DISTANCE EDUCATION UNIT HANDBOOK

DISTANCE LEARNING UNIT

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1. ABOUT DISTANCE LEARNING

In recent years the advancement of technology, the advent of the internet and widespread use of the computer has led to new forms of delivering education. The process of acquiring knowledge, skills and competences, is no longer bounded by space and time, and higher education is no longer limited to rigid pedagogical methods. Distance education offers the opportunity to people who cannot or do not prefer to study in a conventional program requiring their physical presence in a classroom (due to geographical restrictions and/or time constrains), to acquire knowledge and gain a higher education qualification.

Distance education is a way of learning remotely without being in regular face-to-face contact with an instructor in a classroom. The students' course experience is managed through a distance-learning platform and other systems and software, which students access using their browser with a login username and password. Through these platform, systems and software they access course materials, submit assignments, and interact with the instructor and other students in their course.

Students spend more time working on their own in a distance learning program. The time they would spend on-campus in a traditional course is replaced with activities such as more reading, writing, watching PowerPoint/video presentations, participating in online discussion boards attending online live lectures and real-time communication with the instructor and other students. They should expect to spend sufficient hours per week working for each course. In terms of the course assessment they will be required to upload assignments as attachments and take a comprehensive written final examination.

2. HISTORY

Our Distance Education Unit (DEU) was established in 2017 although our involvement with distance education dates back to 2013 when we started preparing our application to register our first distance-education program of study - the Master in Business Administration (MBA) – with the Ministry of Education and Culture (MOEC). The application contained the curriculum and syllabi of the program, details on how the program will be delivered and assessed through distance education and many other details related to the offering of the distance education MBA.

Our distance education MBA was evaluated by a special technical committee consisted of one professor from the Open University of Cyprus (a specialist in distance education) and one professor in the area of business administration from the University of Cyprus. The evaluation was initially based on our application for the program of study registration and on an on-the-spot visit to meet the teaching and other personnel and evaluate our distance-learning platform, web conferencing system and other software. Following the committee's evaluation and the first on-the-spot visit we received a report identifying certain weaknesses that we were requested to cure in order to register the program with the MOEC. During their second on-the-spot visit the committee verified that we cured the identified weaknesses and the program of study was registered.

Before and during the MBA registration we gained valuable experience regarding distance education. In order to be granted the registration of the MBA we met and employed a number of people, experts in their field, who advised us on issues related to distance education such as which distance education asynchronous and synchronous tools to use and what important pedagogical aspects of distance education we needed to take into consideration. The experts also helped us to develop and apply everything related to the information technology (IT) and pedagogical aspects of distance education. Also the registration procedure itself with the evaluation by the technical committee and the request for further improvements developed further our knowledge about distance education.

American College DEU contributes in making education more open and accessible, flexible and adaptable to society's needs and respond to the diverse needs of its students. With its distance learning educational methodology, the Unit offers unrestricted access to higher education. Through distance education, teaching personnel, provide to all students high quality education, making use of technological means of synchronous and asynchronous communication for student learning, teaching, guidance and monitoring student progress.

3. MISSION

The mission of the DEU is to support and enable American College to offer distance higher education of high quality in order to meet the educational and professional needs of students receiving distance education. The Unit aims to ensure that distance education students receive

education and services of the same standard compared to those they would have received if they were enrolled in a conventional program attending classes and receiving services physically. The Unit aims to underpin its mission by:

- introducing and maintaining a clear and well-defined organizational structure and employing effective policies, procedures, guidelines and regulations that can support the Unit's smooth and efficient operation;
- employing qualified administrators to operate the unit and execute its administration policies and procedures. For the operation of the unit it will also be necessary for the Unit to collaborate with other College administrators;
- collaborating with American College faculty and academic departments in employing teaching personnel sufficiently qualified in their teaching field and in distance education;
- training and providing guidance and assistance to teaching personnel on pedagogical and IT aspects in order to develop, deliver, maintain and improve distance education;
- collaborating with teaching personnel in developing learning material, study guides and other to be used in the delivery of distance education;
- working with the College faculty and academic departments in developing distance education programs of study (curriculum, syllabi, etc.);
- deploying and maintaining adequate facilities (information communication technology and others), resources and services of high quality that can provide a stimulating environment conducive to distance education;
- supporting distance education students by providing them with adequate and accurate information on anything concerning their distance education (e.g. guidelines on using distance education platforms/systems/software, regulations, program and courses requirements, etc.) and offering adequate support and guidance throughout their study; and
- working with American College administration to insure the continued financial viability of distance education.

4. ORGANIZATIONAL STRUCTURE AND STAFF

4.1. Organisational Structure

The organizational structure of the DEU reflects the Unit's mission and allows each and everyone of its members to perform their duties and responsibilities smoothly and efficiently. Below we present the organizational chart of the Unit.

