

Πανεπιστήμιο Λεμεσού

Απάντηση Ιδρύματος στην 2η Αναβολή Λήψης Απόφασης για το πρόγραμμα
07.14.685.005 Μάστερ στην Εκπαίδευση, Ηγεσία και Διοίκηση (Εξ Αποστάσεως)

Remarks by CYQAA	Actions Taken by the Institution/Response	For Official Use ONLY
<p>1. Only two out of the six courses (ED 595 and ED 605), spread throughout semesters 1 and 2, relate to Educational Leadership and Management. Please, provide a redesign of the programme with ELM specific courses.</p>	<p>We have redesigned the program and developed two new modules (1. ED530 Educational Leadership Policy & Change in Education and 2. ED635- School Improvement and Effectiveness). The rest of the core courses have been updated following the EEC comments. Now, all six mandatory courses are ELM-specific courses.</p> <p><u>Semester 1:</u> 1. ED595: Principles of Educational Leadership & Management 2. ED520: Research Methods in Education 3. ED530: Educational Leadership Policy & Change in Education</p> <p><u>Semester 2:</u> 1. ED635: School Improvement & Effectiveness 2. ED605: Educational Leadership for Social Justice 3. ED630: Digital Technologies in Educational Leadership & Management</p> <p><u>Semester 3:</u> ED650: Master Thesis</p> <p>New and updated study guides in Greek and English are presented in ANNEX 1.</p>	
<p>2. Provide a redesign of your research methods course (ED 520) to</p>	<p>We have redesigned the research methods course (ED 520) and incorporated more examples, case</p>	

<p>incorporate more examples related to educational leadership.</p>	<p>studies, and scenarios related to educational leadership.</p> <p>See the course outline and study guide in ANNEX 2.</p>	
<p>3. The Master thesis in your programme needs to be mandatory. You mention the possibility of students being exempted from the mandatory thesis, but you do not specify under which circumstances the above can be considered. Please, provide evidence as to what may constitute exceptional circumstances for such a consideration.</p>	<p>The Master thesis (ED 650) is set as mandatory for all students.</p> <p>See the course outline and the study guide of the Master thesis in ANNEX 3.</p>	
<p>4. Provide a plan for international student recruitment to make the program more diverse.</p>	<p>We crafted a plan for international student recruitment.</p> <p>See the plan in ANNEX 4.</p>	
<p>5. Provide specific information regarding the induction course offered to newly admitted students who lack a background in education.</p>	<p>We crafted an induction course that will be offered to newly admitted students who lack a background in Education Studies. After completing the induction course, students can start their studies in Semester 1.</p> <p>See the description of the induction course in ANNEX 5.</p>	
<p>6. Provide a list of clear and transparent progression criteria from one module to</p>	<p>We have initiated clear and transparent progression criteria from one module to the next, which will be communicated to students.</p> <p>See ANNEX 6.</p>	

<p>the next, communicated to students.</p>		
<p>7. Provide evidence of newly acquired books, directly related to ELM, that will furnish your library resources in both campuses.</p>	<p>We have acquired new books related to ELM that will enrich our library collections at both campuses.</p> <p>The list of the bibliography in Greek and English, as well as proof of ordering the additional books, is in ANNEX 7a.</p> <p>ANNEX 7b contains the report on the electronic books available in the EBSCO Host database on ELM.</p>	
<p>8. Provide evidence of subscription to the leading journals in the field, such as: EMAL, EAQ, JEA, SL&M, IJEM, IJLE, and L& PiS.</p>	<p>We subscribed to the leading journals in ELM:</p> <ol style="list-style-type: none"> 1. EMAL - Educational Management Administration & Leadership 2. EAQ - Educational Administration Quarterly 3. JEA - Journal of Educational Administration 4. SL&M - School Leadership & Management 5. IJEM - International Journal of Educational Management 6. IJLE - International Journal of Leadership in Education 7. L& PiS - Leadership and Policy in Schools <p>We have proceeded with subscriptions to <u>SAGE</u> and <u>Taylor & Francis</u>.</p> <p>Specifically, the University of Limassol, through the Cyprus Library Consortium, will gain access to Sage academic journals in 1093 titles related to Health Sciences, Social Sciences and Humanities, Materials Sciences and Engineering, Life and Biomedical Sciences</p>	

	<p>https://journals.sagepub.com/action/showPublications</p> <p>Subscription to Taylor & Francis and access to 2013 academic journal titles in the following subjects: humanities, arts, social sciences, engineering, technology, civil engineering, geomatics, materials science, mechanical engineering, and electrical engineering.</p> <p>https://www.taylorfrancis.com/</p> <p>See the proof of our subscription in ANNEX 8.</p>	
<p>9. Provide a list of publications per faculty in top ELM journals.</p>	<p>See the list of selected publications per faculty in ELM journals in ANNEX 9.</p>	
<p>10. Provide an outline of the staff's nature of participation in ELM conferences (if as presenters, provide titles of their papers).</p>	<p>We have created a list of participation in ELM conferences per faculty.</p> <p>See the list and certificates in ANNEX 10.</p>	
<p>11. Provide a plan to recruit at least one senior staff member with expertise in Educational Leadership and Management. The two new faculty hires you have recruited are not at the senior level.</p>	<p>We have developed a plan to recruit one senior academic with a PhD in ELM and research publications in ELM journals as the EEC has recommended. We advertised internationally and received a dozen applications, which we evaluated and shortlisted three candidates we interviewed. We are currently at the stage of negotiating the terms and conditions with Dr Angeliki Lazaridou, PhD in Educational Administration and Leadership, University of Alberta, Canada (2002), currently an Associate Professor in the Organization and Administration of Education at the University of Thessaly.</p>	

