Doc. 300.1.2

Date: 26.5.2021

University of Nicosia

   Town: Nicosia

School/Faculty: School of Education

Department: Department of Education

Programme(s) of study - Name (Duration, ECTS, Cycle)
Programme – Education Sciences PhD
In Greek:
Επιστήμες Αγωγής (3 έτη, 180 ECTS, Διδακτορικό)

In English:
 Education Sciences (3 years, 180 ECTS, PhD)
Language(s) of instruction: Greek

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 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Introduction and overall assessment

In reference to the report of the External Evaluation Committee (EEC) for the assessment-accreditation of the doctoral programme in Education Sciences from the Department of Education, please find our response below.

We would first like to thank the EEC members for their thorough and insightful work during the evaluation of the doctoral programme in Education Sciences. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. We are extremely pleased that the EEC report is positive, and that we were evaluated with very high scores. Moreover, all assessment criteria were marked as "Compliant".

The EEC has confirmed that the doctoral programme has a clear purpose and clear objectives, as well as explicit intended learning outcomes. The Committee acknowledged that the selection of modules is well designed and facilitates the professional development of the students.

In the following sections, we break down the comments and suggestions of the committee that were made specifically for the PhD programme, and we then provide our response regarding the actions taken to address these comments.

1. Study programme and study programme's design and development

1.1. Policy for quality assurance

«The plagiarism detection program Turnitin is widely used at the Department. It is used by teachers to detect overlaps and check if they are plagiarism. It could be good to check how students use their access to Turnitin: Plagiarism is not acceptable at any rate, and students can use their access to the program to try to mislead e.g. by just changing some words or translating from a different language. Students need to learn the value of intellectual property and how to cite. »

> *Action/Response*
> - *In regard to plagiarism checks for our doctoral program, we would first like to state that we have zero tolerance for plagiarism. To start with, issues of plagiarism are covered in our Research Methods courses, as well as in the Doctoral Seminar. Moreover, we always qualitatively evaluate all assignments for plagiarism and submit them through Turnitin. In addition, a university-wide procedure has already been put in place so that all research proposals and final dissertations are checked for plagiarism, and that the relevant report is submitted to all committee members before each evaluation takes place. However, when plagiarism cases are identified (none have been found at the doctoral level so far), students will be referred to the Student Disciplinary Committee which is appointed by the Senate to further discuss and resolve such issue.*

1.2. Design, approval, on-going monitoring and review

«The bibliography included in the description of the courses of the three programs (Education Primary BEd, Science Education MEd, and Science Education MEd Doctoral program) that are in

the web and in the form are not updated. We recommend updating them. The updating of the information is a sign of the quality of a program content. »

Action/Response
- We would like to thank the EEC for its comments and observation. The updated course outlines with the updated bibliography are provided as an attachment to this response (Appendix I) and will be uploaded on the website once the program is approved.

1.3. Public information

«According to the standards, it is necessary to include information about graduate employment support and key performance indicators in the web so that they can be consulted by general public and especially potential candidates for student and faculty recruitment. This could be included for each program.

Key performance indicators, including career paths of graduates for the three programs, should be collected and properly processed, and analysed thoroughly. Data analysis is one of the best resources to improve programs and plan next steps in a changing Higher Education scenario. The Nicosia University is facing a challenging scenario and is planning to offer some international courses abroad. The analysis of this data could be very helpful. The data we demand was provided and analysed after our request, but the Quality Commission should periodically collect and analyse data and the possible explanations of the results for future improvements.
The path career of alumni should be studied and more detailed information collected. The employment rate and type may depend on several factors, but good rates and jobs in line with the subject studied also strengthen the reputation to the University. »

Action/Response
- *As a department, we have made plans to setup a more structured data collection procedure in order to gather more information on our students and graduates, which will be helpful for all further steps that to be taken by the Department.*

2. Teaching, learning and student assessment

We would like to thank the EEC for acknowledging that this is a very interesting and well-structured PhD programme. As stated, "the PhD has an interesting structure that emphasizes development in the initial stages followed by more independent engagement at the latter stages. As such, the key assessment point is that of the 'Colloquium' which is a transition point from taught to research. There is an impressive range of explanatory material outlining the rationale for this particular structure which is clearly embedded in the twin requirements of research excellence and student wellbeing.

The learning outcomes at programme level demonstrate a programme committed to enabling the development of high-level research and professional skills and the assessment methods adopted appeared to confirm this. The onsite visit confirmed genuine commitment on the part of staff and students to the programme. Students in particular emphasized the supportive and nurturing environment created while at the same time acknowledging the challenges of engaging in such

high-level research. Staff clearly saw this as a critically important programme and sought to emphasize their commitment to excellence at all levels. »

Action/Response
We would like to thank the EEC for its comments and observation.

Strengths

«The programme has managed to develop a PhD structure that has both a strong credit bearing taught element as well as a significant research piece/component. It has connections to national and international qualifications frameworks. The matching of student research theses to staff research expertise. The high graduation rate. The focus on areas of systemic importance for education at a national, regional and international level. Commitment to student support and wellbeing. Well-developed and appropriate set of learning outcomes. Indications of a range of innovative teaching and learning opportunities. »

Action/Response
We would like to thank the EEC for its comments and observation.

Areas of improvement and recommendations for Education Sciences PhD

«Consideration of current prioritisation of research as the key motivator over and above the legitimate interest in professional and career enhancement. This might be better achieved through the development of a Professional Doctorate (EdD) pathway for individuals interested in focusing on practice focused Doctoral research. »

Action/Response
We would like to thank the EEC for its comments and observation. Considering the prioritization of research, as a department, we plan to study the common practices in Education Doctorate (EDD) programmes, as well as examine the possibility and feasibility of creating such a programme in the English language.

«Opportunities for students to present research national and internationally at conferences. »

Action/Response
- *We are currently urging students to present their work in at least one research conference before their graduation. Funding for student attendance in such conferences is obtained from the Office of the Vice-Rector for Faculty and Research. No applications to cover conference funding for doctoral students have ever been rejected so far.*

«Clarity as to current level of GPA required to progress. »

Action/Response

- *Currently, in order to progress through the programme, doctoral students have to successfully complete all of their doctoral courses, they need to pass their comprehensive examination (with a minimum grade of 60/100), and then pass their Colloquium examination as well as their viva. Finally, to be able to graduate from the programme students need to have a CPA/GPA of at least 2.0 out of 4.0 in the taught courses in addition to successfully defending their thesis during the viva.*

- «Need for updated course descriptors for all course outlines provided clearly demonstrating the link between current research and programmes taught. »

Action/Response

- *The updated course outlines with the updated bibliography are provided as an attachment to this response (Appendix I) and will be uploaded on the website once the program is approved.*

- «Opportunities for staff to develop their own research profiles through the provision of research leave, targeted teaching support with a view to maintaining their capacity to work as innovative research supervisors. »

Action/Response

- *Finally, in regard to faculty developing their own research profiles, the Senate and the Council are positive with regards of the provision of a fully paid sabbatical leave for faculty members, in replacement of the current sabbatical which covers 75% of the faculty member's salary. The proposal for a fully paid sabbatical leave has been recently approved by the Senate, reviewed by the Council, and expected to be finalized by June 2021. Moreover, the office of the Vice Rector of Faculty and Research offers a series of seminars on research skills and development of PhD students (see Appendix II attached) We believe that there is room for improvement in this area and we will continue to strive to become better.*

3. **Teaching staff**

The Doctoral Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified. Moreover, the EEC has confirmed that the teaching staff consists of highly qualified and internationally educated employees, who are capable to ensure quality and sustainability of teaching and learning. The teaching staff is highly committed to their teaching tasks and support and supervise students, they have a very good research profile and performance. Some of the research outputs are visible in top international journals. These researchers can attract projects and grants and involve other colleagues and students.

Areas of improvement and recommendations

«It could be practical to consider requiring teachers to be involved in research activities in recent years to become main PhD supervisor. Research groups are an important part of the training that supervisors can provide to their PhD students, as well as to manage new methodologies, to analyse the research needs of the field, to know the research networks in their topic, etc. This is very difficult to do for a teacher that is not actively involved in recent research. A similar difficulty will appear with publications. PhD students must learn the different ways to communicate their results apart from monographs: in conferences, scientific journals, executive summaries for practitioners, etc. For a teacher that is not currently involved in research, it could be difficult to guide a PhD candidate in these tasks. »

> *Action/Response*
> *We would like to thank the EEC for its comments and observation. We would like to note that all of our faculty supervising doctoral students are active in research. They also participate in local, regional and international conferences. We have a very good record of publications and an impressive record of winning external research funded projects. Moreover, the office of the Vice Rector of Faculty and Research offers a series of seminars on research skills and development of PhD students (see Appendix II attached) We believe that there is room for improvement in this area and we will continue to strive to become better.*

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4. Students

We thank the EEC for the positive feedback on the support and understanding between students and professors, the strong relationships and the student centeredness nature of the program. As indicated in the report, «The students are really satisfied by their connection with their teachers, the relationship they have, the support and the understanding they receive. They are by the students' side from the beginning until the end, to help them. As a student mentioned, at some period she faced so much pressure that she wanted to drop out, but the help and the support she received from her teachers made her change mind and keep trying to reach her goals. Which she did. »

Areas of improvement and recommendations

«-A Master Thesis isn't obligatory for the admission criteria, it is just an advantage for those who have done it. Our recommendation is to make it a priority. A PhD is tough enough - with little prior experience of research the task becomes formidable. »

