Doc. 300.1.2

Date: 15/03/23

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Nicosia

- **Town:** Nicosia

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

  In Greek:

  Εκπαιδευτική Ψυχολογία (1,5 έτος, 90 ECTS, Μάστερ,

  Εξ Αποστάσεως)

  In English:

  Educational Psychology (1,5 years, 90 ECTS, Master of

  Science, E- Learning)

- **Language(s) of instruction:** Greek

- **Programme's status:** Currently Operating

- **Concentrations (if any):** Not applicable

  In Greek:
  In English:

eua EUROPEAN UNIVERSITY ASSOCIATION   INQAAHE INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

Introduction

We refer to the report of the External Evaluation Committee (EEC) for the evaluation – accreditation of the programme of study MSc in Educational Psychology – Distance Learning (1.5 Years, 90 ECTS, Master of Science), which was received following the onsite visit at the University of Nicosia by the members of the EEC on 07 December 2022 (from 09:15 to 18:00 Cyprus time) and 08 December 2022 (from 09:00 to 13:00 Cyprus time).

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the onsite evaluation of the MSc in Educational Psychology – Distance Learning programme. We would also like to express our appreciation for the collegial and constructive approach with which the Committee conducted the evaluation.

We have read the report and the comments carefully, and in the following sections we respond to all points raised by the EEC. Under each assessment area, we begin our response by commenting on the findings and strengths as outlined in the EEC report. Our response to the comments of the EEC concerning areas of improvement and recommendations, and the relevant actions taken can be seen in the column entitled "Actions Taken by the Institution" of the table in each section.

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The Committee noted that the University of Nicosia has established Quality Assurance procedures and each programme is reviewed periodically. The Committee considered efficient the fact that ethical review committees and procedures are in place at different levels. The Committee also felt that the proposed differentiation between the curricula of the MSc School Psychology and MSc Educational Psychology is to recommended. Concerning public information, the Committee noted that Staff profiles on the University of Nicosia website are clear and include a brief CV, which they consider useful for prospective students.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The fact that the newly proposed School Psychology programme has similar course descriptions as those in the MSc in Educational Psychology (Conventional and Distance Learning) is undesirable. Content as well as assessment activities for the two groups should be differentiated, as the programmes target different groups of students.	Educational Psychology focuses on how humans learn and retain knowledge, primarily in educational settings, which includes emotional, social, and cognitive learning processes. Areas of focus might include teaching, testing and assessment methods, psychometrics, classroom or learning environments, learning, social, and behavioural problems that may impede learning, as well as conditions that can support learning, such as the use of technology, differentiated instruction, collaborative learning and problem-based learning. Studies in educational psychology provide educators with the basic background knowledge to guide their teaching, aiming at improving student learning outcomes and supporting students' development academically and personally. School Psychology focuses on identifying barriers to learning (e.g. learning disabilities, social-emotional or behavioural problems of students) and implementing interventions to address them. A key role of school psychologists as professionals is to provide services to children, youth and families within the school environment in order to create a safe, healthy and supportive learning environment. As such, the areas of focus of the two programmes (Educational Psychology and School Psychology) have several areas of overlap and some courses are needed in both programmes. As suggested by the EEC in section 3 (Teaching Staff), student groups of both conventional tracks can be combined in one some courses where it is possible to address the needs of both target groups, and even create added value. Past students reported that they benefited greatly when such a combination of groups fostered a more interdisciplinary exchange between educational psychology and school psychology students, as also noted by the EEC members during the session with our students. In cases where we have a combination of students in the same course, assessment activities will be differentiated to reflect the focus of each programme (educational practice in the case of MSc Educational Psychology or psychological	

