will be robust and comprehensive. Regular course evaluations by students will be conducted, providing valuable feedback on the content, delivery, and effectiveness of each module. This student input will be a crucial component in the continuous improvement of the Program.

An annual program review will be carried out by the Academic Committee. This thorough review will examine all aspects of the Program, from curriculum content to teaching methodologies and student outcomes. The committee will use this review to identify areas for improvement and to ensure that the Program remains cutting-edge and relevant to the rapidly evolving fields of educational innovation and technology.

Periodic staff performance reviews will also be conducted. These reviews will ensure that the teaching staff continue to meet the high standards required by the Program and are staying current with developments in their fields. Professional development opportunities will be provided to support staff in maintaining and enhancing their expertise.

External quality assurance will be equally rigorous. The Program will undergo periodic external peer reviews, bringing in experts from outside the partner institutions to provide an objective assessment of the Program's quality and effectiveness. These reviews will offer fresh perspectives and help identify areas for improvement that might not be apparent from an internal viewpoint.

The Program will also seek accreditation from relevant national and international bodies. This external validation will provide additional assurance of the Program's quality and enhance its recognition and prestige within the academic and professional communities. Such steps will be taken by the parties concerned, following the advice and decision of the Academic Committee and the Joint Program Committee.

A formal process will be established to implement improvements based on the findings from both internal and external quality assurance activities. This process will ensure that insights gained from evaluations and reviews are translated into concrete actions to enhance the Program's quality. Regular follow-ups will be conducted to assess the effectiveness of these improvements, creating a cycle of continuous enhancement that keeps the Program at the forefront of educational innovation.

## **ARTICLE 11 – STUDENT MOBILITY AND SUPPORT**

Beyond its studies on the Paris campus of Galileo, and after the campuses have been selected by the Operational Committee (c.f., Article 5.3 above), each student shall

complete at least one semester in a member institution in another country. This requirement ensures that all students benefit from the international nature of the consortium.

The selected Parties shall assist students with visa applications, providing necessary documentation and guidance to facilitate international mobility. They will also help with accommodation arrangements, either through university housing or by providing information on local options. Additionally, the Parties commit to supporting students' integration into the host institution and community, including orientation programs and ongoing support services. A joint student support office shall be established and operated by the operating entity to address student needs and concerns across all partner institutions. This centralized resource will ensure consistent, high-quality support for all program participants, regardless of their location. The office will coordinate services such as academic advising, career guidance, and personal counselling, tailored to the unique needs of students in this international Program.

## **ARTICLE 12 – STAFF MOBILITY AND DEVELOPMENT**

The Program shall actively facilitate and support staff exchanges for teaching and research purposes. This will involve creating opportunities for faculty members from each partner institution to spend time teaching or conducting research at other partner institutions. Such exchanges will enrich the Program by bringing diverse perspectives and expertise to students across all partner campuses. The Program will also promote opportunities for joint teaching activities, where instructors from different partner institutions collaborate on courses or modules. This approach will expose students to multiple viewpoints and teaching styles, enhancing the overall learning experience. Regular joint staff development initiatives will be organized to ensure continuous professional growth among faculty and staff. These may include workshops, seminars, and conferences focused on innovative teaching methods, educational technology, and the latest developments in the field of education and innovation. The Parties commit to cooperate to obtain and/or facilitate the obtention of subsidies (ERASMUS and alike) that support financially the mobility of students and instructors.

## **ARTICLE 13 – RESEARCH AND INNOVATION**

The partner institutions commit to collaborating on research projects related to the Program's focus areas. This collaboration will involve joint research initiatives, shared research facilities, and the exchange of research findings.

The members commit to propose and/or support applied research projects for the students of the Program, as well as propose and/or support internship and research thesis.

The Program will organize an annual research symposium to showcase program-related research. This event will serve as a platform for faculty and students to present their work, exchange ideas, and foster collaborations with industry partners and other academic institutions. The Program will actively foster links with industry partners to create opportunities for applied research. This may include collaborative research projects, internships, and consultancy opportunities that allow students and faculty to work on real-world challenges in educational innovation and technology.

The members support their own costs when they propose research projects and/or internships and participate in the symposiums. The members agree to collaborate to seek and maximize external funding to reduce and cover this cost (cf. the role of the Operational Committee).

#### **ARTICLE 14 - INTELLECTUAL PROPERTY**

Pre-existing intellectual property shall remain the property of the originating Party. In particular, the Program (and any future updates) implemented as part of this consortium is the property of GGE2 and GGEO.

Intellectual property, in particular, joint research projects, developed jointly within the scope of the Program shall be shared among the Parties involved in its development, unless otherwise agreed in writing. This provision encourages collaboration while providing a clear framework for ownership of new developments. Students shall retain the intellectual property rights to their thesis work, subject to the confidentiality provisions outlined in Article 20. This policy respects students' intellectual contributions while protecting sensitive information. Any licensing of Program-related intellectual property shall require unanimous agreement of the Parties. This ensures that all members have a say in how jointly developed assets are commercialized or shared.

#### **ARTICLE 15 - MARKETING AND RECRUITMENT**

A joint marketing strategy shall be developed, agreed and implemented collectively by all partner institutions. This strategy will emphasize the unique aspects of the Program, including its international nature, innovative curriculum, and strong industry connections.

The Program will establish brand guidelines to ensure consistent representation across all marketing channels and partner institutions. These guidelines will cover aspects such as logo usage, color schemes, messaging tone, and key program features to be highlighted. The main marketing materials must be approved by the Joint Program Committee before publication. This process will ensure consistency in messaging and branding across all partner institutions.

All Parties shall contribute to recruitment efforts in their respective regions, leveraging their local networks and reputation to attract high-quality candidates. This decentralized approach will ensure a diverse student body representing various geographic and cultural backgrounds.

For the sake of clarity, it is specified that the notion of 'Sales & Marketing support' referred to in Article 5.1. corresponds notably to i) acts of promotion of the Programme by the Parties, such as, for example, offering the Program on the website, organizing on-site promotional events with current students and/or prospects, participating to symposia, conferences, ii) answering questions of students and prospects and directing them to feed the commercial chain managed by the operational entities (GG2 to start with) etc.

As a benefit to the Parties, it is agreed that students from partner institutions in this consortium will benefit from a preferential price (i.e. 10% off the public price of the Program to which they would be entitled).

## ARTICLE 16 – FINANCIAL ARRANGEMENTS

The Agreement bases upon a principle of centralization and costs and revenues by GGE2 – whereby partner institutions supporting direct operational costs reinvoice those to the operating unit.

### 16.1. Legal Entity

GGE 2 is established to operate and manage the financial aspects of the Program. Its general manager is the Program Director. The Board of GGE2 includes three representatives of the Joint Program Committee.

### 16.2. Financial Independence

GGE 2 shall be responsible for its own financial management, including revenue generation, expense management, and seeking external funding or investment as needed.

### 16.3. Operating costs

GGE2 is responsible for the operational costs and profit of the Program.

- a) When the Program is run primarily on the GGEO's campus in Paris:  
GGE2 receives and collects all the revenues (tuition fees, subsidies etc.)  
  
GGE2 supports the operating costs of the operations in Paris – including the costs of instructors coming from the members (based upon cost +7% basis).  
  
GGE2 supports the direct operating costs of the members that host the students during their semester(s) abroad: i) direct pedagogical costs (including T&E for instructors), ii) direct student support personal for students during their semester abroad.
- b) When the Program is run primarily from another campus:  
The operating entity (the member or the third party) receives and collects all the revenues (tuition fees, subsidies etc.)  
  
The operating entity supports the operating costs of the operations on its campus, including the cost of instructors coming from the members (based upon cost +7% basis).  
  
The operating entities supports the direct costs incurred by the members that host the students during their semester(s) abroad.  
  
GGE2 receives 10 % of the revenues from the operating school.
- c) Some administrative tasks (accreditation for instance) might be executed by some individuals employed by one member. In such cases, these costs might be reinvoyced to the entity benefiting from the execution of these tasks.