> *Action/Response*
> *We would like to thank the EEC for its thoughtful comments and observation. Regarding the requirements of a Masters thesis as a prerequisite to admission in the PhD programme, we have decided on strongly encouraging a Masters thesis, without making it an absolute criterion though. Based on discussions that we have had as a department on this issue, we have made this decision so as not to discourage strong candidates from entering our doctoral program in the case in which they do not have a Masters thesis.*

«-Teaching language needs to be international, so it can attract students all over the world. »

> *Action/Response*
> - *As a department we will follow your recommendation and we will consider offering our doctoral programme in the English language as well.*

«-The University needs to hear the students' voice, so they need a representative to be known to all the students. The students we talked to, didn't know who their representative was. It's important to have connection and listen to them, so the students need to be more aware about these procedures. »

> *Action/Response*
> - *We agree with this recommendation. We have already stated that as a University we always want to listen and take into account our students' voices. In all University bodies (Council, Senate, School and Department council) there are student representatives elected by the students, so we encourage PhD students to be more actively involved in the election process. At the same time, we have decided to have a Board of PhD Studies meeting every semester so that the Departmental Postrgraduate committee can meet with our students to discuss issues pertaining to them. Furthermore, we have also decided to assign a doctoral student of our programme as a student representative for their doctoral student peers. Finally, we*

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need to point out that by being a student-centered university with open-door policies we are always available on an ad-hoc basis to meet with our students.

- «One recommendation came up by a graduate PhD student, is to change the accepted percentage of the plagiarism. 30% is too high. The EEC has no other source for this information. A quick check is recommended. Any plagiarism goes against the grain of teaching research practices. Immaterial rights should be a University priority. Besides this, plagiarism is unfair for the students, because some of them try their best, while others don't. »

> ### Action/Response
> *In regard to plagiarism checks for our doctoral program, we would first like to state that we have zero tolerance for plagiarism. To start with, issues of plagiarism are covered in our Research Methods courses, as well as in the Doctoral Seminar. Moreover, we always qualitatively evaluate all assignments for plagiarism and submit them through Turnitin. In addition, a university-wide procedure has already been put in place so that all research proposals and final dissertations are checked for plagiarism, and that the relevant report is submitted to all committee members before each evaluation takes place. However, when plagiarism cases are identified (none have been found at the doctoral level so far), students will be referred to the Student Disciplinary Committee which is appointed by the Senate to further discuss and resolve such issue.*

5. Resources

«The PhD Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified. The EEC has confirmed that the teaching and learning resources are adequate. The EEC has noted that students feel very well supported and are very satisfied with the institutional academic and administrative student support services. The organisational and technical support infrastructure operates in a professional way. »

> ### Action/Response
> *We would like to thank the EEC for its comments and observation.*

6. Additional for distance learning programmes

> *N/A*

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7. Additional for doctoral programmes

We would like to thank the EEC for the very positive comments listed below:

«This is a very interesting and well structured PhD targeting highly committed individuals who wish to engage in high level research in the broad area of research. With an ECTS credit weighting of 240, the PhD is clearly designed to ensure that participants have a solid ground in the core competences of Doctoral research – methods, ethics etc- as well as being given an opportunity to engage in original research in a subject area of their choice.

The PhD has an interesting structure that emphasises development in the initial stages followed by more independent engagement at the latter stages. As such, the key assessment point is that of the 'Colloquium' which is a transition point from taught to research. There is an impressive range of explanatory material outlining the rationale for this particular structure which is clearly embedded in the twin requirements of research excellence and student wellbeing.

The learning outcomes at programme level demonstrate a programme committed to enabling the development of high level research and professional skills and the assessment methods adopted appeared to confirm this.

The onsite visit confirmed genuine commitment on the part of staff and students to the programme. Students in particular emphasised the supportive and nurturing environment created while at the same time acknowledging the challenges of engaging in such high level research. Staff clearly saw this as a critically important programme and sought to emphasise their commitment to excellence at all levels. »

> ***Action/Response***
> *We would like to thank the EEC for its positive comments and observation.*

<u>*Areas of improvement and recommendations*</u>

«Consideration might be given to the development of alternative pathways. In particular the development of a Professional Doctorate targeted specifically at educational professionals seeking to enhance their knowledge, skills and competences but who are not interested in research or academic careers. These types of programmes are popular internationally and are seen as being an important part of general systemic improvement across all levels of educational provision Consider developing an English language pathway and / or programme to attract an international student body. This fits with the Departmental mission to ensure growth in both size and reputation. It would also differentiate them from other providers on the island of Cyprus.»

> ***Action/Response***
> *We would like to thank the EEC for its comments and observation. As a department, we plan to study the common practices in Education Doctorate (EDD) programmes, as well as examine the possibility and feasibility of creating such a programme in the English language.*

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«Offering a range of early career supports and pathways. These would include:
Conference funding, creation of research assistant positions allowing Doctoral candidates to teach, participate in research projects, and/or participate in Faculty and Department structures.
The EEC would consider these as important supports for researchers looking to enhance their post graduation employment opportunities. They would also bring the University into line with international practice in the area. »

Action/Response
Regarding opportunities for students to present at research conferences, we are currently urging students to present their work in at least one research conference before their graduation. Funding for student attendance in such conferences is obtained from the Office of the Vice-Rector for Faculty and Research. No applications to cover conference funding have ever been rejected so far.
Requests for supporting students through Teaching or Research Assistantships are also provided in an Ad Hoc basis from the Office of the Vice-Rector for Faculty and Research.

«Provision of sabbatical leave and other supports -including teaching buyout, research and teaching assistance etc, for research supervisors. These types of supports are common internationally and allow faculty maintain the currency of their research and research profiles, key elements when seeking to attract high quality students. »

Action/Response
We would like to repeat our statement above, that the Senate and the Council are positive with regards of the provision of a fully paid sabbatical leave for faculty members, in replacement of the current sabbatical which covers 75% of the faculty member's salary. The proposal for a fully paid sabbatical leave has been recently approved by the Senate, reviewed by the Council and expected to be finalized by June 2021.

Conclusions and final remarks

We wish to thank the EEC for the professionalism they showed during the execution of their duties. The detailed discussion of all issues pertinent to the degrees under evaluation, led to a fruitful discussion between the members of the EEC and the official representatives of the University and faculty members of the programme. The discussion proved to be extremely helpful due to the expertise of the members of the EEC and their willingness to share their suggestions and recommendations for further improving the programme. The demanding set of questions allowed us to elaborate on the pedagogical foundations of the programme and expand upon the content of the application form.

We have carefully reviewed the EEC report, and fully acknowledge that all programmes are always amenable to further improvement, and indeed we have been constantly working towards further improving our programme since it was initially accredited. Accordingly, the suggestions for further improvement offered by the EEC are taken very seriously. We have considered these suggestions and have provided herein the actions taken in order to incorporate them in our programme.

Again, we would like to thank the committee for the positive evaluation of our doctoral programme and the suggestions/recommendations that have been made.

B. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Prof. Elena Papanastasiou	Dean	
Dr. Marina Rodosthenous	Chair of the Department	
Dr. Christiana Karousiou	Assistant Professor, Quality Assurance Committee Representative	

Date: 26.5.2021

Appendix I

Course Title	Advanced Methods of Qualitative Research
Course Code	EDUC-611
Type of Course	Required
Level	3rd cycle
Year / Semester of study	1º year, Fall/Spring
Name of Instructor	Dr Christiana Karousiou, Dr Charalambos Vrasidas

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The basic course objectives are: • To be introduced to the main issues included in qualitative research • To delve into the design of qualitative research, data collection and analysis, criteria of research validity and presentation of results • To understand the contemporary approaches of qualitative research and assessment, as well as their role in the improvement of education
Learning Outcomes	Upon completion of the course, students will be able to: 1. Identify, critique and discuss the various research models (theoretical framework, ethics, validity, etc) 2. Compare and contrast the features of various research methodological approaches 3. Design and implement research plans, choosing the appropriate procedures and approaches, depending on the research goals and questions that interest them. 4. Collect and analyse data from interviews, participant observation, journals and other documents

Prerequisites	Educ-510	Corequisites	-

Course Content	• Implementation and use of educational research • Models of qualitative research • Write-up of proposal to conduct research • Interpretive model of research • Theoretical framework of study • Objectives of study, questions and approachesς • Data collection: interview, participant presentation, journals, collection of documents and archives • Data analysis • Researcher role and issues of ethics • Criteria of validity and research value • Write-up, presentation and publication of results
Teaching Methodology	Lecture, individual assignment, individual mentoring, examination.
References	Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education and Literacy Studies*, *5*(2), 9-19.

	Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, *42*(2), 139-160. Βρασίδας Χ.,(2014). *Εισαγωγή στην Ποιοτική Έρευνα,* CARDET PRESS. Beile P, Boote D. N. (2005). *Scholars before researchers: On the centrality of the dissertation literature review in research preparation*, 34(6), 3-15, Educational Researcher. Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds?. *Currents in Pharmacy Teaching and Learning*, *10*(6), 807-815. Clark, K. R., & Vealé, B. L. (2018). Strategies to enhance data collection and analysis in qualitative research. *Radiologic technology*, *89*(5), 482CT-485CT. Charmaz K.C. (2006). *Constructing grounded theory: A practical guide through qualitative analysis. Thousand Oaks,* Sage. Dutta, M. J., Kaur, S., & Elers, P. (2020). Validity in interpretive methods: frameworks and innovations. *Annals of the International Communication Association*, *44*(3), 185-200. Eisner E.W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice,* Prentice-Hall, Inc. Emerson R.M., Fretz R I., Shaw L.L., (1995). *Writing ethnographic fieldnotes,* University of Chicago. Ercikan K, Roth W-M, (2006). *What good is polarizing research into qualitative and quantitative?* 35(5), 14-23, Educational Researcher. Ezzy D, (2003). *Qualitative analysis: Practice innovation,* Routledge. Galdas, P. (2017). Revisiting bias in qualitative research: Reflections on its relationship with funding and impact. Glaser B.G., Strauss A.L, (1967). *The discovery of grounded theory,* Aldine. Lagemann E.C. (2000). *An elusive Science: The troubling history of education research,* University of Chicago Press. Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, *7*(1), 23-48. Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, *24*(1), 9-18. Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative health research*, *28*(3), 381-388. Riessman C.K. (1993). *Narrative analysis. Qualitative research method series 30,* Sage. Corbin J., Strauss A., (1998). *Basics of qualitative research,* SAGE Publications. Maanen J.V. (1998). *Tales of the field: On writing ethnography,* The University of Chicago Press.
Assessment	Formative assessment, individual assignment – presentation.
Language	Greek

Course Title	Advanced Forms of Quantitative Research and Statistical Analysis
Course Code	EDUC-612
Type of Course	Required
Level	2nd Cycle
Year / Semester of study	Fall/Spring
Name of Instructor	Dr. Elena Papanastasiou

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The main objectives of the course are for the student: • To delve into the principles of quantitative research. • To construct and analyse multilevel or/and structural models using specialised statistical packages. • To delve into the ways by which results of such analyses are used and interpreted in the field of education.
Expected Outcomes	Upon completion of the course, the student will be able: 1. To critically read and understand research results that used higher forms of statistical analysis. 2. To organise data in SPSS in a way that multilevel data can be properly analysed. 3. To distinguish cases in which each type of higher statistical analysis should be used. 4. To analyse and interpret data with the use of software such as HLM and AMOS. 5. To prepare the chapters of methodology, results and conclusions of a micro-research with the use of higher forms of statistical analyses

Prerequisites		Corequisites	-

Course Content	• Descriptive and inferential statistics • Concepts and principles of multilevel models. • Comparison of multilevel models and regression analysis. • Type of models (two level, three level) • Hypothesis test and interpretation of results • Introductory concepts and principles of the structural models of equations. • Specs of data and models. • Construct levels of structural models of equations. • Forms of structural equations. • Write-up of the study or research proposal
Teaching Methodology	Lecture, Experiential workshops, Individual assignments with formative feedback, student presentations.
References	American Psychological Association. (2020). *Publication manual.* (7th ed.). APA. Ercikan K., Wolff-Michael R, (2006). *What good is polarizing research into qualitative and quantitative?* 35(5), 14-23, Educational Researcher.

	Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2018). *How to design and evaluate research in education (10th ed.)*. Prentice Hall
	Hancock, R.R., Stapleton, L.M., & Mueller, L.O. (Eds), (2018). *The reviewer's guide to quantitative methods in the social sciences* (2nd ed.). Routledge.
	Kline R.B., (2015). *Principles and practice of structural equation modeling,* Guilford Press.
	Klinger, J.K., Scanlon, D., & Pressley, M. (2005). *How to publish in scholarly journals,* Educational Researcher.
	Raudenbush, S. W., & Bryk, A. S. (2002). *Hierarchical linear models (2nd ed.).,* Thousand Oaks.
	Παπαναστασίου, Ε., & Παπαναστασίου Κ. (2021) *Μεθοδολογία Εκπαιδευτικής Έρευνας (4η έκδ.).*
	Παπαναστασίου, Ε., (2018). *Εμπόδια στην ποιότητα της εκπαιδευτικής έρευνας. Προβληματισμοί και εισηγήσεις,* Εκπαιδευτική έρευνα, θεωρητικοί προβληματισμοί και προσανατολισμός στην ερευνητική πράξη.
	Tabachnick, B.G., & Fidell, L.S., (2016). *Using multivariate statistics,* Pearson.
Assessment	Small scale research study, smaller written assignments, Final exam
Language	Greek

Course Title	Special and Inclusive Education: Epistemological basis and contemporary research approaches
Course Code	EDUC-629
Type of Course	Required
Level	3rd Cycle
Year / Semester of study	1st year, Fall/Spring
Name of Instructor	Dr. Demetris Stasinos & Dr. Lefki Kourea
ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-
Course Objectives	The main objectives of the course are:

The main objectives of the course are:

- The course aims towards the deeper understanding from the postgraduate students:

   a) of the epistemological starting point of Special Education as a subfield of Human Sciences and b) **of** the multiple research methods that are implemented nowadays in this field from the interdisciplinary community, because of the complexity of its subject matter, as well as its heterogeneity that governs the features of each child case **involved**.

   A. Epistemological basis of Special Education

- The focus will firstly be in analysing the nature and necessity of scientific knowledge regarding the subject of Special Education as well as how it's produced to suggest its non *linear* status and at the same time the potential of **transforming** it **into** (special) school action. That is, the ever-changing character of scientific knowledge will be highlighted, that affects the theoretical views of scientists as regards the clinical profile of individuals with special educational needs and forms alternative practices (that should be) followed for addressing them at school.
- Emphasis will also be given towards the promotion of critical attitude and the empowerment of the participants' (students') research spirit, as well as the promotion of their potential to act for the construction of acquired knowledge (self-reported process). And this to the extend their potential mental repertoire allows them with any possible limitations.
- Reference will also be made to the dominant-alternative theoretical currents in the field of Humanities in **financially** advanced countries of the world that with their philosophy and dialectic have formed specific practices (instructional, pedagogical and psychological) treatment of individuals with special **educational** needs in the socio-cultural and educational context. These practices, most of which prevailed in the second half of the last century, are described with socio-educational terms such as social rejection, marginalisation, institutionalisation, deinstitutionalisation, social acceptance, **mainstreaming,** integration, and finally inclusive education in the context of the UNESCO Declaration (1994) **held** in Salamanca, Spain.
- Emphasis will be given **both** to the medical model and the pedagogical-psychological model of interpretation of disability, while highlighting the implications of these models in the formulation of theoretical schemes and conflicting arguments int the interdisciplinary community, as well as to the

	impact of theoretical approaches on the educational development of **financially** advanced countries of the world, over time. **B. Research methods-approaches in Special Education** • Among the main objectives of the course, in addition to the effort to **familiarize** the postgraduate students with the scientific field of Special Education, there is their acquisition of the necessary knowledge of the hypotheses and research methods used in its context. That is, the main goal of the course **will** be their thorough methodological and epistemological reflection and equipment. Emphasis will be given to the principles that govern scientific research in the field of Special Education, taking into account the element of *variability* of the subjects participating in it, as well as the particular *educational context* (schooling) that is associated each time with the quality of the child's education **provided** in a particular school. In particular, there will be analysis with examples of multiple research methods, qualitative and quantitative, currently applied in this field as well as reference to ensuring the necessary conditions for the existence of *quality indicators* that mainly concern the characteristics of the scientist researcher (competence in areas such as research experience, **specialized** knowledge, analytical-flexible-creative and endoscopic thinking, etc).
Learning Outcomes	Upon completion of the course, students will be able to: 1. To delve into the main epistemological fields that influenced the nature, course and evolutionary character of Special Education and formed educational and teaching practices inherent in the ideological and social currents of their respective era. 2. To understand the specificity and complexity of the field of Special Education in terms of variability of subjects and the educational context of its subjects, which affects the research strategies followed and their practices of addressing them in school practice. 3. To become familiar with the multiple research methods used in Special Education, to analyse examples of representative studies in this field, to **criticize** and to propose alternative schemes of research approaches. 4. To **emphasize** the quality indicators that should govern the study of people with special educational needs and to document their view with relevant arguments and examples they will draw from the research and clinical repertoire of Special Education. 5. To prepare and implement research plans in the field of Special Education based on the use of alternative research methods and to address specific groups of people with special educational needs. 6. To connect (with) and transform research data into special school-teaching practice by preparing specific teaching plans or research to improve the quality of teaching on an individual basis in the school.

Prerequisites	-	Corequisites	-

Course Content	• Scientific knowledge and Special Education: The open and growing character of scientific knowledge and its connection with the dominant theoretical positions in Special Education. • The alternative-temporal theoretical currents in Special Education and their transformation into social values and educational treatment practices for children with special **educational** needs (social rejection, social acceptance, "normalisation", **mainstreaming**-integration, "inclusive" education).