	assessment and intervention in the case of the MSc School Psychology).	
In the research methods course(s), the predominant focus is on quantitative research methods and statistics. The EEC recommends to restore the balance and add content on qualitative research methods (e.g., thematic analysis, discourse analysis, ethnographic approaches, grounded theory, Interpretative Phenomenological Analysis, narrative approaches), as well as use of qualitative analysis software (NVivo).	Indeed, as the EEC noted, the weight in the research methods courses is on quantitative research methods and statistics. The reason for this is that the majority of research in the field of psychology is quantitative in nature, so we must prepare our students to (a) conduct research in this area and (b) understand research they read in academic journals. We agree with the suggestion that including components of qualitative research methods and data analysis would be beneficial for students, especially since a number of studies in the field nowadays combine mixed methods (qualitative and quantitative). Qualitative research has the benefit of delving and understanding individual experience in more depth, which can be useful for future school psychologists. For this reason, we have added lectures on the topics of qualitative research methods and qualitative data analysis in course PSYM-506DL. The revised course description is submitted as part of our response (Appendix 2). The revised list of programme courses is submitted in Appendix 1.	
The EEC is of the view that having a master's thesis as compulsory part of a MSc programme is indispensable to meet international standards. The EEC thinks it is undesirable to graduate from a MSc without having conducted a substantial independent piece of research work. The EEC strongly recommends the programme teams to reconsider this matter. Also, the EEC recommends to increase flexibility in the format of master's theses, e.g., possibility to write the thesis in the format of a publishable paper (i.e. length can be less than 60 pages; language can be English).	We thank the EEC for this comment. In accordance with the internal policy of the University of Nicosia regarding Masters theses and according to the practice followed by the Cypriot universities (we note that there is no national requirement by any law/policy for a compulsory thesis), the thesis is elective in Master-level programmes and thus the MSc in Educational Psychology Distance Learning abides by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development; for example some students prefer to take additional courses that will further support the development of academic skills instead of Thesis. We note that an important number of our students are mature and experienced practitioners, who choose to enrol in our programme in order to get a broader scope of knowledge through a number of different areas in the field of educational psychology offered within our electives, rather than through the implementation of research on one topic of specialisation. Nonetheless, recognising the value of the thesis element and the significant immediate and long-term benefits associated with completing a Master's-level dissertation, the programme faculty has committed itself to more strongly encouraging students to opt for the thesis option. We also aim to encourage them to opt for the thesis option through student mentoring and advising.	
The curriculum for the programme in Educational Psychology is too much focused	As suggested by the EEC elsewhere in the report, we have added a course on Socioemotional Development, Learning and Education in the curriculum. The relevant course	

on issues that are applicable to the practice of school psychology such as 'Testing and Psychometric Assessment' rather than on "assessment for and of learning" (one of the key tasks of teachers), with considerations of the importance of formative assessment in education as well as the validity and equitability of the system of national and other examinations.	description is submitted as part of our response (Appendix 3).	
The EEC recommends that 'Inclusive Education' should become a compulsory course in the programme (rather than an elective).	We thank the EEC for the recommendation to constitute "Inclusive Education" a compulsory course in the programme. Whilst we appreciate its value, unfortunately it is not possible to include it as a compulsory course as that would mean removing one other course from the compulsory courses list. We strongly believe that all current compulsory courses are necessary for the education of educational psychologists. Furthermore, adding one more compulsory course would mean that students would have a very limited number of elective courses to take. We remain committed to strongly encourage students to select Inclusive Education as an elective course.	
The EEC recommends to add a course on socio-emotional development and education.	We have added an elective course on socio-emotional development, learning and education as per the suggestion of the EEC. The relevant course description is submitted as part of our response (Appendix 3).	
In a strictly normative sense, the purpose of the Research Methods course should be to address (a) research designs, (b) qualitative methodologies and tools and (c) quantitative methodologies and tools. These three separate considerations should be viewed under a unified perspective, i.e., the unified purpose of giving the student a substantial literacy and familiarity with the relevant terminology pertaining to the three areas. Fundamentally, the intent of this course should be to amplify the student's ability to extract the maximum amount of information from the relevant scientific literature in the field. The ability to understand scientific literature and to critically evaluate axiomatically	We agree with the EEC's comments. As mentioned previously, we have added lectures on the topics of qualitative research methods and qualitative data analysis in course PSYM-506DL. The revised course description is submitted as part of our response (Appendix 2).	