4.2. Staff Duties and Responsibilities

The duties of the administration staff (Director of Academic Affairs, Information Technology Administrator and Administrators) and Teaching Personnel of the Distance Education Unit, are clearly defined and are made known to everyone. These can be found in the subsections of this section. Apart from the administration staff of the DEU other administration staff working for the College are involved in distance learning and in the serving of distance learning students e.g. Director of Admissions, Director of Administration, Librarian and Student Welfare Officer. The administration staff working for the College is always at students' disposal concerning the admissions procedure and admissions related issues, administration and financial issues, library issues and student welfare issues. From the prospective student's first inquiry about distance learning to their final semester, administration and teaching personnel is available to support the distance education provision and to guide, advise and assist distance education students.

4.2.1. Director of Academic Affairs

The Director is responsible for everything concerning the delivery of distance education. The Director supervises, controls, coordinates and monitors the activities carried out by the teaching personnel, the Head of Pedagogy, the Information Technology Administrator and the administrators so that they comply with the guidelines and procedures of the DEU, with the aim for the students to achieve the required learning and to be satisfied with the facilities and services offered. In particular, the Director is responsible for the:

- The Director of Academic Affairs ensures that distance education teaching personnel is adequately trained in relation to the pedagogical and information technology aspects of distance education.
- Having regular communication with the teaching personnel to ensure that all guidelines and procedures that concern them are applied adequately and to resolve any problems that may exist.
- Evaluation of the teaching personnel in terms of how well they teach distance education courses (e.g. efficient use of synchronous and asynchronous learning tools, adequate application of the pedagogical aspects of distance education).
- Ensures that for every course and every semester distance education students are asked to evaluate their instructor, course study guide, learning material and other course aspects, online library, administration services and information technology infrastructure. The input provided by the students is then thoroughly studied and discussed and any necessary corrective measures are taken.
- Oversees the administration staff of the DEU (Head of Pedagogy, Information Technology Administrator, Administrators), the services and the information technology facilities offered to students.
- Decides which distance education courses to be offered in every forthcoming semester/session according to estimated demand.
- Coordinates the dates and times of online live lectures in cooperation with teaching personnel in order not to have any concurrent lectures.
- Makes all necessary communication and arrangements related to the conduct of the final examinations including searching and corresponding to find appropriate venues for the final examinations in different countries.
- Cooperates with the Director of Admissions for issues related to the admissions procedure of distance learning students. The aim is for the admissions office to follow the admission

procedure for distance learning students set between the Director of Academic Affairs and the Director of Admissions taking into account the particularities of distance learning students.

- Cooperates with the Director of Administration for administration and financial issues related to distance education students.
- Cooperates with the Librarian for issues related to the online library platform. The aim is to have rich and adequately accessible online library resources in order to satisfy the needs of distance education students.
- Cooperates with the Student Welfare Officer for issues related to student welfare. The aim is to offer to students sufficient guidance on personal and general academic problems and issues.
- Resolving conflicts between the instructors and the students or between the students and administrators.

4.2.2. Head of Pedagogy

The Head of Pedagogy is responsible for everything concerning the pedagogical aspects of distance education (e.g. live lecturers, study guide, learning material, activities, students' participation and interaction, discussions, formative assessment, feedback provided to students and assessment). The Head is responsible for the support of the DEU and addresses the requirements of the pedagogical aspects of distance education in accordance to international standards. In particular, the Director is responsible for the:

- Training of teaching personnel in terms of the pedagogical aspects of distance education. For the pedagogical aspects' training the Head of Pedagogy organizes in house seminars delivered by him/herself and/or others and finds suitable external seminars for the teaching personnel to attend.
- Finding and providing teaching personnel with standards and best practices and guidelines related to distance education.
- Preparation of guidelines and procedures related to the pedagogical aspects of distance education.
- Advise and guide teaching personnel regarding the pedagogical aspects of distance education.

4.2.3. Information Technology Administrator

The Information Technology Administrator is responsible for everything concerning the information technology aspects of distance education such as the installation and customization of the distance-learning platform, the web conferencing system and other software, the installation and configuration of the distance learning servers, internet access, firewalls and backups. In particular, the IT Administrator is responsible for the:

- Preparation of guidelines and procedures related to the Information Technology aspects of distance education (use of platforms, systems and software) for all the users (teaching personnel, students and administrators).
- Training of teaching personnel in terms of the Information Technology aspects of distance education. For the Information Technology aspects training the Administrator organizes in house seminars delivered by him/herself and/or others and finds suitable external seminars for the teaching personnel to attend.
- Setting up teaching personnel access to the distance learning platform and systems/software.
- Communicating regularly with teaching personnel to ensure that all Information Technology guidelines and procedures are applied, to resolve any IT problems that may exist and to refine existing IT guidelines and procedures.
- Fixing any Information Technology problems identified by teaching or other personnel and students.
- Tackling questions related to Information Technology issues asked by teaching or other personnel and students (other than those that can be tackled by administrators).