	• The medical model and the pedagogical-psychological model of interpretation of disability in Special Education: theoretical background and extensions in research and (special) school practice. • The need for multiple research approaches in Special Education: presentation and analysis of examples. • The quality indicators in the study of aspects of Special Education. • The infancy of the research base in Special Education and its effects on the reliability and effectiveness of the teaching-supportive work in the (mainstream) school. • Development of research plans to control the quality of teaching addressed to the special educational needs of students in the (mainstream) school.
Teaching Methodology	Lecture, Experiential workshops, Individual and group work, Individual mentoring, case study analysis, student presentations
Bibliography	Reid, G. (Ed., translation by D Stasinos) (2019). Learning styles and inclusion. Athens: Scientific publications Parisianou (In Greek) Smith, D.D., Tyler, N.C. (2019). Introduction to special education. Bringing the change. (Ed. A.A. Antoniou, translation: A. Griva). Gutenberg (In Greek) Stasinos. D (2020). Special Inclusive Education 2027. Its unfolding in the new digital school with digital champions. Athens: Papazisis (In Greek) Stasinos.D (2020). Psychopathology of Speech and Language. Dyslexia, multilingualism, speech therapy & inclusion. Athens: Gutenberg (In Greek) Recommended textbooks/reading Angelides, P. (2011). Pedagogy of inclusion. Athens: Diadrasis (In Greek) Chennat, S. (Ed.) (2020). Disability, Inclusion and Inclusive Education. Singapore: Springer Verlang Doran J., Hegarty S. (Eds) (2013). Reviewing Research in Special Education. Making the Evidence Work for Practitioners. London (UK): Routledge Hallahan, D., Kauffman, J.M. & Pullen, C. (2014). Exceptional learners. An introduction to special education. Pearson Hoogerwerf E-J., Mavrou K., Traina I. (Eds) (2020). The role of Assisting technology in fostering inclusive education. Strategies and Tools to Support Change. London: Routledge Kauffman, G.M. (Ed.) (2020). On Educational Inclusion. Meanings, History, Issues and Educational Perspectives. London: Routledge Kirk, S.A. (2011). Educating exceptional children (13rd ed.). Cengage Meyers, S. (2021). The art of Inclusive Education. Best practices for All learners. San Diego: cognella Odom S., Brantlinger E., Gersten R., Horner R., Thomson B., Harris, K. (2005). Research in Special Education: Scientific methods and evidence-based practices. Council of Exceptional Children, 71 (2), 137-148 Rumrill P.D., Cook B G., Stevenson N.A. (2020) (3rd Edition). Research in special education: Designs, Methods, and Applications. Springfield II. (USA): Charles C Thomas Publishing Smith, D.D.& Tyler, N.C. (Ed.: Antoniou A.-S.) (trans.: A.. Griva). (2019). Introduction to Special Education; making a difference (7th Edition). Athens: Gutenberg (In Greek)

Assessment	Formative assessment, Feedback, Individual-Group assignment (research or/and synthetic), Discussion and Critical Appraisal of research papers, Final exam.
Language	Greek

Course Title	Arts and Education: Epistemological Basis and Research Approaches				
Course Code	EDUC-640				
Type of Course	Required				
Level	3rd Cycle				
Year / Semester of study	1st year, Fall/Spring				
Name of Instructor	Dr. Elisavet Pitri				
ECTS	10	Weeks / week	3 hours per week	Workshops / week	0-
Course Objectives	The basic objectives of the course are: This course concerns the in-depth study of the epistemological basis of teaching Arts and the research methodology applied to examine artistic issues in the context of education. With an emphasis on (a) ways of viewing or listening to works of art and aesthetic theories to develop critical dialogue about the arts, (b) cognitive functions related to the creative production through the arts, (c) methods of utilising the arts to improve quality of life, related methods of applied research in education will be examined				
Learning Outcomes	Upon completion of the course, students will be able to: 1. Understand the contribution of the arts in education and explain modern applications in teaching and learning through the arts 2. Choose and assess appropriate methods of investigation of modern problems in art education 3. Propose solutions to educational and social problems and matters through a systematic strategic plan of utilising the arts 4. Relate different means of expression, methods, activities with learning outcomes 5. Examine critical examples of research and applications of art education programmes				
Prerequisites	-	Corequisites	-		
Course Content	• Teaching of the arts, research and principles: 　• The art teacher as a researcher 　• How theory inspires teaching and research in the field of the arts 　• Epistemology and research in art education 　• The role of the arts in STEAM programmes • Knowledge of personal practice in art educaton 　• Review research 　• Pseudo-experimental method 　• Artography 　• Alternative forms of research during educational practice through the arts • Understanding humans 　• Ethnographic research 　• Historical research				

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	- Portrayal - Creation of meaning - Theoretical research (obtuse research in art education, meta-representative approaches of theoretical investigation of the arts, networked research practices in art education, semiotic and visual cultura in the classroom) - Case study in art education - Narrative and autobiographical study - Modification of practice - Action research (critical action research activism, student engagement for a democratic classroom through the arts - Participatory action research (potential for social change through collective visual exploration, cultural interconnection: research of new media in art education)
Teaching Methodology	Lecture, experiential workshops, individual and group assignment, individual mentoring, case study analysis, online learning and discussions, student presentations
References	Bastos F.M.C., Zimmerman E., (2015). *Connecting Creativity Research and Practice in Art Education,* National Art Education. Leavy, P. (2020*). Η καλλιτεχνική δημιουργία ως μέθοδος. Έρευνα μέσω της τέχνης.* (Α. Γρίβα, μετάφραση). Αθήνα: Gutenberg. Buffington M.L., (2013). *Practice Theory. Seeing the Power of Art Teacher Researchers,* National Art Education Association. Βάος Α., (2008). *Ζητήματα διδακτικής των εικαστικών τεχνών,* Εκδόσεις Τόπος. Τιτίκα Σ., (2011). *Σύγχρονες Προσεγγίσεις στη Διδακτική της Τέχνης,* Νήσος Candace J. S., (2013). *Teaching and learning emergent research methodologies in art education,* NAEA.
Assessment	Formative assessment, individual assignment, group assignment - presentation
Language	Greek

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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ΔΙΠΑΕ CYQAA

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Course Title	Music Education: Epistemological Basis and Research approaches
Course Code	EDUC-642
Type of Course	Required
Level	3rd Cycle
Year / Semester of study	1º year, Fall/Spring
Name of Instructor	Dr. Natasa Economidou-Stavrou

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The basic objectives of the course are: • In-depth study of the epistemological basis and contemporary approaches in Music education • The study of research methodologies applied in the investigation of issues of Music education and the critical analysis of published studies
Learning Outcomes	Upon completion of the course, students will be able to: 1. Critically discuss and examine historical, philosophical, psychological and sociological issues of Music education 2. Design and evaluate Music lessons, teaching units and educational material based on philosophical, psychological and sociological dimensions of music education and contemporary methodological approaches in Music education. 3. Critically examine contemporary research in music education and applications of Music programmes of study. 4. To choose research tools or assess the appropriateness of research tools for particular research questions in Music education.

Prerequisites	-	Corequisites	-

Course Content	• Historical issues, philosophical views and psychological theories in Music education • Sociological dimensions in Music education • Music Curricula: From theory to Practice • Contemporary trends in Music education • Creative Music teaching • Effective Music teacher • Culturally aware Music education • Education Policy and the subject of Music • Research in Music education – Study and analysis of quantitative and qualitative approaches • Commentary of research methodology and findings of Music education research

Teaching Methodology	Lecture, Observation of lessons, Experiential workshops, Online discussion, Individual mentoring, case study analysis, analysis of recorded lessons, student presentations.
References	Abeles, H. & Custodero, L. (2010). *Critical Issues in Music Education: Contemporary Theory and Practice,* Oxford University Press. Barrett, M. (2011). *A cultural Psychology of Music Education,* Oxford University Press. Benedict, C., Schmidt, P., Spruce, G. & Woodford, P. (2018). *The Oxford Handbook of Social Justice in Music Education,* Oxford University Press/ Burnard, P. & Murphy, R. (2017). Teaching Music Creatively (2nd edn), Routledge, Taylor and Francis. DeLorenzo, L. (2020). *Giving Voice to Democracy in Music Education: Diversity and Social Justice in the Classroom,* Routledge, Taylor and Francis. Elliott, D. & Silverman, M. (2014). *Music Matters: A Philosophy of Music Education,* Oxford University Press. Lind, V.R. & Mckoy, C.L. (2016). *Culturally responsive teaching in Music Education: From Understanding to Application,* Routledge, Taylor and Francis. Right, R. (2016). *Sociology and Music Education,* Routledge, Taylor and Francis. Schmidt, P. & Colwell, R. (2017) *Policy and the Political Life of Music Education,* Oxford University Press. Miksza, P. & Kenneth, E. (2018), *Design and Analysis for Quantitative Research in Music Education,* Oxford University Press.
Assessment	Formative assessment- Feedback, Individual Presentation or/and Group assignment, Final exam.
Language	Greek

Course Title	Language and Literature Education: Epistemological Basis and Research approaches			
Course Code	EDUC-649			
Type of Course	Required			
Level	3rd Cycle			
Year / Semester of study	1st year, Fall/Spring			
Name of Instructor	Dr. Rodosthenous-Balafa Marina			
ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-
Course Objectives	The main objectives of the course are: • the study of theories of the text genre, literary and informational and their creative integration in school practice (e.g. theories of reading and response) • the presentation of various approaches in Language and Literature Education in Primary and Secondary Education (communicative, text-centric, literacy and multiliteracy pedagogy, experiential approaches)			

	• the study of strategies, techniques and practices of language and literature education (communicative teaching, listening, speaking, reading and writing, combined reading of image and discourse, critical literacy) in relation to the goals of the New Curricula in Cyprus and Greece • the implementation of quantitative and qualitative approaches aiming towards the assessment of language and literature education in the school context
Learning Outcomes	Upon completion of the course, the student will be able to: 1. know the theoretical views in relation to the literature genre and other text types and apply them effectively 2. choose in a critical manner and implement creative approaches, strategies and techniques in teaching Language and Literature, depending on the level of preparedness of each audience and in relation to the objectives of the New Curricula 3. assess with quantitative and qualitative criteria particular methods of Language and Literature Education