#### 16.4 Incentive

Once the Program becomes profitable (*i.e.*, the cumulated revenues exceed the cumulated costs), surplus revenue shall be primarily reinvested in the Program's development.

To promote the engagement of the consortium members, the Program Director, on the advice of the Joint Program Committee, may propose an increase of the mark-up on re invoiced costs for the member of the consortium. The total amount of the mark-up increase shall not exceed 30% of the surplus.

### **ARTICLE 17 - ENTRY, EXIT AND EXCLUSION OF MEMBERS**

#### 17.1. Entry of New members

New members may join the consortium subject to a two-thirds majority approval by the Joint Program Committee, excluding the prospective members. Prospective members must demonstrate their capacity to contribute significantly to the consortium's objectives. They must accept in writing the terms of this Agreement and any additional conditions set by the Joint Program Committee. The Joint Program Committee may require a financial contribution from new members paid to GGE2, with the amount to be determined at the time of entry. The financial contribution will be taken into account in calculating the cumulative revenues referred to in Article 16.

#### 17.2. Exit of members

Any member may voluntarily withdraw from the consortium by providing six months' written notice to the Joint Program Committee. The withdrawing member must fulfil all obligations up to the effective date of withdrawal.

The exiting member is entitled to benefit from the IP that it contributed to develop in the framework of joint research projects.

#### 17.3. Exclusion of a member

The Joint Program Committee reserves the right to exclude a member from the consortium for serious reasons. These reasons may include repeated or severe violations of this Agreement, actions that significantly harm the consortium's interests, or an inability to fulfil consortium obligations due to insolvency or other long-term incapacity. Lack of involvement or participation in the consortium's activities may also constitute grounds for exclusion. This could manifest as repeated absence from mandatory meetings without valid justification, failure to contribute to the development and delivery of the Program as agreed, consistent non-participation in joint decision-making processes, or neglect of assigned responsibilities within the consortium.

The exclusion process begins with a written proposal submitted to the Joint Program Committee by any of the members, detailing the grounds for exclusion. The member in question will receive written notice and have the opportunity to present their case before the Joint Program Committee. A two-thirds majority vote of the Joint Program Committee, excluding the member under consideration, is required for exclusion. If exclusion is decided, the Joint Program Committee will provide written notice to the excluded member, specifying the effective date of exclusion.

Before initiating the exclusion procedure for lack of involvement, the Joint Program Committee shall provide the member in question with a formal written warning and a reasonable opportunity to remedy its lack of participation. This remediation period shall not exceed three months from the date of the warning.

Upon exclusion, the member loses all rights and obligations related to the consortium, effective from the date specified in the notice. Financial settlements following exclusion will be handled in accordance with the exit provisions outlined in this article.

## **ARTICLE 18 - NON-COMPETITION CLAUSE**

Each member agrees that for a period of three (3) years after leaving the consortium, they will not engage in activities that directly compete with this consortium. These activities include creating, participating in, or associating with any entity that offers similar programs in the field of innovation and technology for education in direct competition with this consortium.

Members also agree not to directly or indirectly solicit students, faculty, or members of the Program for competitive purposes. Furthermore, they commit to not using or disclosing confidential information or intellectual property belonging to the consortium to any third party – without the prior consent of the JPC.

This clause applies in the countries where the consortium operates at the time of the member's entry into the consortium or at the time of their exit, whichever is broader.

Insofar as the Program of the present consortium is based on the Parties' own current expertise in innovation and/or technology and/or education, the Parties' current programs in this field which are not directly competing with the Program may continue to be developed by the Parties concerned.

## **ARTICLE 19 - RESTRUCTURING AND CHANGE OF CONTROL**

### **19.1. Notification Obligation**

In the event of any restructuring, merger, acquisition, or significant change in ownership or control (collectively referred to as "Restructuring") of any member of the consortium, the affected member shall promptly inform all other members of the consortium in writing. This obligation applies to all members except for schools that are part of the Galileo Global Education group. The notification must be provided as soon as practicable, and no later than 30 days after the Restructuring becomes effective or is formally agreed upon, whichever occurs first.

### **19.2. Information Required**

The notification shall include comprehensive details about the nature of the Restructuring. It should outline the expected impact on the member's participation in the consortium and describe any anticipated changes in key personnel involved in the consortium's activities. The affected member must provide sufficient information to allow other members to understand the implications of the Restructuring fully.

### **19.3. Review Process**

Upon receipt of such notification, the Joint Program Committee shall convene a special meeting within 60 days to review the implications of the Restructuring on the consortium. During this review process, the affected member shall be prepared to provide any additional information requested by the Committee to facilitate a thorough assessment of the situation.

#### 19.4. Intuitu Personae Principle

This consortium is formed on the principle of intuitu personae, recognizing the specific qualities and characteristics of each member. In light of this, the Joint Program Committee shall carefully assess whether the Restructuring materially affects the basis on which the consortium was formed. The Committee will consider how the changes impact the unique contributions and role of the affected member within the consortium.

#### 19.5. Committee Decision

Following a comprehensive review, the Joint Program Committee may take one of several actions. The Committee may confirm the continuation of the affected member's participation in the consortium without changes if it determines that the Restructuring does not significantly alter the member's ability to contribute. Alternatively, the Joint Program Committee may propose modifications to the affected member's role or responsibilities within the consortium to accommodate the changes resulting from the Restructuring. In cases where the Restructuring is deemed to fundamentally alter the nature of the affected member's participation, the Joint Program Committee may recommend initiating the process for the member's exit from the consortium, as outlined in Article 17ii.

#### 19.6. Approval of Changes

Any proposed modifications to the Agreement or a member's participation resulting from a Restructuring shall require unanimous approval of all members of the consortium. This ensures that all members have a say in significant changes that may affect the overall dynamics of the collaboration.

#### 19.7. Confidentiality

All members agree to maintain the confidentiality of any sensitive information shared during this process, subject to applicable legal requirements. This confidentiality clause protects the interests of both the affected member and the consortium as a whole during what may be a sensitive period of transition.

#### 19.8. Exception for Galileo Global Education

Schools that are part of the Galileo Global Education group are exempt from the notification requirement outlined in this Article 19. However, the Galileo Global Education group agrees to inform the consortium of any significant changes within its group that may materially affect the operation of the joint Program. This exception recognizes the unique structure of the Galileo Global Education group while ensuring transparency in matters that could impact the consortium.

#### 19.9. Continuation of Obligations

During the review process and any subsequent negotiations, all members, including the member undergoing Restructuring, shall continue to fulfill their obligations under the Agreement. This ensures the continuity of the Program and protects the interests of students and other stakeholders during the period of change.

#### **ARTICLE 20 - CONFIDENTIALITY**

The Parties agree to maintain the confidentiality of any proprietary information shared in the context of this Agreement. This broad commitment protects sensitive data and know-how exchanged during the consortium. The confidentiality obligations shall survive the termination of this Agreement for a period of five years. This extended protection ensures that sensitive information remains secure even after the formal consortium ends. However, these confidentiality obligations shall not apply to information that is or becomes publicly available through no fault of the receiving Party. This exception recognizes that truly public information cannot be subject to confidentiality restrictions. Similarly, information independently developed by the receiving Party or required to be disclosed by law or court order is exempt from the confidentiality requirements. These exceptions ensure that the confidentiality provisions do not unduly restrict normal operations or legal compliance.

#### **ARTICLE 21 – DISPUTE RESOLUTION**

The Parties shall make every effort to resolve any disputes amicably through negotiation within the Joint Program Committee. This approach emphasizes the importance of open communication and collaboration in addressing any issues that may arise. If a dispute cannot be resolved within 60 days through internal negotiation, it shall be referred to a mutually agreed upon mediator. This mediator will be an independent third party with expertise in international educational consortiums. If mediation fails to resolve the dispute, it shall be settled under the Rules of Arbitration of the Belgian Centre for Arbitration and Mediation (CEPANI) by one or more arbitrators appointed in accordance with the said Rules. The seat of the arbitration shall be Brussels (Belgium). The arbitration shall be conducted in English. The applicable rules of law shall be the rules of French law in accordance with Article 26 below. This final step ensures a fair and binding resolution process, should all other attempts at resolution fail.