4.2.4. Administrators

The Administrators are responsible for everything concerning the servicing of students. In particular, administrators are responsible for the:

- Support and provide superior service to students via phone by using listening and questioning skills that support an effective telephone conversation.
- Answering of frequently asked questions based on the frequently asked questions answers prepared by various others (Director of Academic Affairs, IT Administrator, Director of

Administration, Director of Admissions and Student Welfare Officer). These questions are related to academic, distance learning issues, IT, administration, financial and admissions. For advanced questions, the administrators must communicate with the appropriate superior (e.g. Director of Academic Affairs, IT Administrator, Teaching Personnel etc.).

- Clarifying regulations and procedural issues to students and processing documents, forms and applications.
- Helping students with issues such as general academic (e.g. related to the program of study in general, specific academic questions for a course must be dealt by the teaching personnel) and IT issues.
- Dealing with any financial enquiries students may have e.g. provide financial statement, explain financial statement, tuition and other fees.
- Setting up student access to the distance learning platform and online library.
- Enrolling students in appropriate courses in the distance-learning platform and in the College administration system.
- Uploading general stuff (not those related to a specific course) in the distance-learning platform (such as guidelines, regulations, academic calendar, welcome message, link to online library, written and video tutorials for using the platform, general announcements and forms).
- Emailing students with information and general material.

4.2.5. Teaching Personnel

In Appendix 9 you may find the duties of the teaching personnel in relation to distance education. In addition, in section 5.3 you may find the duties of teaching personnel when they act as academic advisors.

5. STUDENT WELFARE

The College is focused on offering a large variety of services for better support, guidance and to improve the quality of life for students. For distance education students such services include orientation of new students and personal and academic counseling. Orientation and counseling on personal matters is dealt by student welfare officers while counseling on academic matters is dealt by academic advisors. Both student welfare officers and academic advisors counsel

distance education students on through email, private web conference, telephone and private chat.

5.1. Orientation

We know how students feel to start their higher education studies and we work hard to make things easy for them, especially in the initial few weeks. Therefore, before the beginning of each semester/session, we provide new distance education students with adequate orientation information and guidelines on issues relating to their studies and the College in general. They learn about the College operations, distance education services and facilities and become acquainted with the College structure, its officers and staff. Moreover, students are exposed to and thoroughly briefed on issues such as their rights and responsibilities and on matters such as academic regulations, graduation requirements, assessment and grading. A very important part of the orientation for a student is getting to know the role of academic advisors.

5.2. Counselling on personal matters

Distance education creates many opportunities for challenges and growth. At times, students may have some difficulty coping with these changes and feel stressed, lonely, depressed or overwhelmed. Such difficulties may vary, both in nature and degree, but whatever their source it is likely that they will undermine a student's ability to study or manage life effectively. Student welfare officer provides sympathetic support and informed advice, helping students to develop independence, discover their own resources and find their way through their difficulties. Student welfare officer, among other things, must show interest in the student's status (family, work). Distance education students can contact student welfare officer for assistance on personal matters.

5.3. Academic advisors

Academic counselling plays an important part in a student's academic performance. Because of this, each student is allocated an academic advisor before the beginning of his/her studies. The academic advisor is responsible for tutoring and coaching his/her advisees concerning the planning of their study, reviewing the courses needed to fulfil graduation requirements, helping students select appropriate courses and resolving academic problems. To be able to assist

students in the selection of courses, academic advisors are expected to keep current with curriculum changes that influence the process of enrollment in courses. In addition, they must know the College's regulations applicable to students and advise them accordingly.

Academic advisors help students prepare for their academic year, counsel students on methods of studying and research and assist students in setting educational and career goals. A student can contact his/her advisor for assistance on any academic matter. Students who are unsure of their educational goals, or who are in need of academic advice, can turn to their advisor for constructive help. Academic advisors provide personal ongoing educational support to distance education students and are responsible for monitoring of student progress. Academic advisors offer personalized attention and guidance to their advisees based on each student's study abilities and needs from the first day of their studies.

6. HOW DISTANCE EDUCATION IS OFFERED

In designing the pedagogical model of our distance education we took into consideration the legislation and guidelines of the Cyprus Ministry of Education and Culture, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education and the Cyprus Council for Recognition of Qualifications. In addition, we took into account the fundamental functioning principles of the Open University of Cyprus.