Prerequisites	-	Corequisites	-

Course Content	• Integration of the theory and critique of literature in the educational practice, but also acquaintance with modern studies and programmes that deal with the teaching of literature in Primary and Secondary Education. • Investigation and evaluation of contemporary trends and approaches in the teaching of various literary and informational texts, in relation to the general aspirations of the pedagogy of literacy, as well as the aspirations of more specific forms of literacy. • Literacy, aesthetic and intercultural education, the creation of a reading culture and community, but also the foundation and strengthening of the student's relationship with the book (that is, the promotion of reading) are a special subject of study. • Analysis of quantitative and qualitative research approaches for the study and evaluation of relevant teaching experiments, teaching behaviour, action and results of teaching at micro-level and macro-level.
Teaching Methodology	Lecture, Experiential workshops, Individual mentoring, case study analysis, student presentations
References	Seymour, M., Thanos, T., Newell, G. E. and Bloome, D. (2020), *Teaching Literature Using Dialogic Literary Argumentation in Secondary Schools*, Routledge. Αποστολίδου Β., Κόκορης Δ., Μπακογιάννης Μ., & Χοντολίδου Ε., (επιμέλεια), (2018), *Λογοτεχνική Ανάγνωση στο Σχολείο & στην Κοινωνία,* Gutenberg. Παπαρίζος Α.Χ., (2018), *Διδακτική της γλώσσας. Δοκίμια εφαρμοσμένης γλωσσολογίας,* Γρηγόρης. Ντίνας Κ., (επιμ.) (2018), *Figura in Praesentia. Μελέτες αφιερωμένες στον Καθηγητή Θανάση Νάκα,* Πατάκης. Ροδοσθένους Μ. Μ., (2017), *Δημιουργική Διδασκαλία της Λογοτεχνίας: Εισηγήσεις και Πρακτικές Εφαρμογές στη Δημοτική Εκπαίδευση,* Γρηγόρης. Γεωργιάδου Α., & Δερμετζή Β., (2017). *Διδακτική της Νεοελληνικής Γλώσσας: Κριτικές και βιωματικές προσεγγίσεις για το Γυμνάσιο και το Λύκειο,* Γρηγόρης. Showalter E., (2003). *Teaching Literature,* Blackwell Publications. Χατζησαββίδης Σ.Α., & Χαραραμπόπουλος Α., (1997), *Η διδασκαλία της λειτουργικής χρήσης της γλώσσας: Θεωρία και πρακτική εφαρμογή,* Αθήνα.

	Ναπολέων Σ., (2007) *Η διδασκαλία της γλώσσας: Επισημάνσεις, παρατηρήσεις, προοπτικές,* Gutenberg. Μπαλάσκας, Κ. & Αγγέλακος, Κ. (2005). *Γλώσσα και λογοτεχνία στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση,* Μεταίχμιο. Αποστολίδου Β., & Χοντολίδου Ε., (2006) *Λογοτεχνία και Εκπαίδευση,* Τυπωθήτω. Χατζησαββίδης Σ., (2007). *Προγράμματα Σπουδών των Φιλολογικών Μαθημάτων στη δευτεροβάθμια,* Ελληνοεκδοτική.
Assessment	Formative assessment – feedback, Individual Presentation, Assignment, Final exam.
Language	Greek

Course Title	Educational Technology: Epistemological Basis and Research approaches
Course Code	EDUC-650
Type of Course	Required
Level	3rd Cycle
Year / Semester of study	1st year, Fall/Spring
Name of Instructor	Dr. Charalambos Vrasidas, Dr. Efi Nisiforou

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The main objectives of the course are: • The introduction to the main issues of the field of educational technology. • The immersion in contemporary applications of technology in teaching (e.g. virtual reality and augmented reality). • The understanding of contemporary trends and views on the impact of technology in teaching and learning. • The understanding of technology's role in improving education through the prism of a holistic interdisciplinary approach of learning (e.g. STEAM education). Particularly, the course leads to the deeper understanding of the epistemological background of educational technology, the research approaches implemented nowadays in the study of issues-problems of educational technology and learning design. Emphasis will be given to the following: (a) contribution of technology in education and study of its modern applications in teaching and learning, (b) Assessment and choice of technologies to address educational needs and challenges and, (c) Preparation of a strategic plan for the systemic utilisation of technology in the promotion of innovations in education. Regarding research approaches, positive and phenomenological research strategies will be analysed, as they are applied in the field of educational technology.
Learning Outcomes	Upon completion of the course, students will be able: 1. To understand the contribution of new technologies in education and to explain its modern applications in teaching and learning. 2. To assess and choose appropriate technologies to address educational needs. 3. To propose solutions to educational and management problems with the help of technology. 4. To prepare (short-term and long-term) strategic plan for the systemic and systematic utilisation of technology in school management and introduction of innovations. 5. To correlate instruments, methods, activities with learning outcomes. *6.* To critically examine examples of research and applications of educational

	technology software.		
Prerequisites	-	Corequisites	-
Course Content	- The evolution of the field of educational technology and the technologies of the Internet. - Research and assessment in electronic learning (DBR - Design Based Research). - Effectiveness of applications of technology and impact on learning. - Factors that affect the integration of technology in teaching. - Integration of technology in language teaching. - Educational video-games and virtual environments of learning. - Learning design and technologies. - Distance learning and electronic learning. - Social networks and communities of learning. - Assessment and choice of technological systems for their application in education. - Strategic planning (short-term and long-term) and technology. - Applications of technology towards the improvement of schools, teacher training and school work assessment.		
Teaching Methodology	Lecture, Experiential workshops, Individual and group assignment, Individual mentoring, case study analysis, online learning and discussions, student projects and presentations.		
References	Huang, R., Spector, J. M., & Yang, J. (2019). *Educational Technology a Primer for the 21st Century*. Springer. Spector J.M., Merrill M.D., Elen J., & Bishop M.J., (2014). *Handbook of research on educational communications and technology,* Lawrence Erlbaum Associates. Zhang, Y., & Lin, C. (2020). Student interaction and the role of the teacher in a state virtual high school: What predicts online learning satisfaction? Technology, Pedagogy & Education, 29(1), 57-71. doi:10.1080/1475939X.2019.1694061 Bayne, S., Evans, P., Ewins, R., Knox, J., & Lamb, J. (2020). *The Manifesto for Teaching Online.* MIT Press. Cherner, T., & Mitchell, C. (2020). Deconstructing EdTech frameworks based on their creators, features, and usefulness. *Learning, Media and Technology, 46* (1), 1-26. Harasim L., (2012). *Learning theory and online technologies*, Routledge. Ito M., (2009). Engineering Play: A cultural history of children's software, The MIT Press. Mehlenbacher B., (2011). *Instruction and Technology: Designs for everyday learning,* The MIT Press. Collins A., & Halverson, R., (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America,* Teachers College press. Aldunate, R., & Nussbaum, M., (2013). Teacher adoption of technology, Elsevier. Vrasidas, C. (2015). The rhetoric of reform and teachers' use of ICT. British Journal of Educational Technology, 46(2), 370-380. Vrasidas, C. (2018). Cost-Effectiveness of Digital Learning for Development: Towards a Systematic, Systemic, and Sustainable Framework. Digital Learning for Development.		

	Bradley W.E., (2016). *An Overviewand Study on the Use of Games, Simulations, and Gamification in Higher Education,* IGI Global.
	Roblyer, M. D., & Doering, A. H, (2006). *Integrating Educational Technology into Teaching (4th Edition)*, Merrill Prentice Hall.
	Pacansky-Brock, M., (2012). *Best Practices for Teaching with Emerging Technologies, Routdedge.*
	Picciano G.A., (2005). *Educational leadership and planning for technology,* Prentice Hall.
	Richey, C.R., Klein D.J., & Tracey W.T., (2011). *The instructional design knowledge base*, Routledge.
	Mackey M., (2007). *Literacies across Media: Playing the Text. (2nd Ed),* Routledge.
	Vrasidas C., & Glass V.G., (2005). *Preparing teachers to teach with technology,* Information Age Publishing, Inc.
	Vrasidas C., & Glass V.G.,(2009). *ICT for Education, Development and Social Justice,* Information Age Publishing, Inc.
	Wenglinsky H., (2005). Using Technology Wisely: The keys to success in schools, Teachers College Press.
Assessment	Formative assessment, Individual assignment, Group assignment – Presentation
Language	Greek

Course Title	Theory, Practice and Assessment of Instruction: Epistemological Basis and Research Activities
Course Code	EDUC-660
Type of Course	Required
Level	3rd Cycle
Year / Semester of study	1st year, Fall/Spring
Name of Instructor	Dr. Ioannis Salvaras