For the purposes of this Article 21, “dispute” means any litigation, dispute, claim or disagreement of any nature whatsoever arising out of or in connection with the Agreement, including any dispute relating to the existence, formation, validity, interpretation, performance or termination of the Agreement or the consequences of its invalidity, and any dispute relating to non-contractual rights or obligations arising out of or in connection with the Agreement.

#### **ARTICLE 22 - DURATION, AMENDMENT, AND TERMINATION**

This Agreement shall be effective for an initial period of five years from the date of signing. This duration allows sufficient time for the Program to establish itself and demonstrate its effectiveness. The Agreement may be renewed for additional five-year

periods by mutual written consent of all Parties. This provision allows for long-term stability while also providing opportunities for periodic review and adjustment. Any amendments to the Agreement must be approved in writing by all Parties. This ensures that all changes are carefully considered and agreed upon by all members. The Agreement may be terminated by mutual agreement of all Parties or by any Party with 12 months' written notice, provided that arrangements are made to enable enrolled students to complete the Program. This clause protects student interests in the event of termination. In case of termination, the Parties will cooperate to ensure the completion of the Program by enrolled students, the appropriate distribution of assets and liabilities, and the preservation of academic records.

## **ARTICLE 23 - FORCE MAJEURE**

No Party shall be liable for failure to perform its obligations due to circumstances beyond its reasonable control, including but not limited to natural disasters, war, or pandemics. This clause protects all Parties from unforeseen and uncontrollable events that may disrupt Program operations. The affected Party shall promptly notify the other Parties of the force majeure event and its expected duration. This ensures transparency and allows for collaborative planning to address the situation. In the event of force majeure, the Parties shall cooperate to minimize disruption to the Program. This may involve implementing alternative teaching methods, adjusting schedules, or finding creative solutions to continue Program delivery.

## **ARTICLE 24 – PERSONAL DATA PROTECTION**

All Parties commit to comply with applicable laws and regulations regarding personal data protection, particularly the European Union's General Data Protection Regulation (GDPR). Each Party acts as a data controller for the personal data it collects and processes within the scope of the Program. The Parties agree to cooperate to ensure overall compliance with data processing regulations. Personal data of students, staff, and participants will be processed solely for the purpose of managing and administering the Program, ensuring academic monitoring, and facilitating student and staff mobility. The Parties shall implement appropriate technical and organizational measures to protect personal data against unauthorized access, accidental loss, destruction, or alteration. The Parties commit to respecting and facilitating the exercise of data subject rights in accordance with the GDPR. Any transfer of personal data between the Parties or to third Parties shall be conducted in compliance with GDPR requirements, using appropriate transfer mechanisms. In the event of a personal data breach, the concerned Party commits to informing the other Parties and the competent authorities within the timeframes stipulated by the GDPR. The Parties commit to training their staff involved in personal data processing on data protection principles and obligations arising from the GDPR. The Parties agree to cooperate with any audit or inspection necessary to demonstrate compliance with this clause and applicable data protection laws. At the end of the Program or upon termination of this Agreement, each Party commits to deleting or returning all personal data to the originating Party, unless legally required to retain it.

## **ARTICLE 25 - INDEPENDENT CONTRACTORS**

The Parties to this Agreement are independent contractors. Neither Party is an agent, representative, partner, employee, subcontractor, or authorized representative of the other Party. This Agreement shall not be interpreted or construed to create an association, agency, or a joint venture between the Parties. Nor is it the intention of the Parties to create a company with legal personality or a *de facto* company. Neither Party shall have the power to bind another Party or incur obligations on another Party's behalf without its prior written consent.

## **ARTICLE 26 - APPLICABLE LAW**

This Agreement and any non-contractual obligations arising out of or in connection with the Agreement shall be governed by and construed in accordance with French law. This choice of law ensures consistency across the international consortium and aligns with the Program's European focus.

## **ARTICLE 27 – ELECTION OF DOMICILE**

For the execution of the present document and any agreements arising from it, the Parties elect domicile in their respective registered offices mentioned above, no matter where those may be located.

In case of change, the Party that has changed the address of its registered office shall inform the other Parties without delay in writing (including by electronic means).

\*\*\*

Signed electronically in compliance with the requirements of the EU's eIDAS regulation no. 910/2014.

As and whenever necessary, the Parties acknowledge that the present Agreement, as signed electronically, constitutes valid proof, making it possible to appreciate the rights, obligations and responsibilities of the Parties and the consent given by their signatories.

**Established in Paris (France), On January 7, 2025**

For GALILEO GLOBAL EDUCATION OPERATIONS

Name: Nicolas Badré

Title: General Manager

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**For GALILEO GLOBAL EDUCATION 2**

Name: Galileo Global Education Operations

Title: President

DocuSigned by:  
  
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**For EARLY MAKERS GROUP**

Name: Isabelle Huault

Title: Managing Director and Chairwoman of the Management Board ("Présidente du Directoire")


DocuSigned by:  
  
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**For EUROPEAN UNIVERSITY - CYPRUS LTD**

Name: Christoforos Hadjikyprianou


Title: CEO & President of the Council


DocuSigned by:  
  
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**For MACROMEDIA GMBH**

Name and Title: Marc Irmisch-Petit (Geschäftsführer / CEO) et Castulus Kolo  
(President of Macromedia University)

Signiert von:  
  
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DocuSigned by:  
  
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**For NOROFF University College**

Name: Anita Karlsen

Title: Director

Signed by:  
  
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## **Cooperation Agreement for the Master's Program in Innovation and Technology for Education**



**BY AND BETWEEN:**

**GALILEO GLOBAL EDUCATION OPERATIONS**, a simplified joint-stock company under French law, whose registered office is located at 41 rue Saint Sébastien 75011 Paris, France, registered with the Paris Trade and Companies Register under number 878 951 094, represented by Nicolas Badré in his capacity as General Manager

**AND:**

**GALILEO GLOBAL EDUCATION 2**, a simplified joint-stock company under French law, whose registered office is located at 16, rue Claude Bernard 75005 Paris, France, registered with the Paris Trade and Companies Register under number 948 402 201, represented by Galileo Global Education Operations in its capacity as Chairman, itself represented by its General Manager, Nicolas Badré

**AND:**

**EARLY MAKERS GROUP**, a public limited company with a management board and supervisory board under French law with a share capital of 103,964,677.20 euros, whose registered office is located at 144, avenue Jean-Jaurès, 69007 Lyon, registered in the Lyon Trade and Companies Register under number 841 892 037, which is one of the legal entities of the private technical higher education institution recognized by the State called "emlyon Business school", represented by Isabelle HUAULT, in her capacity as Managing Director and Chairwoman of the Management Board ("Présidente du Directoire")

**AND:**

**EUROPEAN UNIVERSITY - CYPRUS LTD**, a private company under Cyprus law, whose registered office is located at 6, Diogenes 2404 Engomi, P.O. Box: 22006, 1516, Nicosia Cyprus, registered under number C83353, represented by Christoforos Hadjikyprianou, in his capacity as CEO & President of the Council

**AND:**

**MACROMEDIA GMBH**, a private company under German law, whose registered office is located at Sandstraße 9, 80335 München, Germany, registered in Local Court Stuttgart Trade and Companies Register under number HRB 766647, jointly represented by Marc Irmisch-Petit in his capacity as Geschäftsführer / CEO and Castulus Kolo in his capacity as President of Macromedia University (private technical higher education institution affiliated with Macromedia GMBH)

**AND:**

**NOROFF University College**, a private company under Norway law, whose registered office is located at Tordenskjoldsgate 9, 4612 Kristiansand, Nor.O, registered under number 997731859, represented by Anita Karlsen, in her capacity as Director

Hereinafter referred to individually as a "**Party**" or collectively as the "**Parties**".