The students' learning experience is mainly managed through Moodle, our distance learning platform, a single robust, secure and integrated system, designed to create personalized learning environments. Students log in the platform by using their browser and a username and a password provided by the DEU. In addition, to the distance learning platform for the delivery of distance education we use the online library platform ProQuest, the web conferencing system Zoom, the telecommunication software Skype, Email software and telephone communication. In our distance-learning platform our students have access to practical information concerning their studies and related regulations and procedures as well as information on program objectives, structure and curriculum. Through the above platforms, systems and software students access course materials and learning resources, submit assignments, interact with the instructor and other students enrolled in their course and watch live online lectures.

Our distance education is delivered with the use of asynchronous and synchronous learning tools. Asynchronous learning tools include reading and watching learning materials provided by the instructor or found in the online library, email interaction with the instructor of the course and other students enrolled in the course and participation in online discussion boards (forums). An important element that enhances the learning experience of our distance education students is the opportunity to attend live online lectures. The live online lectures along with private chat, private web conference and telephone communications with the instructor and other students and participation in live chat rooms constitute the synchronous learning tools used in the delivery of our distance education. In addition, the live online lectures are recorded and stored and can be played back by a student at any time.

The instructor of each course is the person in charge for the teaching and learning process for the particular course. He/she is in charge of the structure, the content, the design and elaboration of the learning activities and learning resources of the course. He/she provides students with all the necessary information and resources for the delivery of the course and the successful performance in the final examination and other course assessments. The instructor of a course supervises the students enrolled in the particular course, answers their questions, grades their assignments and projects and monitors their overall learning progress providing them with the necessary feedback. At the same time, the instructor encourages active participation in learning by using all the synchronous and asynchronous tools. The instructor of a course is also the examiner who will mark the final examination of the course. He/she is the person in charge for the management of the distance-learning platform, systems and software in relation to the particular course. How the learning resources of a course are organized and how the activities of a course are designed varies with the instructor and the course.

The student has a major position in our pedagogical model. The entire process revolves around preparing, designing and organizing the learning resources and activities in such a way in order to enhance the student's learning. The learning process and the preparation of the students for the final examination and other assessments are the core of the model. Our pedagogical model places great importance on the interaction between the student and the instructor and the guidance offered by the instructor, the quality and richness of the learning resources available to the student and the student interaction with other students. Moreover, independent learning is also necessary and needs to be combined in a flexible way with other learning activities.

We believe that frequent and direct interaction between a student and the instructor of a course play a key role in the learning process. During the direct interaction, personalized attention is given to the student so that he/she receives valuable guidance on the content of a course. Through this guidance, each student receives supplemental help that is specific to his/her needs.

For our distance education each instructor carefully prepares (in collaboration with other instructors and the DEU) the learning resources of his/her courses such as the learning materials expressly designed to support and convey the course content, and other types of documents and tools, whether text or multimedia; taken from the web, created by the teaching staff themselves or created by others.

In the delivery of distance education we place special emphasis on communication and discussion and exchange of opinions and ideas among the students and between the students and the teaching staff. This takes place for example while students do group assignments and projects, participate in online discussion boards and live chat rooms. Such group activities allow students to interact with other students from the same or different work experiences, other countries and cultures, learn from each other and gain new perspectives. The collaborative construction of knowledge combines personal experience, group research processes and knowledge management.

Our model is flexible and it adapts to the special characteristics and objectives of each course. The interaction with and guidance by the instructor, the interaction with other students and the independent study of the learning material do not appear with the same intensity in all courses. In some courses independent study, individual work and the interaction with and guidance by the instructor are highly required while the interaction with other students is less significant. In other courses, group activities and interaction with other students are highly required to achieve the courses objectives. Finally, in some other courses the independent study of resources is the most important element for their successful completion.

Apart from the above, the success of our distance education lies in the fact that our distance education is delivered by the highly qualified instructors of American College who are specialists in their respective fields and trained in regards to the distance education pedagogical methodologies and IT aspects. All our distance education instructors have a long experience in higher education teaching and research in their field of expertise. Moreover, they were trained

in using synchronous and asynchronous distance learning tools, preparing and organizing distance learning material, activities and communication. Their scientific background in their academic field, their knowledge in distance learning delivery along with the state-of-the-art learning tools we use, the up to date and comprehensive learning material we provide and the modern learning methodologies and assessment we apply guarantee the high quality and reliability of our distance education.

7. ONLINE LIBRARY PLATFORM

7.1. General Information

American College subscribes to an online library platform. The platform contains thousands of online books from reputable commercial and academic presses, millions of citable journal, magazine and newspaper articles on various subjects and other business reports. In addition, the online resources provide its users with advanced tools for research and writing such as search tools and automatic generation of bibliographies. All these can be accessed on any device (PC's, smart phones, tablets) from anywhere in the world with internet connection.