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necessitates a certain level of fluency with statistical terminology, and it is precisely here that the course could turn into an asset for the students. Of course, there is a certain level of literacy and familiarity that is only achieved when producing research. This is currently emphasised in the course descriptions too as the Thesis I and Thesis II courses explicitly mention that they build on the skills learned in the Research Methods course. Therefore, while the Research Methods course is there to provide the "scientific vocabulary" for the student, it is in the Thesis I & II courses that this vocabulary is manifested as actual "scientific literacy". A reorganization of the Research Methods course could perhaps equally emphasise research designs, qualitative and quantitative methods. Any statistical software could be used to demonstrate examples of summarization statistics or other simple forms of regression but again, the aim should be to cultivate familiarity and a certain sense of intuition.		
It is confusing that some of the pages of the English website of the University of Nicosia are just in Greek. It might be better to indicate that English is not available (e.g., for Greek-language programmes). Apart from information on Greek-language programmes, it is recommendable to make sure all information is available in both Greek and English.	Thank you for this suggestion. Colleagues responsible for the website have been informed accordingly and will proceed with the necessary changes to ensure that there is no confusion to the visitors of the website. As mentioned above, all information will change/be updated immediately after accreditation is obtained.	

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

The Committee noted that the pedagogical approach encourages students to take an active role and the activities are designed with this purpose. Overall, the Committee felt that the process of teaching and learning supports students' individual and social development, supports learning through interaction and attends to the diversity of students and their needs. They noted that the course descriptions mention a variety of teaching methodologies such as lectures, experiential workshops, individual and group work, individual coaching, case study analysis, student presentations, and videos. There is a balance between videoconferences for presentations (non-compulsory) and discussion sessions to promote students' interaction. The EEC acknowledged that the university has a pedagogical model defined that enhances an approach based on learning through interaction (there is a distance learning guideline shared with the community). The materials and tools are adjusted to this approach through chats, forum discussions, WebEx sessions and formative and summative assessments. The Committee agrees that there is a defined pedagogical model and specific distance learning guidelines, with a strong emphasis on learning through interaction. They viewed positive that fact that students' learning is monitored during the whole course (through assignments, synchronous videoconferences…) and that the students' group size (30 students per group for the DL) is adjusted to offer intensive support for learners, both at an individual and cohort level. The EEC also commented that a variety of teaching strategies are used to support asynchronous and synchronous students' interaction through videoconferences, teamwork, in order to promote discussions and share feedback.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The EEC recommends implementing a more authentic assessment approach to guarantee the interconnection between theory and practice (e.g., the use of case studies as it is described in some of the courses)	Thank you for this suggestion. Authentic assessment through the use of case studies, projects (individual and group), oral presentations and portfolios are used in a number of the courses, but we will ensure that all courses include at least one component of more authentic assessment to guarantee the interconnection between theory and practice, as per the EEC's recommendation. Some examples of authentic assessments used are given below: In course PSYM-500DL (semester 1) students conduct lesson observations in school and proceed with an analysis of the lesson and interactions on the basis of theories of cognitive development, learning theories and other topics discussed in the course. In course PSYM-504DL (semester 2) students construct, pilot and revise accordingly a psychometric test.	
The EEC strongly recommends decreasing the weight of the final exam, to orient the student to the learning process.	The large majority of distance learning students on the programme are from Greece. It is therefore imperative that the degree fulfils the requirements set by DOATAP (Hellenic National Academic Recognition and Information Center). Up to now, DOATAP required that the final exam corresponds to 60% of the overall grade in order to recognise the degree. We will take into account the recommendation of the EEC and, where possible, decrease the weight allocated to the final exam if this regulation changes in the future.	

The EEC also suggests providing feedback at the end of the final exam in order to enable student growth, particularly due to the weighting of the exam.	Students are regularly provided with feedback during WebEx sessions with their lecturers. Faculty also make clear during these sessions that we are happy for students to contact us for individualized feedback.	
The EEC recommends sharing the assessment criteria/assessment forms with the students before the exams	Thank you for this valuable suggestion. We will apply this practice, as recommended by the EEC.	