## PREAMBLE

The Parties to this cooperation agreement (the “**Agreement**”) recognize the critical importance of innovation and technology in transforming education across Europe. They acknowledge the urgent need for leaders capable of driving this transformation and have come together to create a program of excellence that meets the highest European standards for joint programs. To this end, the Parties commit to pooling resources, expertise, and networks. This collaboration aims to leverage the unique strengths of each institution, creating a synergy that will produce a program greater than the sum of its parts.

By entering into this Agreement, the Parties affirm their commitment to fostering educational innovation and preparing the next generation of leaders in the field of education. They recognize that this collaboration has the potential to significantly impact the educational landscape in Europe and beyond, and they pledge to work together in a spirit of mutual respect and shared purpose to achieve the Program's ambitious goals.

\*

**WHEREAS** the importance of innovation and technology in transforming education in Europe is widely recognized,

**WHEREAS** there is a pressing need to train leaders capable of driving this transformation,

**WHEREAS** the Parties hereto possess complementary expertise and resources in the fields of education, technology, and innovation,

**NOW, THEREFORE**, the following Parties agree to associate for the creation and implementation of a joint Master's program entitled "Innovation and Technology for Education" (hereinafter the "**Program**"):

- EM Lyon Business School (France)
- European University Cyprus
- Macromedia University of Applied Sciences (Germany)
- NOROFF University College (Norway)
- Galileo Global Education Operations (France) (GGEO), representing all the schools belonging to the Galileo Global Education group.
- Galileo Global Education 2 (France) (GGE2), in charge of piloting the Program and of its execution in Paris.

## **IT IS AGREED AS FOLLOWS BETWEEN THE PARTIES:**

### **ARTICLE 1 - PURPOSE AND SCOPE OF THE AGREEMENT**

This Agreement establishes the terms and conditions for collaboration between the Parties in the design, implementation, and management of the Program. The scope of this Agreement is comprehensive, encompassing all aspects of the Program from its inception to its ongoing operation. This includes, but is not limited to, the development of the curriculum, the admission of students, the delivery of the Program content, the assurance of quality standards, the financial arrangements between the Parties, and the awarding of degrees upon successful completion of the Program.

The Agreement also outlines the responsibilities of each Party in contributing to the success of the Program. This includes providing qualified teaching staff, participating in student selection and assessment processes, contributing to quality assurance mechanisms, and promoting the Program within their respective networks. Furthermore, the Agreement sets forth the governance structure for the Program, detailing how decisions will be made and how the Program will be managed on a day-to-day basis.

## **ARTICLE 2 – PROGRAM OBJECTIVES AND LEARNING OUTCOMES**

### **2.1 Program Objectives**

The Program aims to:

- i. Develop transformative leaders capable of driving educational innovation across various sectors, including K-12, higher education, corporate learning, and EdTech.
- ii. Equip students with the skills to design, implement, and manage innovative educational solutions that address current and future challenges in the field.
- iii. Foster a deep understanding of the intersection between education, technology, and societal needs.
- iv. Cultivate an entrepreneurial mindset that enables graduates to create and scale impactful educational ventures.
- v. Promote research-based approaches to educational innovation and policy-making.

### **2.2 Target Leadership Roles**

The Program prepares students notably for three key leadership roles:

- i. Managers in Educational Institutions:
  - Lead digital transformation initiatives in schools and universities
  - Develop and implement innovative educational programs
  - Manage change and foster innovation across educational ecosystems
- ii. Pedagogical Leaders:
  - Design and implement modern curricula addressing emerging competencies
  - Integrate technology effectively into learning environments
  - Lead teacher training and professional development initiatives
- iii. Entrepreneurs in Education:
  - Create and scale EdTech startups
  - Develop innovative school models and educational services
  - Drive innovation within existing educational organizations

### **2.3 Core Competencies**

Graduates of the Program will develop expertise in six fundamental areas:

- i. The Role of Education in Society:
  - Understand education's impact on political, economic, and social development
  - Analyse global educational trends and their implications
  - Develop critical thinking and problem-solving skills in educational contexts
- ii. Education as a Human Process
  - Comprehend cognitive and social dimensions of learning
  - Foster inclusive and diverse learning environments
  - Address mental health and well-being in educational settings
- iii. Managing Education
  - Develop strategic, operational, and financial management skills for educational institutions
  - Utilize data and learning analytics for decision-making
  - Navigate legal and ethical considerations in education management
- iv. Pedagogical and Technological Innovation
  - Design and implement innovative teaching methods

- Integrate digital tools and learning management systems effectively
- Evaluate the impact of educational innovations
- v. Research-based Projects
  - Design and conduct research addressing real educational challenges
  - Apply research findings to improve learning outcomes and institutional practices
  - Communicate research results effectively to diverse stakeholders
- vi. Entrepreneurship in Education
  - Identify opportunities for innovation in education
  - Develop sustainable business models for educational ventures
  - Navigate the challenges of scaling educational startups

## 2.4 Intended Learning Outcomes

Supporting the objectives highlighted in Article 2.1., the Intended Learning Outcomes of the Program are designed as follows.

- Critically reflect on the societal and economic challenges on education in a world undergoing digital transformation and being exposed to increasing uncertainty.
- Conceptualize learning as a cognitive, as well as, a social process, and to apply this knowledge in the context of pedagogical innovations supported by new technologies.
- Analyze issues in the management of education and to appraise specific sectoral requirements from K12 via Higher Education to Lifelong Learning.
- Develop and implement sustainable educational solutions at the systemic, institutional, and interpersonal levels based on scientific insights and pragmatism

Upon completion of the Program, students will be able to:

- Analyse complex educational challenges and develop innovative, technology-enhanced solutions.
- Lead digital transformation initiatives in various educational settings.
- Design and implement research-based pedagogical innovations.
- Manage educational institutions and programs with a focus on innovation and sustainability.
- Create and scale educational ventures, including EdTech startups and innovative school models.
- Evaluate the effectiveness of educational technologies and methodologies using data-driven approaches.
- Collaborate effectively with diverse stakeholders in the education sector.
- Communicate complex educational concepts and innovations to both specialist and non-specialist audiences.
- Apply ethical considerations and promote inclusivity in all aspects of educational leadership and innovation.

## ARTICLE 3 – PROGRAM STRUCTURE AND CURRICULUM

The Program is structured as a Master's degree of 120 ECTS credits, spanning four semesters over two academic years. The curriculum comprises core courses (60 ECTS), specialization tracks (30 ECTS), and a research methodology component with a thesis (30 ECTS).

The Program will be primarily delivered at the Galileo campus in Paris, with at least one mandatory mobility semester at a partner institution.

It is also contemplated that all or parts of the Program can be executed on the premises of the members or at third parties, subject to specific agreements between the Parties.

The Program will be proposed for “M1+M2” (in 2 years) and possibly in “M2 only”.

English will serve as the language of instruction.

It is also contemplated that all or parts of the Program can be utilized in ad hoc formats, including “Executive”, short courses and localized formats etc.

## ARTICLE 4 - CONSORTIUM CATEGORIES AND VOTING RIGHTS

### 4.1. Consortium Categories

**The Co-founders** include the initial institutions that collaborated to conceptualize and establish the consortium. While they may not necessarily be involved in the day-to-day operations or degree-awarding processes, the Co-founders retain certain rights and privileges in recognition of their foundational role. These may include advisory positions, participation in strategic planning sessions, and involvement in major consortium decisions. The Co-founders' continued engagement ensures that the consortium remains true to its original vision and value.

The consortium consists of four distinct categories of members, each with specific roles, rights, and responsibilities within the collaboration. These roles are set out in the committees referred to in Article 5. For ease of reference, the Parties specify the general functions of each of the categories of members, which will be implemented in particular within the framework of the committees (as defined in Article 5 below).