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The basic objectives of the course are: **A. Epistemological Basis** The following are outlined: • The theory of teaching, as a cognitive construct of a set of assumptions/perceptions concerning the nature of knowledge, learning, teaching work, organisation of school knowledge, communication, student performance, use of assessment functions, cause of student error and its addressing, etc. The diatomic forms of expressions of the above assumptions shape the theories/models of instruction. Each instructional theory is explored at the levels: epistemological, teaching principles, teaching design and teaching practice. • The practice of teaching as scheme of a set of teaching strategies that differ in their pursuit, the type of teaching actions and learning activities, their structure, implementation conditions and quality control criteria. The range of teaching strategies is analysed as an expression of teaching theories and based on the teacher-students participation in decision making, the ideological features of teaching strategies are investigated. • The assessment of teaching, as a systematic process of collecting information, that aims to control teaching, to define problems and take decisions for its improvement. The dimensions of its character are analysed: diagnostic (focuses on the function of teaching conditions) and validating (focuses on checking what the students "learned" in relation to the goals of the programme of study). The means of collection, coding and information processing are presented: observation sheet, performance scales, tests, assessment protocols, cognitive and mental maps, critical thinking maps, questionnaires, etc. **B. Research approaches** The three epistemological examples are outlined: the positivist (cause-dilemma relations). The research approaches of quality control are analysed: anthropocentric efficiency, quality of end result and meeting expectations and student needs.
Learning Outcomes	Upon completion of the course, students will be able to: 1. To delve into the teaching affairs (models and teaching strategies) 2. To develop a range of teaching plans (planning, conducting, evaluation) and

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	highlight their ideological features. 3. To study teaching research that was carried out with different methodological approach: analytical-empirical, interpretive, dialectic and comment on their findings. 4. To develop teaching quality control research based on the research approaches: of anthropocentric efficiency, quality of end result and meeting student expectations and needs.		
Prerequisites	-	Corequisites	-
Course Content	• Outline of theory, practice and assessment of Instruction • Construct of a range of models and strategies of teaching: behaviourism, neo-behaviourism, cognitivism and reconstructionism. • Development of spectrum of teaching plans. Highlighting their ideological features. • Teaching research methodology: epistemological examples, research schemes, subject matter, research instruments, etc. • Preparation of teaching research plans of quality control of teaching (human-centric, efficiency, quality of end result, meeting expectations and needs of the "client".		
Teaching Methodology	Lecture, Experiential workshops, Individual and group assignment, Individual mentoring, case study analysis, student presentations.		
References	Bruner J.S., (1996). *The culture of education,* Harvard University Press. Eisner W. E., (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice,* Merrill. Eisner W. E., (1998). *The kind of schools we need,* Heinemann. Elliott D.C., (2005). *Teaching on target: models, strategies and methods that work,* Corwin Press. Hargreaves A., (2003). *Teaching in the knowledge society*, Teachers College Press. Hirst P.H., & Peters R.S., (2011). *The logic of education,* RKP. Jaconsen, D. A., Eggen, P. & Kauchak, D. (2011). *Μέθοδοι Διδασκαλίας,* Αθήνα: Διάδραση. Johnson, P.E. (Ed.). Crowell T.Y., Joyce, B., Weil, M., & Calhoun, E., (2009). *Learning: Theory and practice. Models of teaching, 8th edition,* Pearson Education, Inc. Joyce, B., Weil, M., & Calhoun, E. (2009. *Διδακτική Μεθοδολογία,* Αθήνα: Έλλην. Kalantzis, M., & Cope, B. (2013). *Νέα μάθηση,* Αθήνα: Κριτική. Lang H.R., & Evans D.N., (2006). *Models, strategies and methods for effective teaching,* Allyn and Bacon. Lasley T.J., & Matczynski T.J., (2001). *Instructional models: strategies for teaching in a diverse society,* Wadsworth Publishing Company. *Lefrancois G.R.,* & Ραφτόπουλος Α., (επιμ.), (2004). *Ψυχολογία της διδασκαλίας,* Εκδόσεις «ΕΛΛΗΝ» Γ. Παρίκος & ΣΙΑ. Tomlinson C.A., Θεοφιλίδης Χρ., & Μαρτινίδου-Φορσιέ Δ., (μεταφρ.), (2003). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας,* Εκδόσεις Γρηγόρη. Θεοφιλίδης Χ., (2008). *Ρωγμές στο παγόβουνο της παραδοσιακής διδασκαλίας,* Εκδόσεις Γρηγόρη. Κουτσελίνη Μ., (2001). *Ανάπτυξη προγραμμάτων: θεωρία, έρευνα, πράξη,* Λευκωσία. Ματσαγγούρας Η., (2007). *Θεωρία και πράξη της διδασκαλίας: Στρατηγικές διδασκαλίας, Τόμος Α & Β,* Gutenberg. Σαλβαράς Γ., & Σαλβαρά Μ., (2007). Μοντέλα και στρατηγικές διδασκαλίας, Ατραπός. Σαλβαράς Γ., & Σαλβαρά Μ., (2009). *Διδακτικός σχεδιασμός, Ατραπός.* Σαλβαράς, Γ. (2013). *Αξιολόγηση Προγραμμάτων,* Αθήνα: Γρηγόρη. Σαλβαράς, Γ. (2013). *Μεντορική,* Αθήνα: Γρηγόρη.		

	Σαλβαράς, Γ. (2020). *Παρατήρηση και Αξιολόγηση Διδασκαλίας*, Αθήνα: Γρηγόρη. Τριλιανός Θ. (2004). *Μεθοδολογία της σύγχρονης διδασκαλίας,* Τόμος Β., Αδελφοί Τολίδη. Pionera, M., Degeng, I. N. S., Widiati, U., & Setyosari, P. (2020). Instructional Methods and Self-Regulated Learning in Writing. *International Journal of Instruction, 13*(3), 43-60. Guerrero-Puerta, L.M. (2018). Pedagogical implications of the constructivist and behaviourist theories in the school environment. The school motivation and the teaching practice. *Publicaciones Didacticas, 90,*440-443. Buchs, C., Filippou, D., Pulfrey, C., & Volpé, Y. (2017). Challenges for cooperative learning implementation: reports from elementary school teachers. *Journal of education for teaching, 43*(3), 296-306 Bozkurt, G. (2017). Social constructivism: Does it succeed in reconciling individual cognition with social teaching and learning practices in mathematics? *Journal of Education and Practice, 8*(3), 210-218. Millis, B.J. (2016). Using metacognition to promote learning. *IDEA Paper, 63,* 1-9. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B. & David Osher (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97-140. Praetorius, AK., Klieme, E., Herbert, B. et al. (2018). Generic dimensions of teaching quality: The German framework of Three Basic Dimensions. *ZDM Mathematics Education 50,* 407–426. Joyce, J., Gitomer D. & Iaconangelo, C. (2018). Classroom assignments as measures of teaching quality. *Learning and Instruction, 54*, 48-61. Gorea J., Lloyd, A., Smith et al. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education, 68*, 99-113. Wagner, W., Göllner, R., Werth, S., Voss, T., Schmitz, B., & Trautwein, U. (2016). Student and teacher ratings of instructional quality: Consistency of ratings over time, agreement, and predictive power. *Journal of Educational Psychology, 108*(5), 705–721. Taut, S., & Rakoczy, K. (2016). Observing instructional quality in the context of school evaluation. *Learning and Instruction, 46*, 45–60.
Assessment	Levels of instructional analysis: epistemological, didactic principles, didactic programming, didactic act, elaboration of teaching plans, elaboration of research plans and instructional evaluation, elaboration of research tools and control evaluation of instructional quality.
Language	Greek

Course Title	Educational Leadership and Management: Epistemological Basis and Research Approaches				
Course Code	EDUC-670				
Type of Course	Required				
Level	3rd Cycle				
Year / Semester of study	1st year, Fall/Spring				
Name of Instructor	Dr. Christiana Marmara				
ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-
Course Objectives	The main objectives of the course are: • The understanding of the epistemological background of educational leadership and management • The immersion in research approaches that are applied today in the study of issues-problems of educational leadership and management. • The analysis of leadership behaviour, emphasising on (a) the organisation and administration of educational foundations (e.g. structure, roles, interaction with the exterior environment, culture, climate, conflicts, efficiency-accountability), (b) the leadership behaviour (e.g. management models, decision making, planning, communication, consulting and counselling) and (c) action of individuals and groups (motives, efficiency, team dynamics). • The analysis of positivist and phenomenological strategies of research, as they are applied in educational leadership and management				
Learning Outcomes	Upon completion of the course, students will be able: 1. To correlate management models and leadership behaviour with their sociological, philosophical, psychological and anthropological background. 2. To use various concepts and models in order to interpret events and problems of school life and culture. 3. To develop an improvement plan for a specific educational institution taking into account variables such as: the organisation as an open system, administrative structure and roles, motives and team dynamics, leadership behaviour. 4. To critically examine examples of positivist and phenomenological research as they were applied in the study of educational leadership and management				
Prerequisites	-		Corequisites		-
Course Content	• Positivist and phenomenological research: Theoretical background, advantages and disadvantages. • Theory development in education: stages, basic features, relationship with social sciences (philosophy, sociology, psychology, anthropology). • Human behaviour: motives, interpersonal communication, group dynamics, intergroup action. • Leadership and management behaviour: efficiency, duties and responsibilities. • Organisations: restructuring, effectiveness, self-assessment				