Our library, subscribes to ProQuest ABI/INFORM Global online library resources (http://www.proquest.com/products-services/abi_inform_global.html#resources). These online resources are available twenty-four hours a day via the Internet. Both our on campus students as well as our distance learning students are provided with access to the above online learning resources. Below you may find further information about these resources.

7.2. About ProQuest ABI/INFORM Global

Launched in the early 1970s, ABI/INFORM remains the gold standard when it comes to business research databases. ABI/INFORM Complete's massive content set - which includes important full-text journals and much sought - after titles from the business press as well as key trade publications, dissertations, conference proceedings, and market reports - help today's researchers resolve tomorrow's problems.

ABI/INFORM Global contains the full text of thousands of journals, including essential scholarly journals and the most important trade journals. Researchers increasingly need more

than just scholarly journals to conduct their research thoroughly and effectively. This is why ProQuest has made it easy for them to access thousands of dissertations, working papers, reports, news sources, and much more.

ABI/INFORM Global™ is one of the most comprehensive business databases on the market, offering the latest business and financial information for researchers at all levels. It includes in-depth coverage from thousands of publications, most of them in full-text. With ABI/INFORM Global, users can find out about business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and competitive landscape. ABI/INFORM Global includes ABI/INFORM Archive, which offers a deep backfile of many of the most important business journals of the last century.

Through agreements with some of the world's most prestigious publishers — including Cambridge University Press, Dow Jones & Company, Emerald Group Publishing, Palgrave MacMillan, the Financial Times Group, and the Economist Intelligence Unit — ProQuest provides access to hundreds of key business titles.

All this is available on the intuitive and powerful ProQuest platform. This allows cross-searching with other ProQuest business resources as well as creation of RSS feeds, content alerts, Smart Search, article linking, and much more. The platform recently received five stars from The Charleston Advisor for interface and searchability.

With ABI/INFORM Global:

The Most Important Journals - Read the full text of key journals from the world's most important scholarly publishers such as Cambridge University Press, Palgrave, Emerald, Springer, and INFORMS. Access resources from influential business and finance publishers including Dow Jones, Economist Intelligence Unit, and MIT Sloan Management Review.

Expert Market Information - Briefings, reports, and other information from Economist Intelligence Unit, Oxford Analytica, and Just-Series.

First with the Most Authoritative Business News - Keep up to date with current full text of the most widely read business news publications including The Economist and Wall Street Journal.

Cutting-Edge Thinking - See the latest academic thinking first by accessing more than 600,000 working papers from NBER, RePec, INSEAD, and OECD.

Comprehensively Review the Relevant Literature - Find even more relevant academic thought and conduct a more thorough literature review by searching over 30,000 business related dissertations.

7.3. Key ongoing publications

Key ongoing full-text journals include:

- Journal of Economic Literature
- Journal of International Business Studies
- Organization Science
- Journal of Economic Perspectives
- Academy of Marketing Science Journal
- American Economic Review
- Accounting Review
- Supply Chain Management
- MIT Sloan Management Review
- China Quarterly

Key ongoing full-text periodicals include:

- Wall Street Journal
- Financial Times
- Economist
- SmartMoney

Key ongoing full-text analyses include market and industry reports from:

- Economist Intelligence Unit
- Oxford Analytica

Other key full-text non-journal content includes:

- Working papers
- Dissertations
- Business cases
- Conference proceedings

7.4. Source types

The database includes the following source types:

Source type	Count
Scholarly Journals	5,866
Trade Journals	725
Magazines	155
Blogs, Podcasts, & Websites	83
Reports	80
Conference Papers & Proceedings	55
Working Papers	35
Other Sources	27
Wire Feeds	20
Newspapers	17
Books	10
Audio & Video Works	1

7.5. Subject coverage

The database includes publications in the following subjects:

Publication subject	Count
Advertising And Public Relations	41
Agriculture--Agricultural Economics	26
Agriculture	51
Anthropology	29
Art	29
Asian Studies	23
Biology--Biochemistry	41
Biology--Biotechnology	31
Biology--Botany	46
Biology--Cytology And Histology	35
Biology--Genetics	46
Biology--Microbiology	38
Biology--Zoology	31
Biology	142
Building And Construction	35
Business And Economics--Accounting	101
Business And Economics--Banking And Finance	215
Business And Economics--Computer Applications	36
Business And Economics--Economic Situation And Conditions	125
Business And Economics--Economic Systems And Theories, Economic History	72
Business And Economics--International Commerce	81
Business And Economics--International Development And Assistance	33
Business And Economics--Investments	87
Business And Economics--Labor And Industrial Relations	96
Business And Economics--Management	474
Business And Economics--Marketing And Purchasing	169
Business And Economics--Personnel Management	43
Business And Economics--Public Finance, Taxation	46
Business And Economics	841
Chemistry	45
Communications	71
Computers--Artificial Intelligence	22