1. **Galileo Global Education Operations** represents the entirety of schools within the Galileo Global Education group. As the primary stakeholder, it holds comprehensive rights within the consortium. This includes, but is not limited to, decision-making authority on strategic matters, financial oversight, and the ability to influence the overall direction of the Program. Galileo Global Education Operations serves as the cornerstone of the consortium, leveraging its extensive network and resources to support the Program's success.
2. **GGE 2** is entrusted with the operational management of the consortium. Under the supervision of the Academic Committee (as defined in Article 5 below), GGE 2 is responsible for the day-to-day administration of the Program. This includes coordinating between partner institutions, managing student affairs, overseeing curriculum implementation, and ensuring compliance with quality standards. While its focus is primarily operational, GGE 2 plays a crucial role in translating the consortium's strategic vision into practical reality.
3. **The Degree Awarding Members** comprise the institutions that are deeply involved in the academic delivery of the Program and award the Master's degree. These members enjoy full rights within the consortium, commensurate with their significant involvement and contributions. Their rights include participation in key decision-making processes, input on curriculum development, and representation on the Academic Committee. The Master's Degree Members' expertise and resources are fundamental to maintaining the Program's academic integrity and ensuring its alignment with the highest standards of higher education.
4. **The Other Members** comprise the institutions that are involved in the academic delivery of the Program but do not have the authority to award master's degrees. These members enjoy rights within the consortium commensurate with their involvement and contributions. It is noted that these members may become Degree Awarding Members over time, depending on the validation of their status by national accreditation agencies and/or by their internal governance.

Each category of members is integral to the consortium's success, bringing unique perspectives, resources, and expertise to the collaboration. The rights and responsibilities associated with each category are designed to create a balanced and effective governance structure, ensuring that all aspects of the Program from strategic direction to operational execution and academic excellence are comprehensively addressed. This multi-tiered membership structure allows for both centralized coordination and distributed expertise, fostering a dynamic and responsive educational ecosystem.

#### **4.2. Voting rights**

Within committees (referred below), decisions will be made by consensus where possible, or by a two-thirds majority vote, as defined below.

- GGEO and GGE2 have 60% of the votes.
- The Other Members and the Degree Awarding Members have 40% of the votes. It is specified that within these 40% voting rights, the Degree Awarding Members will have double voting rights.

### **ARTICLE 5 - MANAGEMENT AND GOVERNANCE**

A Program Director, is appointed by Galileo (GGEO and GGE2). He/she ensures overall the Program coordination, serve as a liaison between and with the committees defined below. He/she represents the Program externally.

The governance of the Program is based upon three representative internal committees:

- The Joint Program Committee (JPC)
- The Academic Committee.
- The Operational Committee.

Each of the Parties to this Agreement may appoint one member to each committee.

The Parties undertake to take the necessary steps to ensure that the composition of the committees reflects the diversity of expertise of the parties and supports the success of the Program.

Committee members will be appointed for a period of 3 years, with the possibility of reappointment. A member of a committee may be replaced at any time by the Party that appointed him or her.

It is recommended that a Party does appoint different representatives for each Committee.

Each committee will draw up its own rules of procedure which, in compliance with the rules set out in this Agreement, may specify and detail its operating procedures.

#### **5.1. Joint Program Committee**

The Program's governance structure includes a Joint Program Committee (JPC) composed of one representative from each Party. The JPC will oversee the strategic direction of the Program (including the creation of new and ad hoc offers), ensure compliance with this Agreement and relevant regulations, make decisions on major Program changes, and resolve any disputes between Parties. It will meet at least twice per academic year, with additional meetings as necessary.

The JPC is presided over by the Program Director.

The JPC validates the changes in the scope of the Agreement – i.e. the acceptance of new entrants, the approval of departures. It can trigger the exclusion of a member, in case this member does not meet the expected commitments defined in the table below:

		GGEO	GGE2 / Copernia	Co-founders	Degree awarding members
Commitments	Curriculum design	x	x	x	x
	Pedagogical delivery / instruction	xxx	x	x	x
	Proposing research projects	x	x	x	x
	Proposing internships	x	x	x	x
	Hosting students for accredited (x) semesters		xxx		x
	Awarding of the degree				x
	Sales & Marketing support	x	x	x	x

The JPC validates the choice of the schools that are allowed to operate the Program.

It is expressly agreed that, in the event that the JPC authorises the sale of all or part of the Program to a third party, Degree Awarding Members must give their prior consent to the use of their name or logo.

## 5.2. Academic Committee

To ensure ongoing relevance and quality, the Academic Committee will conduct annual reviews of the curriculum.

Each Party appoints an academic representative to participate in the Academic Committee. This Academic Committee is in charge to ensure the on-going relevance of the curriculum and the quality of its academic execution. It will be responsible for curriculum development and review, quality assurance, and student assessment policies. This committee is responsible for designing the “core processes” applicable to the schools and entities that will operate the Program, as well as their monitoring. The Academic Committee will meet quarterly to ensure the Program's academic integrity and relevance.

The Academic Committee elects its chair among the representatives of the Degree Awarding Members for a term of 3 years.

The operation of the Program is subject to the operating school or unit applying the “core processes” designed and monitored by the Academic Committee.

## 5.3. Operational Committee

An Operational Committee, consisting of one administrative staff from each Party, will supervise the Program operations, including the student services, and financial administration, and will ensure the financial follow-up of the Program. This committee will meet at least quarterly to review the operational and financial situation of the Program with the Program director.

In particular, the Operational Committee will be responsible for selecting the campuses that will host students, after consulting the other committees.

The Operational Committee elects its chair among its representatives for a term of 3 years.

## ARTICLE 6 - UNDERTAKINGS OF THE PARTIES

All Parties involved in this consortium commit to contributing to the development and regular review of the curriculum. They will provide qualified teaching staff to ensure high-quality instruction across Program modules, as requested by the schools in charge of operating the Program.



Through the Academic Committee, the Parties agree to actively participate in the design and the monitoring of the “core processes” of the Program (cf. Articles 7 to 10 below). These include notably the student selection and assessment processes, ensuring that only the most qualified and motivated candidates are admitted to the Program. These also include those processes that contribute to the quality assurance, helping to maintain the Program's high standards and continuous improvement.

Through the Operational Committee, the Parties agree to actively participate in the design of and monitoring of operations of the Program (cf. Articles 11 to 15).

The members commit to promoting the Program within their respective networks, leveraging their connections to enhance the Program's visibility and attractiveness to potential students and industry partners.

GGE 2, as the host institution, will provide the main campus facilities in Paris. These facilities will serve as the primary location for Program delivery and will be designed to foster innovation and collaboration.

GGE 2 will also manage the day-to-day administration of the Program, ensuring smooth operations and effective coordination between all members. Additionally, GGE2 will take the lead in coordinating marketing and recruitment efforts, leveraging its global network to attract a diverse and talented student body. Subject to their eligibility to host students for a recognized semester abroad of the Program's students (which will be validated by the Operational Committee), each university partner agrees to host students for the mobility semester, providing access to their unique facilities and resources. This will allow students to benefit from diverse learning environments and gain international exposure. The partner institutions will ensure compliance with their respective national regulations, guaranteeing that the Program meets all legal and academic standards in each participating country. The number of students concerned and the implementation procedures will be determined by the competent committees under the terms of this Agreement.

## **ARTICLE 7 - ADMISSION AND SELECTION OF STUDENTS**

The admission criteria for the Program have been carefully designed to ensure that selected candidates have the potential to excel in this challenging and innovative field. Applicants must hold a bachelor's degree or equivalent qualification. This requirement ensures that students have a solid foundation of knowledge upon which to build their specialized skills in educational innovation and technology.

English language proficiency is a crucial requirement, given that the Program will be conducted in English. The specific level of proficiency required will be clearly stated in the admission guidelines, ensuring that all students can fully participate in and benefit from the Program's activities.

The Academic Committee will ensure that the selection process is fair, transparent, and aligned with the Program's objectives. (cf. appendix). The selection process is designed to ensure diversity and equal opportunities, allowing to create cohorts that represent a variety of backgrounds and perspectives.

The selection process will be rigorous and comprehensive, managed by the operating school or entity, following the guidelines of the Academic Committee. The operating school will consider multiple factors including academic excellence, motivation, and leadership potential. The goal is to identify candidates who not only have strong academic backgrounds but also demonstrate the creativity, critical thinking, and innovative mindset necessary to become future leaders in educational transformation. The selection will be conducted in two stages: an initial application review followed by at least one interview for shortlisted candidates.