Teaching Methodology	Lecture, Experiential workshops, Individual and group assignment, Individual mentoring, case study analysis, student presentations.
References	Adams, D., Kutty, G. R., & Zabidi, Z. M. (2017). Educational leadership for the 21st century. *International online Journal of educational leadership*, *1*(1), 1-4.
	Alfirevic N., Burusic J., Pavicic J., Relja R., (2016). *School Effectiveness and Educational Management,* Palgrave Macmillan.
	Cisneros-Cohernour, E. J. (2021). Research in Educational Administration & Leadership. *Research in Educational Administration & Leadership*, *6*(1), 313-340.
	Eacott, S. (2017). A social epistemology for educational administration and leadership. *Journal of Educational Administration and History*, *49*(3), 196-214.
	Hallinger, P. (2020). Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018. *Educational Management Administration & Leadership*, *48*(2), 209-230.
	Hoy W., Miskel C., (2013). *Educational administration: Theory, research, and practice, 9th edition,* McGraw-Hill.
	Θεοφιλίδης Χ., (2012). *Σχολική Ηγεσία και Διοίκηση: Από τη Γραφειοκρατία στη Μετασχηματιστική Ηγεσία,* Γρηγόρη.
	Κατσαρός, Ι., (2008). *Οργάνωση και Διοίκηση της Εκπαίδευσης,* Παιδαγωγικό Ινστιτούτο.
	Πέτρου, Α. & Αγγελίδης, Π. (επιμ.), (2016). *Εκπαιδευτική Διοίκηση και Ηγεσία: Επιστημολογική βάση, ερευνητικές προσεγγίσεις και πρακτικές,* Διάδραση.
	Stravakou, P. A., Lozgka, E. C., & Melissopoulos, S. (2018). The influence of values on educational administration: The School Principals' perspective. *International Journal of Education and Research*, *6*(4), 147-160.
Assessment	Formative assessment, Feedback, Individual assignment, Group assignment, Presentation, Discussion.
Language	Greek

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

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Course Title	Mathematics and Physical Sciences Education: Epistemological Basis and Research approaches
Course Code	EDUC-680
Type of Course	Required
Level	3rd Cycle
Year / Semester of study	1st year, Fall/Spring
Name of Instructor	Dr. Maria Evagorou or/and Dr Anastasia Datsogianni

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The main objective of the course is the in-depth understanding of the epistemological background of the nature of Science or/and Mathematics, as well as the research approaches applied currently in the study of issues-problems of Physical sciences and Mathematics education. Specifically, the course objectives are:
	
	• Understanding the epistemological background related to the nature of science or/and mathematics.
	• Understanding of the contribution of history and philosophy in physical sciences or/and mathematics education.
	• Acknowledgment of the theoretical background of contemporary teaching approaches in physical sciences and mathematics.
	• Introduction to new approaches in physical sciences and mathematics education as presented in recent reports:
	    o Scientific practices
	    o 21st Century skills
	    o Problem Solving
	    o Responsible Research and Innovation
	    o Culturally aware Physical Sciences and Mathematics Education
	    o STEAM Education
	
	• Critical view and analysis of research in Physical Sciences or/and Mathematics.

Learning Outcomes	Upon completion of the course, students will be able:
	
	1. To understand the epistemological background of the nature of Science and Mathematics
	2. To understand the contribution of history and philosophy in P.S and Mathematics
	3. Explain the theoretical background of contemporary teaching approaches in physical sciences or/and mathematics.
	4. Explain and report examples for new approaches in physical sciences and mathematics education:
	    ▪ Scientific practices
	    ▪ 21st Century skills
	    ▪ Problem Solving
	    ▪ Responsible Research and Innovation
	    ▪ Culturally aware Physical Sciences and Mathematics

	▪ STEAM Education 5. To critically examine examples of research and applications of P.S and Mathematics education programmes.			
Prerequisites	-	Corequisites	-	

Course Content	• The evolution of the fields of P.S or/and Mathematics.
	 • History and philosophy of P.S. or/and Mathematics.
	 • Historical flashback in main scientific currents and research programmes of P.S. or/and Mathematics education.
	 • Theoretical background of contemporary teaching approaches in physical sciences or/and mathematics.
	 • Examples of new approaches in physical sciences and mathematics education:
	      ▪ Scientific practices
	      ▪ 21st Century skills
	      ▪ Problem Solving
	      ▪ Responsible Research and Innovation
	      ▪ Culturally Aware Physical Sciences and Mathematics Education
	      ▪ STEAM Education
	      ▪ Physical Sciences or/and Mathematics communication.
	 • Philosophical view of P.S. or/and Mathematics curricula.
	 • Research programmes that have impacted the teaching of Physical Sciences or/and Mathematics and understanding of their research and theoretical aspects.			

Teaching Methodology	Lecture, Experiential workshops, Individual and group assignment, Individual mentoring, case study analysis, discussions, student presentations.			
References	**Indicative readings** Andrews, P. (2014). European mathematics curricula and classroom practices. In P. Andrews & T. R (Eds.), *Master Class in Mathematics Education* (pp. 179-190). London: Bloomsbury. Duschl, R., Schweingruber, H., & Shouse, A. (2007). Taking Science to School:. (National Research Ed.). National Academies Press. Bayram-Jacobs, D., Henze, I., Evagorou, M., Shwartz, Y., Leirvoll Aschim, E., Barajas, M & Da (2019). Science teachers' pedagogical content knowledge development during enactment of socios curriculum materials. *Journal of Research in Science Teaching*, 1– 27. https://doi.org/10.1002/tea.2 Borja Gómez Prado, Blanca Puig & María Evagorou (2020) Primary pre-service teachers' emoti interest towards insects: an explorative case study, *Journal of E Education*, DOI: 10.1080/00219266.2020.1756896 Hofmann, R., Vrikki, M. & Evagorou, M. (2021) Engaging teachers in dialogic teaching as a way to cultural literacy learning: A reflection on teacher professional development in Maine, F. M. (Eds). *Dialogue for intercultural understanding: Placing Cultural Literacy at the heart of learning. S* Cham. Evagorou, M. & Dillon, J. (2020). Socio-scientific issues as promoting responsible citizenship and inr In Evagorou, Nielsen and Dillon (Eds). *Science Teacher Education for Responsible Citizenship. S* ISBN 978-3-030-40228-0 Friedrichsen, P., Ke, L., Sadler, T. & Zangori, L. (2021) Enacting Co-Designed Socio-Scientific Issue Curriculum Units: A Case of Secondary Science Teacher Learning, Journal of Science Education, 32:1, 85-106, DOI: 10.1080/1046560X.2020.1795576 Nielsen, J. & Evagorou, M. (2020). New Perspectives for Addressing Socio-Scientific Issues in Education. In Evagorou, Nielsen and Dillon (Eds). *Science Teacher Education for Responsible Citi* Springer. ISBN 978-3-030-40228-0			

	Evagorou, M. & Osborne, J. (2010). The role of language in the learning and teaching of science (p. 157). In J. Osborne and J. Dillon (eds), *Good Practice in Science Teaching*, 2nd edition. McGraw Hill. Osborne, J. (2014). Teaching Scientific Practices: Meeting the Challenge of Change. *Journal of Teacher Education*, *25*(2), 177–196. http://doi.org/10.1007/s10972-014-9384-1 Puig, B. & Evagorou, M. (in print). Using COVID-19 as a context and an opportunity to promote critical and argumentation to secondary and university students. *Integrated Science Series*, Springer Nature. Rafanelli, S. & Osborne, J. (2020)/ How Might the *Next Generation Science Standards* Support Style Scientific Reasoning in Biology?. *The American Biology Teacher* 2 82 (9): 579–583. doi: https://doi.org/10.1525/abt.2020.82.9.579 Rowland, T. (2014). Mathematics Teacher Knowledge. In P. Andrews & T. Rowland (Eds.), *Master Mathematics Education* (pp. 88-98). London: Bloomsbury. Ξενοφώντος, Κ. (2014). Γλώσσα, κουλτούρα και μετανάστες μαθητές στο μάθημα των μαθηματικών. Χατζησωτηρίου & Κ. Ξενοφώντος (Επ.), *Διαπολιτισμική Εκπαίδευση: Προκλήσεις, παιδαγωγικές θεω και εισηγήσεις* (σελ. 219-242). Καβάλα: Εκδόσεις *Σαΐτα*.
Assessment	Formative assessment, individual assignment, presentation
Language	Greek

Course Title	Seminar A: Academic Literacy I			
Course Code	EDUC-691A			
Course Type	Required			
Level	3rd Cycle			
Year / Semester of study	1st year, Spring			
Name of Instructor	Dr.Christiana Karousiou & Dr. Lefki Kourea			
ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-
Course Objectives	The course has the main goal of introducing doctoral students to basic aspects of writing and presenting of a research proposal as well as developing academic writing. The main objectives of the course are for students: ● To identify and develop in writing the basic elements of a research proposal and dissertation. ● To conduct a thorough search for scientific sources and to compose information in relation to their research proposal. ● To utilize different technological tools that may be utilised to support the research and writing process. ● To implement the rules of academic study writing based on APA. ● To acquire presentation skills in different contexts and in a different audience (research and educational conferences, seminars) and in various forms (poster, verbal presentation). ● To study and prepare a review of their fellow students' research proposal. ● To study issues of ethics in research and academic culture (e.g. rules on plagiarism). ● To describe the main principles of private data protection and to apply them in their own research proposal. ● To be informed on the process of obtaining permission for conducting educational research with participating minors and/or adults.			
Learning Outcomes	Upon completion of the course, students will be able to: 1. Search for literature sources through various databases. 2. Organise and compose scientific sources utilising different technologies to support their research and writing work (e.g. RefWorks, Zotero, Mendeley). 3. Utilize an assessment rubric to review research proposals of fellow students. 4. Evaluate in writing their fellow students' research proposals based on a given outline. 5. Present their research proposal in simulation conditions in their doctoral programme. 6. Find calls for submitting their work to scientific and educational conferences. 7. Analyse and explain problems related to ethics of academic culture based on given scenarios. 8. Identify and fill in the application to conduct an educational study. 9. Explain the added value of the proposed study.			
Prerequisites	-	Corequisites	-	