3. Teaching staff
(ESG 1.5)

The Committee acknowledged that student/staff ratio is adequate and that teaching staff are very engaged, show ownership over the programmes they teach and that they are responsive to students' needs, which is highly valued. They also noted that there is a clear ambition to further develop the Department's research activities and stimulate staff to engage with research through procedures such as financial rewards for publications and Research Time Release.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
Faculty feel that there is a need for more support for continuous professional development	Indeed, faculty feel that more can be done with regards to support for continuous professional development. In recent years, important steps towards this direction have been made at the university, with faculty professional development seminars offered, reduction of teaching hours through research time release, compensation for Scopus indexed publications and establishment of procedures for faculty to obtain Sabbatical. These are positive developments in the right direction.	
High current teaching load has a negative impact on staff research opportunities. Possible suggestions in this respect are to discontinue the delivery of the conventional Educational Psychology programme (if legislation permits) or - in case the conventional Educational Psychology programme is retained - to combine the student groups of both conventional tracks in one and the same course group for some courses where it is possible to address the needs of both target groups.	Indeed, high teaching load can have a negative impact on staff research opportunities. The university has taken positive steps in addressing the matter, for example by offering Research Time Release to colleagues who are active in research and publication outputs. We thank the EEC for their suggestions on how we can reduce faculty teaching load by reducing the taught sections. As discussed during the meeting we combined student groups of the school psychology and educational psychology programmes in some courses, as the EEC also suggested. Past students reported that they benefited greatly when such a combination of groups fostered a more interdisciplinary exchange between educational psychology and school psychology students. Guidelines by DOATAP (Hellenic National Academic Recognition and Information Center) state that the recognition of award titles obtained via distance learning requires the existence of an identical conventional programme. As the MSc	

	Educational Psychology distance learning programme is aimed at Greek nationals, the existence of the conventional programme is currently required.	
Although the university, school and department are rightly proud of their recent climb in international research standing, the EEC feels that this is not sufficiently reflected in a well thought of strategy for the further development of the research dimension and its implementation in the (master) programmes.	Thank you for pointing this out. We feel that the EEC's recommendation to increase flexibility in the format of master's thesis will facilitate the further development of the research dimension and its implementation. Students currently have the option to write the thesis in the format of a publishable paper. We will further explore this option and encourage students more strongly to select this format. Furthermore, as mentioned above, the programme faculty has committed itself to more strongly encouraging students to opt for the thesis option.	
It would be valuable to enhance methodological diversity by building capacity in qualitative research methods at the department. This will enable the programmes to increase the focus on qualitative approaches in the methodological courses. It is critical that the teacher of the course is an expert in that subject. This is fundamental here, particularly since the research methods courses are the only courses in which the students are exposed to some depth to questions pertaining to methodology.	Thank you for this suggestion, which we will explore. Building capacity in qualitative research methods in our Department may be achieved through professional development seminars for faculty (see Appendix 4 for relevant seminars offered under the Research Skills Development Programme), as well as through the utilisation of faculty with expertise in this area.	

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4. Student admission, progression, recognition and certification
(ESG 1.4)

The Committee noted that procedures with regards to student admission, progression, recognition and certification are in place and that processes and criteria are implemented consistently.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
There is a need for a more clear indication of the pathways for Educational Psychology vs School Psychology. At the University of Nicosia website, the programmes Educational Psychology (conventional) and School Psychology are in the same tab in the list of master degrees, which can create confusion. Also, it is not clear which information refers to which programme.	Thank you for pointing this out. As explained during the EEC visit, all information currently found on the website reflecting the status of the programmes will change as soon as accreditation is obtained to differentiate clearly between the programmes.	