Computers--Information Science And Information Theory 49
Computers 86
Conservation 21
Criminology And Law Enforcement 24
Earth Sciences 32
Education--Higher Education 31
Education--Teaching Methods And Curriculum 45
Education 175
Energy 51
Engineering--Civil Engineering 21
Engineering--Electrical Engineering 41
Engineering--Engineering Mechanics And Materials 28
Engineering--Mechanical Engineering 25
Engineering 120
Environmental Studies 152
Food And Food Industries 31
Forests And Forestry 21
Geography 41
Gerontology And Geriatrics 22
Health Facilities And Administration 44
History 41
Housing And Urban Planning 42
Humanities: Comprehensive Works 60
Insurance 53
Law--International Law 34
Law 201
Library And Information Sciences 71
Linguistics 124
Literature 78
Mathematics 137
Medical Sciences--Allergology And Immunology 39
Medical Sciences--Cardiovascular Diseases 44
Medical Sciences--Communicable Diseases 42

Medical Sciences--Dentistry 53
Medical Sciences--Endocrinology 31
Medical Sciences--Gastroenterology 21
Medical Sciences--Nurses And Nursing 33
Medical Sciences--Obstetrics And Gynecology 24
Medical Sciences--Oncology 89
Medical Sciences--Ophthalmology And Optometry 22
Medical Sciences--Orthopedics And Traumatology 45
Medical Sciences--Pediatrics 27
Medical Sciences--Psychiatry And Neurology 127
Medical Sciences--Radiology And Nuclear Medicine 30
Medical Sciences--Surgery 49
Medical Sciences 361
Meteorology 23
Occupations And Careers 41
Pharmacy And Pharmacology 88
Philosophy 70
Physics 44
Political Science--International Relations 87
Political Science 146
Population Studies 32
Psychology 133
Public Administration 84
Public Health And Safety 87
Real Estate 36
Sciences: Comprehensive Works 117
Social Sciences: Comprehensive Works 205
Social Services And Welfare 32
Sociology 143
Sports And Games 24
Statistics 47
Technology: Comprehensive Works 86
Transportation 28

Travel And Tourism	30
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8. E-BOOKS

The majority of publishers collaborate with an eReader platform called VitalSource Bookshelf to supply their e-books. VitalSource Bookshelf is a powerful eReader platform that provides access to student eTextbooks along with tools that enable the students to study effectively. More specifically the platform provides access to over a million online textbooks anytime, anywhere and on any device. In addition, it allows students to highlight text, take notes, search for specific content. New features are added to the platform continually to help students study smarter.

With more than 2.4 billion yearly page views and 5.7 million users, VitalSource Bookshelf is the most used digital content delivery platform in the world. It's simple for students and faculty to access and use, yet contains robust tools that keep students focused such as Search, Read Aloud, and Notes and Highlights. In one year more than 177 million annotations and 66 million searches were made in VitalSource Bookshelf. The platform strives to improve students' learning experiences by continually adding engaging new features, such as Review Mode for easier studying and Look Up in Wikipedia. Through analytics dashboards, faculty and administrators can view how students interact with their eTextbooks and obtain data that can inform retention and student success strategies.

Students need to download a specific bookshelf in order to read the e-books (our students are provided with directions on how to do this). Each student can have access to 1 online, 2 laptop/PC and 2 mobile (tablet, mobile phone) versions of the e-book thus enabling him/her to have both online and offline versions of the e-book. The online version lasts 12 months whereas the offline version will last indefinitely (as long as the machine it is on is still active). Regarding printing, students can print a certain number of pages at a time.

9. ASSESSMENT

Each course will be assessed during the teaching period of a course through coursework and a written final examination.

9.1. Coursework

For every course, students produce a number of written assignments called coursework (e.g. projects, essays and other assignments) depending on the subject being evaluated by the instructor. Coursework is assessed as follows: The instructor will provide students with the requirement and the submission deadline (date and time) of the coursework well in advance. Students will be able to upload their work through the distance-learning platform. After the deadline, the platform will not accept any uploads. Coursework will be uploaded in word format so that the instructor can use the comment facility of word to comment and mark the coursework. In addition, the instructor will use an antiplagiarism platform to check the coursework for plagiarism. The instructor will then upload the marked coursework using the platform.

Each coursework will be marked and will have a weight towards the total coursework of the course. The coursework will not contribute to the course mark but students are required to obtain an overall weighted average passing mark (at least 60%). The coursework serves to keep students alert, provide feedback to them (as part of the learning process) and prepare them for the final examination.

9.2. Final examination

After the teaching period is over students will take a comprehensive written final examination in person for each course. Students residing in Cyprus must take the final examination at American College premises. Students residing in countries other than Cyprus can take the final examination at American College premises or in the examination venue in their country of residence arranged by the Distance Education Unit.