Course Content	● Use of technology to complete the dissertation (article search software, indexing literature, coding and analysis software of different data forms, etc) ● Procedure for writing the doctoral proposal and dissertation. ● Different characteristics of a doctoral dissertation and how it differs from other texts. ● Review skills of research proposals. ● Issues of ethics in research and academic culture. ● Personal data protection framework, legal aspects and GDPR ● Procedures of obtaining permission for data collection
Teaching Methodology	Presentations, discussions
References	American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC. Belcher, L. (2019). *Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success* (2nd ed.). University Chicago Press. Petre, M. & Rugg G., (2010). *The Unwritten Rules of PhD Research,* Open University Press. Lamont, A. (2020). *Bird by bird: Instructions on writing and life.* Edinburgh, G.B. Renck-Jaloongo, M., & Saracho, O. N. (2016). *Writing for publication: Transition and tools that support scholars' success.* Switzerland: Springer International Publishing Thomson,P. & Kamler, B., (2013). *Writing for Peer Reviewed Journals: Strategies for Getting published,* Routledge. Kamler, B. & Thomson, P., (2006). *Helping doctoral students write: pedagogies for supervision,* Routledge. Robson, C., (2010). *Η έρευνα του πραγματικού κόσμου*, Αθήνα: Gutenberg. Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing (2nd ed.).* APA Life Tools. Swales, J. & Feak, C., (2004). *Academic Writing for Graduate Students: Essential tasks and skills, Second Edition,* Ann Arbor: University of Michigan Press. Hyland, K. & Guinda, C., (2012). *Stance and Voice in Written Academic Genres,* Palgrave McMillan.
Assessment	● Writing and presentation of a research proposal draft ● Critical analysis of research proposal ● Writing of proposal to submit to a conference and group article review ● Complete the application for obtaining ethics approval for data collection
Language	Greek

Course Title	Seminar B: Academic Literacy II			
Course Code	EDUC-691B			
Type of Course	Required			
Level	3rd Cycle			
Year / Semester of study	2nd year, Spring			
Name of Instructor	Dr.Christiana Karousiou & Dr. Lefki Kourea			
ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The course has the main goal of introducing doctoral students to the procedure of writing a proposal for funding and the preparation of academic articles to be published. The main course objectives are for students:
	● To distinguish and compare the different types of academic writing:
	   o scientific papers
	   o educational papers
	   o funded proposals (e.g. Research & Innovation Foundation, Erasmus+),
	   o articles for newspapers
	   o doctoral dissertation
	● To develop skills in academic writing to compose scientific papers (research and educational).
	● To develop skills in writing a research proposal for funding
	● To search in databases of domestic and European organisations to find calls for funding
	To develop skills to write and communicate scientific knowledge to the general public.			

Learning Outcomes	Upon completion of the course, students will be able to: 1. Prepare a complete draft of a research paper to be published 2. Prepare a complete proposal for funding to be submitted to a domestic or international organisation 3. Find open calls for research (e.g. Research & Innovation Foundation, Erasmus+) 4. Present a scientific topic in a communicative way to the general public			
Prerequisites	-	Corequisites		-

Course Content	● Introduction to academic culture (aspects of academic life)
	● Communication of science in everyday life
	● Different types of scientific writing
	   o scientific papers
	   o educational papers
	   o funded proposals (e.g. Research & Innovation Foundation, Erasmus+)
	   o articles in newspapers
	     doctoral dissertation
	
	● Writing skills of scientific papers
	● Writing skills of research proposal for funding
	● Search skills for calls for funding			

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

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Teaching Methodology	Presentations, discussions
References	American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC. Belcher, L. (2019). *Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success* (2nd ed.). University Chicago Press. Lamont, A. (2020). *Bird by bird: Instructions on writing and life.* Edinburgh, G.B. Petre, M. & Rugg G., (2010). *The Unwritten Rules of PhD Research,* Open University Press. Renck-Jaloongo, M., & Saracho, O. N. (2016). *Writing for publication: Transition and tools that support scholars' success.* Switzerland: Springer International Publishing Thomson,P. & Kamler, B., (2013). *Writing for Peer Reviewed Journals: Strategies for Getting published,* Routledge. Kamler, B. & Thomson, P., (2006). *Helping doctoral students write: pedagogies for supervision,* Routledge. Robson, C., (2010). *Η έρευνα του πραγματικού κόσμου*, Αθήνα: Gutenberg. Swales, J. & Feak, C., (2004). *Academic Writing for Graduate Students: Essential tasks and skills, Second Edition,* Ann Arbor: University of Michigan Press. Hyland, K. & Guinda, C., (2012). *Stance and Voice in Written Academic Genres,* Palgrave McMillan.
Assessment	● Writing of research or educational paper ● Writing of research proposal for funding ● Presentation of a scientific topic to the general public
Language	Greek

Course Title	Personalised study
Course Code	EDUC-797
Type of Course	Elective
Level	3rd Cycle
Year / Semester of study	1st year, Fall/Spring
Name of Instructor	All instructors depending on the subject of the assignment

ECTS	10	Lectures / week	3 hours per week	Workshops / week	0-

Course Objectives	The course aims to aid the student to study and understand in depth the scientific literature of the subject matter of his/her interest so that he/she is able to prepare at a later stage a draft of his/her research proposal.
Learning Outcomes	Upon completion of the course, the student is expected: • To identify related literature on the subject he/she is interested to study • To develop basic concepts and concerns on the subject under investigation • To compose scientific sources using the principles of the writing style APA • To document the added value of the subject under investigation

Prerequisites	-	Corequisites	-

Course Content	• Will be determined by the student's supervisor
Teaching Methodology	Personal Communication
References	According to the instructor's guidelines.
Assessment	Formative assessment-feedback, write-up of research study, presentation
Language	Greek

Appendix II

Research Skills Development Programme

13 November 2020 - 16 April 2021

General Seminars

13 NOVEMBER 2020
10:00-12:00
Conducting a Literature Search Using UNIC Library Resources
Georgia Christodoulou, *European Documentation Centre (EDC) Manager and Reference Librarian, Library & Information Centre*

20 NOVEMBER 2020
10:00-12:00
Introduction to Refworks
Georgia Christodoulou, *European Documentation Centre (EDC) Manager and Reference Librarian, Library & Information Centre*

27 NOVEMBER 2020
10:00-12:00
Research Philosophy and Methodology
Prof. Rudi Kaufmann, *Department of Management and MIS, School of Business*

4 DECEMBER 2020
10:00-12:00
Introduction to the Systematic Literature Review Methodology
Dr Michael Christofi, *Department of Marketing, School of Business*

11 DECEMBER 2020
10:00-12:00
Introduction to Quantitative Research
Prof. Menelaos Apostolou, *Department of Social Sciences, School of Humanities and Social Sciences*

22 JANUARY 2021
10:00-12:00
Introduction to Qualitative Research
Prof. Rudi Kaufmann, *Department of Management and MIS, School of Business*

29 JANUARY 2021
10:30-12:30
Ethics in Research and Publishing
Prof. Costantinos Phellas, *Senior Vice Rector*

5 FEBRUARY 2021
10:00-12:00
Research Gaps and Research Needs in the Field of Medicine and Public Health
Prof. Panagiotis Karanis, *Director of Anatomy Centre, Medical School*

12 FEBRUARY 2021
10:00-12:00
Publishing – Why, Where and How
Prof. Alkis Thrassou, *Marketing Department, School of Business*

19 FEBRUARY 2021
10:00-12:00
Research Collaborations, Proposals and Associated Funding
Prof. Dimitris Drikakis, *Vice President for Global Partnerships and Executive Director, Research and Innovation Office*

26 FEBRUARY 2021
10:00-12:00
Socio-technical Research: Frontiers and Challenges
Prof. Constandinos Mavromoustakis, *Department of Computer Science, School of Sciences and Engineering*

5 MARCH 2021
10:00-12:00
Research, Technology and Business Intelligence
Christina Kokkalou, *Managing Director, IMR-University of Nicosia*

12 MARCH 2021
10:00-12:00
Research Opportunities, Collaborations and Practical Grant Writing Tips
Prof. Charalampos Vrasidas, *Executive Director, Cardet, School of Education*

Seminars for the PhD Programmes

19 MARCH 2021
10:00-12:00
PhD Coordinators/Directors and Supervisors: Roles and Responsibilities
Prof. Demetris Vrontis, *Vice Rector for Faculty and Research*

26 MARCH 2021
10:00-12:00
Introduction to the Code of Practice and Regulations for Doctoral Programmes
Prof. Demetris Vrontis, *Vice Rector for Faculty and Research*

2 APRIL 2021
10:00-12:00
Project Management and Time Management
Project Management: Kyriakos E. Georgiou, *Senior Administrative Officer, Office of the Vice Rector for Academic Affairs*
Time Management: Prof. Alexia Papageorgiou, *Chair of the Centre of Medical Education, Medical School*

9 APRIL 2021
10:00-12:00
Writing a PhD Thesis
Dr Nuno Ferreira, *Department of Social Sciences, School of Humanities and Social Sciences*

16 APRIL 2021
10:00-12:00
Preparation for the PhD Viva
Dr Yioula Melanthiou, *Department of Marketing, School of Business*

For More Information:

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