The Academic Committee designs the relevant processes to monitor the quality of the selection executed by the operating school / entity.



## **ARTICLE 8- ADMISSION AND SELECTION OF INSTRUCTORS**

The selection criteria for instructors are also defined by the Academic Committee.

The logic of the Program is to leverage the expertise of the instructors of the members, and in particular from those that participated in the design of the syllabi and courses of each module. As a reminder, the syllabus of each module was designed under the responsibility of “Module Coordinators” from the members.

The instructors are selected by the operating school or entity in close collaboration with the “Module Coordinators” to ensure the relevant qualifications.

## **ARTICLE 9- DEGREE AWARDING AND CERTIFICATION**

Upon successful completion of the Program, students will be awarded a joint degree by the eligible Degree Awarding Members. This joint degree represents the collaborative nature of the Program and the combined expertise of the participating institutions. It serves as a testament to the student's achievement in mastering a curriculum that spans multiple disciplines and incorporates international perspectives.

The degree certificate will be designed to reflect the Program's unique character and the strength of the consortium. It will prominently display the logos of all awarding institutions, clearly indicating the joint nature of the degree. However, it will state that the Master’s Degree is awarded jointly by the Degree Awarding Members.

This visual representation underscores the value of the collaborative effort and the international character of the Program.

The certificate will be signed by the authorized representatives of each awarding institution. This multi-institutional endorsement adds weight to the degree, demonstrating to future employers and academic institutions the comprehensive and high-quality nature of the education received.

In addition to the degree certificate, a detailed diploma supplement will be issued to each graduate. This supplement will provide a comprehensive description of the nature, level, context, content, and status of the studies completed by the student. It will outline the specific courses taken, the skills acquired, and the unique features of the Program, such as the mobility semester and any specialized projects or internships completed. This detailed information will be invaluable for graduates as they pursue further education or enter the job market, providing a clear picture of their qualifications and competencies.

## **ARTICLE 10 - QUALITY ASSURANCE**

The Program is committed to maintaining the highest standards of educational quality and will adhere strictly to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). This commitment ensures that the Program meets internationally recognized benchmarks for higher education quality.

The consortium decides to refer to Baden-Württemberg higher education law as part of the accreditation process. Therefore, all documents related to the study programme will be based on the legal framework of the higher education law of Baden-Württemberg (*“Gesetz über die Hochschulen in Baden-Württemberg, Landeshochschulgesetz - LHG”*).

Internal quality assurance measures will be robust and comprehensive. Regular course evaluations by students will be conducted, providing valuable feedback on the content, delivery, and effectiveness of each module. This student input will be a crucial component in the continuous improvement of the Program.

An annual program review will be carried out by the Academic Committee. This thorough review will examine all aspects of the Program, from curriculum content to teaching methodologies and student outcomes. The committee will use this review to identify areas for improvement and to ensure that the Program remains cutting-edge and relevant to the rapidly evolving fields of educational innovation and technology.

Periodic staff performance reviews will also be conducted. These reviews will ensure that the teaching staff continue to meet the high standards required by the Program and are staying current with developments in their fields. Professional development opportunities will be provided to support staff in maintaining and enhancing their expertise.

External quality assurance will be equally rigorous. The Program will undergo periodic external peer reviews, bringing in experts from outside the partner institutions to provide an objective assessment of the Program's quality and effectiveness. These reviews will offer fresh perspectives and help identify areas for improvement that might not be apparent from an internal viewpoint.

The Program will also seek accreditation from relevant national and international bodies. This external validation will provide additional assurance of the Program's quality and enhance its recognition and prestige within the academic and professional communities. Such steps will be taken by the parties concerned, following the advice and decision of the Academic Committee and the Joint Program Committee.

A formal process will be established to implement improvements based on the findings from both internal and external quality assurance activities. This process will ensure that insights gained from evaluations and reviews are translated into concrete actions to enhance the Program's quality. Regular follow-ups will be conducted to assess the effectiveness of these improvements, creating a cycle of continuous enhancement that keeps the Program at the forefront of educational innovation.

## **ARTICLE 11 – STUDENT MOBILITY AND SUPPORT**

Beyond its studies on the Paris campus of Galileo, and after the campuses have been selected by the Operational Committee (*c.f.*, Article 5.3 above), each student shall complete at least one semester in a member institution in another country. This requirement ensures that all students benefit from the international nature of the consortium.

The selected Parties shall assist students with visa applications, providing necessary documentation and guidance to facilitate international mobility. They will also help with accommodation arrangements, either through university housing or by providing information on local options. Additionally, the Parties commit to supporting students' integration into the host institution and community, including orientation programs and ongoing support services. A joint student support office shall be established and operated by the operating entity to address student needs and concerns across all partner institutions. This centralized resource will ensure consistent, high-quality support for all program participants, regardless of their location. The office will coordinate services such as academic advising, career guidance, and personal counselling, tailored to the unique needs of students in this international Program.

## **ARTICLE 12 – STAFF MOBILITY AND DEVELOPMENT**

The Program shall actively facilitate and support staff exchanges for teaching and research purposes. This will involve creating opportunities for faculty members from each partner institution to spend time teaching or conducting research at other partner institutions. Such exchanges will enrich the Program by bringing diverse perspectives and expertise to students across all partner campuses. The Program will also promote opportunities for joint teaching activities, where instructors from different partner institutions collaborate on courses or modules. This approach will expose students to multiple viewpoints and teaching styles, enhancing the overall learning experience. Regular joint staff development initiatives will be organized to ensure continuous professional growth among faculty and

staff. These may include workshops, seminars, and conferences focused on innovative teaching methods, educational technology, and the latest developments in the field of education and innovation. The Parties commit to cooperate to obtain and/or facilitate the obtention of subsidies (ERASMUS and alike) that support financially the mobility of students and instructors.

### **ARTICLE 13 – RESEARCH AND INNOVATION**

The partner institutions commit to collaborating on research projects related to the Program's focus areas. This collaboration will involve joint research initiatives, shared research facilities, and the exchange of research findings.

The members commit to propose and/or support applied research projects for the students of the Program, as well as propose and/or support internship and research thesis.

The Program will organize an annual research symposium to showcase program-related research. This event will serve as a platform for faculty and students to present their work, exchange ideas, and foster collaborations with industry partners and other academic institutions. The Program will actively foster links with industry partners to create opportunities for applied research. This may include collaborative research projects, internships, and consultancy opportunities that allow students and faculty to work on real-world challenges in educational innovation and technology.

The members support their own costs when they propose research projects and/or internships and participate in the symposiums. The members agree to collaborate to seek and maximize external funding to reduce and cover this cost (cf. the role of the Operational Committee).

### **ARTICLE 14 - INTELLECTUAL PROPERTY**

Pre-existing intellectual property shall remain the property of the originating Party. In particular, the Program (and any future updates) implemented as part of this consortium is the property of GGE2 and GGEO.

Intellectual property, in particular, joint research projects, developed jointly within the scope of the Program shall be shared among the Parties involved in its development, unless otherwise agreed in writing. This provision encourages collaboration while providing a clear framework for ownership of new developments. Students shall retain the intellectual property rights to their thesis work, subject to the confidentiality provisions outlined in Article 20. This policy respects students' intellectual contributions while protecting sensitive information. Any licensing of Program-related intellectual property shall require unanimous agreement of the Parties. This ensures that all members have a say in how jointly developed assets are commercialized or shared.

### **ARTICLE 15 - MARKETING AND RECRUITMENT**

A joint marketing strategy shall be developed, agreed and implemented collectively by all partner institutions. This strategy will emphasize the unique aspects of the Program, including its international nature, innovative curriculum, and strong industry connections.

The Program will establish brand guidelines to ensure consistent representation across all marketing channels and partner institutions. These guidelines will cover aspects such as logo usage, color schemes, messaging tone, and key program features to be highlighted. The main marketing materials must be approved by the Joint Program Committee before publication. This process will ensure consistency in messaging and branding across all partner institutions.