For examinations in countries other than Cyprus the examination will take place under reliable invigilation conditions in the country where the student is residing at a date and a time announced to students well in advance. During the examination all College invigilation and other examination related regulations are followed including verification of the student's identity.

The weight of the final examination towards the course mark will be 100%. The final examination mark of those students who do not obtain an overall weighted average coursework passing mark (at least 60%) will be multiplied by 80%.

Authorized examination centers

The final examination usually takes place at an authorized examination center in the student's country. Well in advance of the final examination, students will be provided with the contact person and contact details (address, email, telephone) of the authorized examination center where their final examination will take place along with the course title for which the examination is taken, date, time and duration of the examination. Students are required to arrive at the examination center at least 30 minutes before the examination starting time and have with them their passport or identity card. Prior to the beginning of the examination students will be required to present their passport or identity card so that the examination invigilator verifies their identity. Once the examination is over your answer script and examination question paper will be collected by the invigilator and sent to the College for marking.

9.3. Thesis assessment

Both the thesis presentation and the thesis itself are assessed and the weight towards the final grade is as follows:

Thesis:	90%
Thesis Presentation:	10%

The thesis presentation which is compulsory takes place via a private web conference. Prior to the beginning of the actual presentation the student needs to present his/her passport or identity card so the instructor can verify the student's identity.

10. DISTANCE EDUCATION FACULTY, COURSE, FACILITIES AND SERVICES EVALUATION

All faculty members whether teaching conventional courses or distance education courses are evaluated annually. The evaluation period is from the end of the spring semester until the end

of the following spring semester. The evaluation is based on a faculty member's performance and more specifically on how well he/she has executed his/her duties. The evaluation procedure is designed to give feedback on a faculty member's performance by drawing attention to strengths and weaknesses. In addition, the faculty evaluation is used for decisions relating to tenure, remuneration and promotion. The annual faculty evaluations become part of the faculty members' permanent record.

10.4. Areas

The following are the evaluation areas in which faculty members are assessed:

- **Teaching** - Faculty members are assessed based on how well they have carried out their teaching and other teaching related duties.
- **Research** - Faculty members are expected to produce a research output worth of at least the required number of credits (see teaching and research load and research credits policies-procedures).
- **College service and skills** - Faculty members are assessed based on how well they have carried out their duties related to College service and on the skills they possess.

The evaluation of the Research area, College service and skills area and the overall evaluation is the same for faculty members teaching conventional courses or distance education courses. Details on these evaluation procedures are described in the Organization, Administration and Faculty handbook. The evaluation of the Teaching area for faculty members teaching distance education courses is described in the following sections.

10.5. Procedures

The following procedures are used for the evaluation of distance education faculty members:

10.5.1. Course outline evaluation

Before the beginning of a semester the Director of Academic Affairs is asked to approve distance education course outlines prepared by faculty members. Once the Director is provided with a course outline he returns the course outline to the particular faculty member with his

comments as to the corrections that need to be made or confirm their approval. When the Director receives the first "version" of a distance education course outline he evaluates it and records his evaluation along with any comments on the Other Academic Matters Evaluation form. The evaluation is based on the extent that the Distance Education Course Outline Guidelines have been followed. Towards the end of each semester when the Director evaluates the final examination question paper he makes a copy of the completed Other Academic Matters Evaluation form. The original form is given to the particular faculty member and the copy of the form is given to the College Director.

10.5.2. Distance Education Activities, Learning Materials, Study Guide and Faculty Portfolio Evaluation

The Director of Academic Affairs evaluates the quality of the learning materials, study guide and faculty portfolio and the way a faculty member delivers his/her distance education course. In terms of the learning materials, study guides and faculty portfolio he looks at how well they were structured, how well they covered the course content and if they were sufficiently clear. In terms of the distance education activities, the Director evaluates the way the course is organized and managed by the faculty member and the distance learning activities he/she employed. He looks at how well the particular faculty member executed his/her duties as a distance education instructor and how successfully he/she followed the College distance education guidelines and distance education best practices.

The Director asks the faculty member to provide him with his/her faculty portfolio. He then looks at the quality of the faculty portfolio and the learning materials and study guide (through the distance-learning platform and the web conferencing system) provided to the students. In addition, through the distance-learning platform and the web conferencing system, he examines which distance learning activities the instructor used for the delivery of the distance education course, how frequently these activities were used and how well these were used. Specifically, he observes the way an online lecture is conducted by a faculty member. He does this either by watching the online lecture live through the web conferencing system (with or without any prior notice given to the faculty member) or by watching a recorded online lecture after it has been uploaded in the distance-learning platform. The Director observes one online lecture of each faculty member at least once a semester. In addition, through the distance-learning platform he observes how asynchronous online discussion boards (forums) were conducted.