	<p>See her CV in ANNEX 11a.</p> <p>We have also engaged Dr. Katerina Kassimatis as an emeritus Professor of School Improvement and effectiveness. Dr Kassimati, who holds a PhD in Education Studies from the University of Athens (1994), will retire from her position as a Professor at the Department of Education, School of Pedagogical & Technological Education (ASPETE) at the end of the current academic year and join the University of Limassol in September 2024.</p> <p>See her CV in ANNEX 11b.</p> <p>We have also recruited as Special Scientists two junior academics, Dr. Maria Anastasou (PhD In Educational Administration & Evaluation, University of Cyprus) and Dr. Symeon Nikolidakis (PhD in Educational Policy & Sociology of Education, University of West Attica).</p> <p>See their CVs in ANNEX 11b.</p>	
<p>12. Provide a plan to recruit an instructional designer specialist. Your current instructional designer recruit has a background mainly in management and leadership.</p>	<p>We recruited an instructional designer specialist with a PhD in Educational Technology and an MSc in New Technologies for Communication and Learning. Dr Papagianni leads end-to-end management of learning experience design (i.e., delivery method, content outline, instructional design strategy, curation, and content authoring). Her qualifications are ideal for fully covering the ELM program’s needs. For Dr. Papayianni’s CV, see ANNEX 12a.</p> <p>Furthermore, additional information and documenting certificates in instructional design have been provided by our current instructional designer and are attached. See ANNEX 12b.</p>	

<p>13. Provide a list of standards for online courses and principles of online education, such as conversational framework, flipped classroom etc., and how these will be operationalized by the staff.</p>	<p>We have created a detailed report, including our pedagogical model, learning principles of our online programs and guidelines for creating an interactive course. The report provides useful information to the staff on some important considerations of online learning and some practices to be applied to their teaching practice.</p> <p>See ANNEX 13.</p>	
<p>14. Provide a specific plan detailing how staff should design online courses to safeguard interactivity between students, teaching staff and the material. What you have provided is only a technical guide of how to use the online system and its features.</p>	<p>We have created a specific plan with best practices, guidelines, and tips for ensuring interactivity in our online courses.</p> <p>See ANNEX 14, chapter 5 pages 12 - 31</p>	
<p>15. No information has been provided to showcase what Moodle analytics look like, and what instructions the staff has received as to when to access it and how to act upon it. Thus, you need to provide a user-friendly policy for the above.</p>	<p>We have prepared a user-friendly report for our staff on what Moodle Analytics looks like and how it can be used in our online courses.</p> <p>See ANNEX 15.</p>	
<p>16. In the study guides, the assessment structure varies across the courses provided, with no clear indication of what percentage is allocated to weekly interactive activities and which of</p>	<p>In the redesigned program, the assessment structure is identical across the courses. Please see the Program Assessment Overview, which includes:</p> <ol style="list-style-type: none"> 1. The assessment structure across courses. 	

<p>these activities will be the ones to be assessed within each course. No assessment rubric is provided as to how each type of marked activity (and assessments in general) will be marked explaining the characteristics of an assignment marked with A, B etc. The first course presented weekly interactive activities as forums and/or quizzes. In the second and third courses provided, there are weekly activities, yet these do not make use of the affordances of online learning to promote interactions between students, students and the material and students and teachers. No digital means are used for their delivery. Please, provide a plan for developing a more consistent system of assessment across the various modules.</p>	<p>2. Assignment Rubric</p> <p>3. Holistic Rubric for the distance learning programs</p> <p>4. Assessment criteria for Master Thesis.</p> <p>See ANNEX 16.</p>	
<p>17. In terms of integration of the material in Moodle, reading material per week is embedded in separate windows moving away from the structure of Moodle rather than being embedded in it. Please, re-organize your Moodle</p>	<p>We restructured and re-organized our course material in Moodle.</p> <p>We provided some indicative screenshots from our updated Moodle environment and the credentials to sign in to Moodle to see one course as an example.</p> <p>See ANNEX 17</p>	

platform to incorporate the above feedback and send evidence for it.		
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Higher Education Institution academic representatives:

Dr. Theodore Panayiotou, Rector

Dr. Vasilis Polimenis, Vice-Rector for Academic Affairs and Quality Assurance

Dr. Brian Howienson, Dean of CIIM Business School

Dr. Paris Cleanthous, Chairperson of the Department of Management

Dr. Ioannis Christodoulou, Director of the MSc in Education, Leadership and Management

Veronica Georgiades, Academic Affairs Manager

Andreas Mathikolonis, President of the Student Council