All Parties shall contribute to recruitment efforts in their respective regions, leveraging their local networks and reputation to attract high-quality candidates. This decentralized approach will ensure a diverse student body representing various geographic and cultural backgrounds.

For the sake of clarity, it is specified that the notion of ‘Sales & Marketing support’ referred to in Article 5.1. corresponds notably to i) acts of promotion of the Programme by the Parties, such as, for example, offering the Program on the website, organizing on-site promotional events with current students and/or prospects, participating to symposia, conferences, ii) answering questions of students and prospects and directing them to feed the commercial chain managed by the operational entities (GG2 to start with) etc.

As a benefit to the Parties, it is agreed that students from partner institutions in this consortium will benefit from a preferential price (i.e. 10% off the public price of the Program to which they would be entitled).

## **ARTICLE 16 – FINANCIAL ARRANGEMENTS**

The Agreement bases upon a principle of centralization and costs and revenues by GGE2 – whereby partner institutions supporting direct operational costs reinvoice those to the operating unit.

### **16.1. Legal Entity**

GGE 2 is established to operate and manage the financial aspects of the Program. Its general manager is the Program Director. The Board of GGE2 includes three representatives of the Joint Program Committee.

### **16.2. Financial Independence**

GGE 2 shall be responsible for its own financial management, including revenue generation, expense management, and seeking external funding or investment as needed.

### **16.3. Operating costs**

GGE2 is responsible for the operational costs and profit of the Program.

- a) When the Program is run primarily on the GGEO’s campus in Paris:  
 GGE2 receives and collects all the revenues (tuition fees, subsidies etc.)  
 GGE2 supports the operating costs of the operations in Paris – including the costs of instructors coming from the members (based upon cost +7% basis).  
 GGE2 supports the direct operating costs of the members that host the students during their semester(s) abroad : i) direct pedagogical costs (including T&E for instructors), ii) direct student support personal for students during their semester abroad.
- b) When the Program is run primarily from another campus:  
 The operating entity (the member or the third party) receives and collects all the revenues (tuition fees, subsidies etc.)  
 The operating entity supports the operating costs of the operations on its campus, including the cost of instructors coming from the members (based upon cost +7% basis).  
 The operating entities supports the direct costs incurred by the members that host the students during their semester(s) abroad.  
 GGE2 receives 10 % of the revenues from the operating school.
- c) Some administrative tasks (accreditation for instance) might be executed by some individuals employed by one member. In such cases, these costs might be reinvoyced to the entity benefiting from the execution of these tasks.

## **16.4 Incentive**

Once the Program becomes profitable (*i.e.*, the cumulated revenues exceed the cumulated costs), surplus revenue shall be primarily reinvested in the Program's development.

To promote the engagement of the consortium members, the Program Director, on the advice of the Joint Program Committee, may propose an increase of the mark-up on reinvoiced costs for the member of the consortium. The total amount of the mark-up increase shall not exceed 30% of the surplus.

## **ARTICLE 17 - ENTRY, EXIT AND EXCLUSION OF MEMBERS**

### **17.1. Entry of New members**

New members may join the consortium subject to a two-thirds majority approval by the Joint Program Committee, excluding the prospective members. Prospective members must demonstrate their capacity to contribute significantly to the consortium's objectives. They must accept in writing the terms of this Agreement and any additional conditions set by the Joint Program Committee. The Joint Program Committee may require a financial contribution from new members paid to GGE2, with the amount to be determined at the time of entry. The financial contribution will be taken into account in calculating the cumulative revenues referred to in Article 16.

### **17.2. Exit of members**

Any member may voluntarily withdraw from the consortium by providing six months' written notice to the Joint Program Committee. The withdrawing member must fulfil all obligations up to the effective date of withdrawal.

The exiting member is entitled to benefit from the IP that it contributed to develop in the framework of joint research projects.

### **17.3. Exclusion of a member**

The Joint Program Committee reserves the right to exclude a member from the consortium for serious reasons. These reasons may include repeated or severe violations of this Agreement, actions that significantly harm the consortium's interests, or an inability to fulfil consortium obligations due to insolvency or other long-term incapacity. Lack of involvement or participation in the consortium's activities may also constitute grounds for exclusion. This could manifest as repeated absence from mandatory meetings without valid justification, failure to contribute to the development and delivery of the Program as agreed, consistent non-participation in joint decision-making processes, or neglect of assigned responsibilities within the consortium.

The exclusion process begins with a written proposal submitted to the Joint Program Committee by any of the members, detailing the grounds for exclusion. The member in question will receive written notice and have the opportunity to present their case before the Joint Program Committee. A two-thirds majority vote of the Joint Program Committee, excluding the member under consideration, is required for exclusion. If exclusion is decided, the Joint Program Committee will provide written notice to the excluded member, specifying the effective date of exclusion.

Before initiating the exclusion procedure for lack of involvement, the Joint Program Committee shall provide the member in question with a formal written warning and a reasonable opportunity to remedy its lack of participation. This remediation period shall not exceed three months from the date of the warning.

Upon exclusion, the member loses all rights and obligations related to the consortium, effective from the date specified in the notice. Financial settlements following exclusion will be handled in accordance with the exit provisions outlined in this article.

## **ARTICLE 18 - NON-COMPETITION CLAUSE**

Each member agrees that for a period of three (3) years after leaving the consortium, they will not engage in activities that directly compete with this consortium. These activities include creating, participating in, or associating with any entity that offers similar programs in the field of innovation and technology for education in direct competition with this consortium.

Members also agree not to directly or indirectly solicit students, faculty, or members of the Program for competitive purposes. Furthermore, they commit to not using or disclosing confidential information or intellectual property belonging to the consortium to any third party – without the prior consent of the JPC.

This clause applies in the countries where the consortium operates at the time of the member's entry into the consortium or at the time of their exit, whichever is broader.

Insofar as the Program of the present consortium is based on the Parties' own current expertise in innovation and/or technology and/or education, the Parties' current programs in this field which are not directly competing with the Program may continue to be developed by the Parties concerned.

## **ARTICLE 19 - RESTRUCTURING AND CHANGE OF CONTROL**

### **19.1. Notification Obligation**

In the event of any restructuring, merger, acquisition, or significant change in ownership or control (collectively referred to as "Restructuring") of any member of the consortium, the affected member shall promptly inform all other members of the consortium in writing. This obligation applies to all members except for schools that are part of the Galileo Global Education group. The notification must be provided as soon as practicable, and no later than 30 days after the Restructuring becomes effective or is formally agreed upon, whichever occurs first.

### **19.2. Information Required**

The notification shall include comprehensive details about the nature of the Restructuring. It should outline the expected impact on the member's participation in the consortium and describe any anticipated changes in key personnel involved in the consortium's activities. The affected member must provide sufficient information to allow other members to understand the implications of the Restructuring fully.

### **19.3. Review Process**

Upon receipt of such notification, the Joint Program Committee shall convene a special meeting within 60 days to review the implications of the Restructuring on the consortium. During this review process, the affected member shall be prepared to provide any additional information requested by the Committee to facilitate a thorough assessment of the situation.

### **19.4. Intuitu Personae Principle**

This consortium is formed on the principle of intuitu personae, recognizing the specific qualities and characteristics of each member. In light of this, the Joint Program Committee shall carefully assess whether the Restructuring materially affects the basis on which the consortium was formed. The Committee will consider how the changes impact the unique contributions and role of the affected member within the consortium.



### **19.5. Committee Decision**

Following a comprehensive review, the Joint Program Committee may take one of several actions. The Committee may confirm the continuation of the affected member's participation in the consortium without changes if it determines that the Restructuring does not significantly alter the member's ability to contribute. Alternatively, the Joint Program Committee may propose modifications to the affected member's role or responsibilities within the consortium to accommodate the changes resulting from the Restructuring. In cases where the Restructuring is deemed to fundamentally alter the nature of the affected member's participation, the Joint Program Committee may recommend initiating the process for the member's exit from the consortium, as outlined in Article 17ii.