5. Learning resources and student support
   (ESG 1.6)

The Committee acknowledged that the university's infrastructure is fit for purpose. The EEC commented that there are adequate and readily accessible teaching and learning resources (teaching and learning environment, materials, aids and equipment). The emphasis on digital resources is appropriate for both online and face-to-face programmes. They also found that the Distance Learning Unit provides student and academic staff with adequate support. The EEC also noted that the library has extensive e-learning resources for all programmes, and has also formed collaborations with other libraries in the country and in Greece to further enrich the resources offered to students. The Committee also concluded that students are given substantial individual support through the services and facilities and especially from the academic staff.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The EEC strongly recommends reviewing the main texts/readings of each course to ensure updated references - in at least one course, all recommended readings are older than 10 years	Thank you for pointing this out. We have reviewed the readings of courses and made changes to ensure that most up to date textbooks and resources are used. Please note that one challenge we have is that the programme is taught in Greek and, as such, textbooks and readings must be in the Greek language. There are topics for which we cannot find very recent publications in Greek, but we make sure to always use the most recent available editions.	

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only

B. Conclusions and final remarks

Overall, the EEC concluded that the MSc in Educational Psychology, distance learning, can fulfil its mission to provide students, coming from a variety of backgrounds, with an enhanced understanding of the psychology of human development and learning and education. Graduate and current students confirmed the relevance of their course experience. The EEC found that the course curriculum provides an attractive sample of the psychological contributions to the understanding of human development and learning.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
While keeping the conventional programme as a legal requirement, the EEC recommends focusing the University resources on the improvement and enhancement of the methodology of the DL programme. Such a focus on one mode (DL) may also contribute to addressing academic staff work load issues.	As per the EEC's suggestion, we will focus resources on the further improvement of the methodology of the DL programme that we currently offer.	
The programme should ensure that it also represents all the major areas in its compulsory courses by revising some of the more psychological practice oriented content – such on psychometric testing – with content that addresses wider issues for education such formative and summative assessment, socio-emotional development and inclusive education.	A course on Socioemotional Development, Learning and Education (in addition to the course on Inclusive Education already included) has been added to the curriculum, as per the EEC's suggestion. The relevant course description is submitted as part of our response (Appendix 3).	
The EEC also recommends that faculty reconsider the assessment methods to ensure that assessment is related to the learning outcomes and to the competences relevant to the students' careers.	Thank you for this recommendation. Faculty will be encouraged to reconsider the assessment methods, and place greater emphasis on authentic assessment through the use of case studies, projects (individual and group), oral presentations and portfolios, which are used in a number of the courses. We will aim that all courses include at least one component of more authentic assessment to ensure that assessment is related to the learning outcomes and to the competences relevant to the students' careers, as per the EEC's recommendation.	
Another area for improvement is the need to ensure that students are provided with a good basis of research literacy and skills in qualitative as well as in quantitative methodologies. The	We agree that students should develop a good basis of research literacy and skills in qualitative as well as quantitative methodologies. For this reason, we have added lectures on the topics of qualitative research methods and qualitative data analysis in course PSYM-	

EEC suggests that the thesis should become a compulsory component of the revised course to ensure the development of an evidence-based transformative approach to educational issues while also enabling the development of independent skills at master's level.	506DL. The revised course description is submitted as part of our response. We thank the EEC for this comment. In accordance with the internal policy of the University of Nicosia regarding Masters theses and according to the practice followed by the Cypriot universities (we note that there is no national requirement by any law/policy for a compulsory thesis), the thesis is elective in Master-level programmes and thus the MSc in Educational Psychology Distance Learning abides by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development; for example some students prefer to take additional courses that will further support the development of academic skills instead of Thesis. Nonetheless, recognising the value of the thesis element and the significant immediate and long-term benefits associated with completing a Master's-level dissertation, the programme faculty has committed itself to more strongly encouraging students to opt for the thesis option. We also aim to encourage them to opt for the thesis option through student mentoring and advising.	