### **19.6. Approval of Changes**

Any proposed modifications to the Agreement or a member's participation resulting from a Restructuring shall require unanimous approval of all members of the consortium. This ensures that all members have a say in significant changes that may affect the overall dynamics of the collaboration.

### **19.7. Confidentiality**

All members agree to maintain the confidentiality of any sensitive information shared during this process, subject to applicable legal requirements. This confidentiality clause protects the interests of both the affected member and the consortium as a whole during what may be a sensitive period of transition.

### **19.8. Exception for Galileo Global Education**

Schools that are part of the Galileo Global Education group are exempt from the notification requirement outlined in this Article 19. However, the Galileo Global Education group agrees to inform the consortium of any significant changes within its group that may materially affect the operation of the joint Program. This exception recognizes the unique structure of the Galileo Global Education group while ensuring transparency in matters that could impact the consortium.

### **19.9. Continuation of Obligations**

During the review process and any subsequent negotiations, all members, including the member undergoing Restructuring, shall continue to fulfill their obligations under the Agreement. This ensures the continuity of the Program and protects the interests of students and other stakeholders during the period of change.

## **ARTICLE 20 - CONFIDENTIALITY**

The Parties agree to maintain the confidentiality of any proprietary information shared in the context of this Agreement. This broad commitment protects sensitive data and know-how exchanged during the consortium. The confidentiality obligations shall survive the termination of this Agreement for a period of five years. This extended protection ensures that sensitive information remains secure even after the formal consortium ends. However, these confidentiality obligations shall not apply to information that is or becomes publicly available through no fault of the receiving Party. This exception recognizes that truly public information cannot be subject to confidentiality restrictions. Similarly, information independently developed by the receiving Party or required to be disclosed by law or court order is exempt from the confidentiality requirements. These exceptions ensure that the confidentiality provisions do not unduly restrict normal operations or legal compliance.

## **ARTICLE 21 – DISPUTE RESOLUTION**

The Parties shall make every effort to resolve any disputes amicably through negotiation within the Joint Program Committee. This approach emphasizes the importance of open communication and

collaboration in addressing any issues that may arise. If a dispute cannot be resolved within 60 days through internal negotiation, it shall be referred to a mutually agreed upon mediator. This mediator will be an independent third party with expertise in international educational consortiums. If mediation fails to resolve the dispute, it shall be settled under the Rules of Arbitration of the Belgian Centre for Arbitration and Mediation (CEPANI) by one or more arbitrators appointed in accordance with the said Rules. The seat of the arbitration shall be Brussels (Belgium). The arbitration shall be conducted in English. The applicable rules of law shall be the rules of French law in accordance with Article 26 below. This final step ensures a fair and binding resolution process, should all other attempts at resolution fail.

For the purposes of this Article 21, “dispute” means any litigation, dispute, claim or disagreement of any nature whatsoever arising out of or in connection with the Agreement, including any dispute relating to the existence, formation, validity, interpretation, performance or termination of the Agreement or the consequences of its invalidity, and any dispute relating to non-contractual rights or obligations arising out of or in connection with the Agreement.

## **ARTICLE 22 - DURATION, AMENDMENT, AND TERMINATION**

This Agreement shall be effective for an initial period of five years from the date of signing. This duration allows sufficient time for the Program to establish itself and demonstrate its effectiveness. The Agreement may be renewed for additional five-year periods by mutual written consent of all Parties. This provision allows for long-term stability while also providing opportunities for periodic review and adjustment. Any amendments to the Agreement must be approved in writing by all Parties. This ensures that all changes are carefully considered and agreed upon by all members. The Agreement may be terminated by mutual agreement of all Parties or by any Party with 12 months' written notice, provided that arrangements are made to enable enrolled students to complete the Program. This clause protects student interests in the event of termination. In case of termination, the Parties will cooperate to ensure the completion of the Program by enrolled students, the appropriate distribution of assets and liabilities, and the preservation of academic records.

## **ARTICLE 23 - FORCE MAJEURE**

No Party shall be liable for failure to perform its obligations due to circumstances beyond its reasonable control, including but not limited to natural disasters, war, or pandemics. This clause protects all Parties from unforeseen and uncontrollable events that may disrupt Program operations. The affected Party shall promptly notify the other Parties of the force majeure event and its expected duration. This ensures transparency and allows for collaborative planning to address the situation. In the event of force majeure, the Parties shall cooperate to minimize disruption to the Program. This may involve implementing alternative teaching methods, adjusting schedules, or finding creative solutions to continue Program delivery.

## **ARTICLE 24 – PERSONAL DATA PROTECTION**

All Parties commit to comply with applicable laws and regulations regarding personal data protection, particularly the European Union's General Data Protection Regulation (GDPR). Each Party acts as a data controller for the personal data it collects and processes within the scope of the Program. The Parties agree to cooperate to ensure overall compliance with data processing regulations. Personal data of students, staff, and participants will be processed solely for the purpose of managing and administering the Program, ensuring academic monitoring, and facilitating student and staff mobility. The Parties shall implement appropriate technical and organizational measures to protect personal data against unauthorized access, accidental loss, destruction, or alteration. The Parties commit to respecting and facilitating the exercise of data subject rights in accordance with the GDPR. Any transfer of personal data between the Parties or to third Parties shall be conducted in compliance with GDPR requirements, using appropriate transfer mechanisms. In the event of a personal data breach, the concerned Party commits to informing the other Parties and the competent authorities within the timeframes stipulated



by the GDPR. The Parties commit to training their staff involved in personal data processing on data protection principles and obligations arising from the GDPR. The Parties agree to cooperate with any audit or inspection necessary to demonstrate compliance with this clause and applicable data protection laws. At the end of the Program or upon termination of this Agreement, each Party commits to deleting or returning all personal data to the originating Party, unless legally required to retain it.

#### **ARTICLE 25 - INDEPENDENT CONTRACTORS**

The Parties to this Agreement are independent contractors. Neither Party is an agent, representative, partner, employee, subcontractor, or authorized representative of the other Party. This Agreement shall not be interpreted or construed to create an association, agency, or a joint venture between the Parties. Nor is it the intention of the Parties to create a company with legal personality or a *de facto* company. Neither Party shall have the power to bind another Party or incur obligations on another Party's behalf without its prior written consent.

#### **ARTICLE 26 - APPLICABLE LAW**

This Agreement and any non-contractual obligations arising out of or in connection with the Agreement shall be governed by and construed in accordance with French law. This choice of law ensures consistency across the international consortium and aligns with the Program's European focus.

#### **ARTICLE 27 – ELECTION OF DOMICILE**

For the execution of the present document and any agreements arising from it, the Parties elect domicile in their respective registered offices mentioned above, no matter where those may be located.

In case of change, the Party that has changed the address of its registered office shall inform the other Parties without delay in writing (including by electronic means).

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Signed electronically in compliance with the requirements of the EU's eIDAS regulation no. 910/2014.


As and whenever necessary, the Parties acknowledge that the present Agreement, as signed electronically, constitutes valid proof, making it possible to appreciate the rights, obligations and responsibilities of the Parties and the consent given by their signatories.

**Established in Paris (France),  
On January 7, 2025**

**For GALILEO GLOBAL EDUCATION OPERATIONS**

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Name: Nicolas Badré  
Title: General Manager

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**For GALILEO GLOBAL EDUCATION 2**

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Name: Galileo Global Education Operations  
Title: President

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**For EARLY MAKERS GROUP**

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Name: Isabelle Huault  
Title: Managing Director and Chairwoman of the Management Board (“Présidente du Directoire”)

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**For EUROPEAN UNIVERSITY - CYPRUS LTD**

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Name: Christoforos Hadjikyprianou  
Title: CEO & President of the Council


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**For MACROMEDIA GMBH**

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Name and Title: Marc Irmisch-Petit (Geschäftsführer / CEO) et Castulus Kolo (President of Macromedia University)

Signiert von:  
  
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**For NOROFF University College**

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Name: Anita Karlsen  
Title: Director

Signed by:  
  
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