C. Higher Education Institution academic representatives

Name	Position	Signature
Klimis Mastoridis	Professor; Dean, School of Humanities and Social Sciences	
Marios Adonis	Associate Professor; Head of Department of Social Sciences	
Ioulia Papageorgi	Professor; Associate Dean, School of Humanities and Social Sciences; Programme Coordinator	

Date: 15/03/23

APPENDICES

Appendix 1: List of Compulsory and Elective Courses

			ECTS	Teaching Hours (per week)
Semester 1			**30 ECTS**	
Compulsory	PSYM-500DL	Psychology of Teaching and Learning	10	3
Compulsory	PSYM-501DL	Intellectual Development: Theory, Assessment and Applications	10	3
Compulsory	PSYM-502DL	Learning Disabilities	10	3
Semester 2			**30 ECTS**	
Compulsory	PSYM-503DL	Educational Interventions	10	3
Compulsory	PSYM-504DL	Testing and Psychometric Assessment	10	3
Compulsory	PSYM-506DL	Research Methods	10	3
Semester 3			**30 ECTS**	
Elective	PSYM-630DL	Inclusive Education	10	3
Elective	PSYM-631DL	Child Psychopathology	10	3
Elective	PSYM-634DL	Child and Adolescent Assessment	10	3
Elective	PSYM-635DL	Neuroscience in Education	10	3
Elective	PSYM-637DL	Socioemotional Development, Learning and Education	10	3
Elective	PSYM-691AD	Thesis I	10	0
Elective	PSYM-691BD	Thesis II	10	0

Appendix 2: Revised course PSYM-506DL Research Methods

Course Title	Research Methods				
Course Code	PSYM-506DL				
Course Type	Mandatory				
Level	Postgraduate				
Year / Semester	1st year / 2nd semester				
Teacher's Name	Professor Menelaos Apostolou				
ECTS	10	Lectures / week	1 lecture, 3 hours / week	Laboratories / week	N/A
Course Purpose and Objectives	The aim of this course is to acquaint students with the basic principles of quantitative and qualitative research methods and to develop skills in the analysis and interpretation of quantitative and qualitative data. Students will develop skills in designing, collecting and analyzing data and presenting and writing up results in an academic format. Various methods for collecting quantitative and qualitative data will be introduced and discussed, using real research studies from academic journals as examples. The course will also emphasize the importance of following good research ethics in research design and implementation. More specifically, the main objectives of the course are: 1. To present the most important methods in educational and social research (quantitative and qualitative) 2. Critically discuss various quantitative and qualitative methodologies for data collection, such as experiments, surveys, observations, interviews, focus groups, ethnographic research, action research and case studies 3. To develop skills in the statistical analysis of quantitative data 4. To develop basic skills in qualitative data analysis 5. To develop students' skills in writing research proposals and in written presentation of findings from quantitative and qualitative data analysis				
Learning Outcomes	After completing the course, students are expected to be able to: 1. Design a research study, as well as to collect, organize and analyze data 2. Critically evaluate quantitative and qualitative methods in educational research 3. Discuss current research issues, such as research ethics research reflection (researcher reflexivity) 4. Recognize the importance of ethical issues and take them into account when planning and implementing a research study 5. Demonstrate an understanding of various quantitative and qualitative methodologies				

	6. Demonstrate an understanding of quantitative and qualitative data analysis methods
	7. Prepare a quantitative or qualitative research proposal
	8. Demonstrate practical knowledge in data analysis and writing up research findings in an academic format

Prerequisites	None	Required	None

Course Content	1. Introduction to educational and psychological research
	2. Types of educational research
	3. The research process
	4. Ethical issues
	5. Qualitative methodologies and data (open ended questionnaires, interviews, observations, ethnographic research, grounded theory, phenomenology, narrative approaches)
	6. Analysis of qualitative data (thematic analysis, discourse analysis, Interpretative Phenomenological Analysis)
	7. NVivo software for qualitative data analysis
	8. Quantitative methodologies and data (questionnaires, standardized tests, psychometric scales)
	9. Writing research proposals and research reports in APA style
	10. SPSS software for data analysis
	11. Key principles in quantitative data analysis: Probability & hypothesis testing, descriptive statistics, inferential statistics and distributions
	12. Presenting quantitative data
	13. Comparing 2 groups: The T-test (Comparing 2 groups: The T-test)
	14. Comparing $\geq$3 groups: Analysis of Variance – ANOVA
	Tests of association: Correlation, chi-square
	15. Regression analysis
	16. Factor analysis
	17. Reliability analysis

Teaching Methodology	Online presentation, online discussion, weekly quiz

Bibliography	1. Cohen, L., Manion, L. and Morrison, K. (2007). Μεθοδολογία εκπαιδευτικής έρευνας. Μεταίχμιο (μετάφραση)
	2. Cohen, L., Manion, L. and Morrison, K. (2017). Research methods in education (8th edition). Routledge
	3. Pallant, J. (2020). SPSS survival manual (7th edition). Open University Press

Assessment	1. Project
	2. Final examination

	3. Participation
Language	Greek

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Appendix 3: New course PSYM-637DL Socioemotional Development, Learning and Education

Course Title	Socioemotional Development, Learning and Education
Course Code	PSYM-637DL
Course Type	Elective
Level	Postgraduate
Year / Semester	2nd year / 1st semester
Teacher's Name	Dr Maria Georgiou

ECTS	10	Lectures / week	1 lecture, 3 hours / week	Laboratories / week	N/A

Course Purpose and Objectives	The main objectives of the course are to develop students'understanding of physical, social, emotional and intellectual development from infancy to the end of adolescence and to discuss its association with learning and education. More specifically, the main objectives of the course are to: • Explore factors affecting prenatal, perinatal and postnatal development. • Describe major developmental milestones achieved throughout childhood and adolescence. • Discuss major theories of psychosexual, psychosocial, cognitive, emotional and moral development. • Explore the ever-changing interrelation between the child and the environment, with emphasis on the school environment and learning. • Discuss attachment and its association with behavior and learning • Examine the development of self-control • Examine the development of identity and how it relates to behavior and learning • Consider the role of education in children and adolescents' healthy development
Learning Outcomes	After completing the course, students are expected to be able to: 1. Explain the major factors affecting development 2. Demonstrate an in-depth understanding of the concept of human development. 3. Describe the major methodologies used in the study of child and adolescent development and learning 4. Critically evaluate major theories of development, from prenatal development to adolescence 5. Critically analyze the physical, social, cognitive and emotional changes and processes during each of the major pre-adult periods: infancy (birth to age 2); early childhood (2 to 6), middle childhood (6 or 7 to 11 or 12); and adolescence (11 or 12 to 19 or 20). 6. Describe the role of attachment in development and critically discuss how it affects children's behavior and learning 7. Discuss the development of self-control and its role in behavior 8. Explain the development of identity in childhood and adolescence and consider its implications for learning

	9. Critically discuss the role of education in children and adolescents' healthy development		
Prerequisites	None	Required	None
Course Content	1. Object and areas of study of development psychology 2. The developing organism in the prenatal environment 3. Infant biosomatic, cognitive and psychomotor development 4. Infant emotional development of the infant and the configuration of the first bond 5. Cognitive and psychosocial development in infancy 6. The configuration of identity 7. The development of morality 8. The development of personality 9. Physical, cognitive and psychosocial development in school age 10. Physical, cognitive and psychosocial development in adolescence 11. The role of education in children and adolescents' healthy development		
Teaching Methodology	Interactive presentations, teleconferences, weekly tasks, group work		
Bibliography	4. Lehalle, H. & Mellier, D. (2009). *Developmental Psychology: Childhood and Adolescence (Ψυχολογία της Ανάπτυξης: Παιδική και Εφηβική Ηλικία)*. Athens: Pedio Publishing (in Greek). 5. Coleman, J. (2013). *The Nature of Adolescence (Ψυχολογία της εφηβικής ηλικίας)* (Επιμ. Η. Μπεζεβέγκης). Athens: Gutenberg Publications. 6. Mischel, W. (2014). *The marshmallow test*. Katoptro Publications (in Greek).		
Assessment	1. Assignment / Project 2. Final examination 3. Participation		
Language	Greek		

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Appendix 4: Examples of recent Faculty Trainings delivered by the Faculty Training and Development Unit