Following the above observations the Director completes the Distance Education Activities Evaluation form (only the parts that can be completed based on his observations above) and he arranges to meet each distance education instructor. During the meeting he has with a faculty member he discusses the various aspects of the distance education delivery he observed. He asks questions about the other distance education activities that took place (email communication with one or more students, private chat and/or web conference and/or telephone communication with a student) and request to see evidence (where possible) of the particular activities. During the discussion he identifies the strengths and weaknesses found in the way the faculty member is delivering his/her distance education course and provide suggestions for improving the delivery of his/her distance education course. These suggestions are noted in Section 2 of the Distance Education Activities form. In addition, a number of academic matters (found in the Academic Progress form) are discussed between the Director and the faculty member.

The Director discusses with the particular faculty member about the quality of his/her learning materials, study guide and faculty portfolio. During the discussion he identifies the strengths and weaknesses found and suggests ways in which they can be improved. He records his evaluation and comments on the Other Academic Matters Evaluation form. Towards the end of each semester, the Director of Academic Affairs evaluates the final examination question papers and makes a copy of the completed Other Academic Matters Evaluation form. The original form is given to the particular faculty member and the copy is given to the College Director.

Finally, the Director completes the Academic Progress form based on the discussion with the faculty member and makes oral recommendations to the faculty member. Moreover, the Director makes one photocopy of the completed Distance Education Activities form. The original Distance Education Activities form is given to the particular faculty member and the copy is given to the College Director along with the completed Academic Progress form. The forms given to the College Director are kept in the Faculty Personal Files located in the office of the College Director.

10.5.3. Faculty portfolio

A faculty portfolio is a collection of work produced by a faculty member. Just as an artist uses a portfolio of collected works to illustrate his/her talents, a faculty portfolio is designed to demonstrate the faculty member's work. Thus faculty members are required to construct and maintain faculty portfolios in order to highlight and demonstrate their degree of preparation, knowledge and skills in teaching. A portfolio also provides a means for reflection. It offers the opportunity for critiquing one's work and evaluating the effectiveness of his/her teaching and for interpersonal interactions with students and peers. During accreditation audits it may be necessary for faculty members to present some of the items contained in their faculty portfolio, such as samples of marked examination scripts and completed homework. A faculty portfolio should not contain everything a faculty member does. It must contain carefully selected items that reflect his/her expertise and achievements. A portfolio may include the following:

1. Overhead slides and/or PowerPoint presentations used in teaching.
2. Lecture notes or other handouts (journal or newspaper articles, case studies etc) handed out to students.
3. Examination question papers (tests, quizzes, mid-term and final examinations).
4. Homework (a project's or an assignment's requirements handed out to students).
5. Video, photos and other evidence of any important teaching activities or innovations.
6. Samples of marked scripts (apart from final examination scripts) and completed homework.
7. Up to date curriculum vitae.
8. Course outlines.
9. Evidence of professional development activities (seminars, workshops, conferences and lectures attended; participation in peer consultation and evaluation).
10. Research work.

The evaluation of the faculty portfolio is based on the quality and adequacy of as many of the items 1 to 4 as possible and on the existence of as many of the items 5 to 10 as possible. The faculty portfolio is used as a part of the faculty evaluation process.

10.5.4. Final examination question paper evaluation

Towards the end of a semester the Director of Academic Affairs is asked to approve final examination question papers. Once the Director is provided with a final examination question

paper he/she returns the final examination question paper to the particular faculty member with his/her comments as to the corrections that need to be made or confirms his/her approval. When the Director receives the first "version" of a final examination question paper he/she evaluates it and records his/her evaluation along with any comments on the Other Academic Matters Evaluation form. The evaluation is based on the extent Final Examination Paper Guidelines were followed. Once the Director evaluates the final examination question papers, he makes a copy of the completed Other Academic Matters Evaluation form. The original form is given to the particular faculty member and the copy is given to the College Director.

10.5.5. Students' distance learning faculty, course, facilities and services evaluation

Students' feedback is valuable in achieving our goal of maintaining quality distance education. Thus, students need to evaluate all the aspects of their distance education experience (the instructors, their courses, the facilities and the services. Following the end of each semester or session, DEU administrators email distance education students a Student Distance Education Instructor and Course Evaluation form and ask them to fill out one for each distance education course they took during the semester or session and return them back to them. In addition, following the end of each semester or session, DEU administrators email students a Student Distance Learning Facilities and Services Evaluation form and ask them to fill it out and return it back to them. Administrators inform students that their responses will be anonymous.

<u>Student Distance Education Instructor and Course Evaluation form</u>

Once all completed Student Distance Education Instructor and Course Evaluation forms are returned to the DEU administrators, the Instructor part of the forms are processed and statistical results (Students' Faculty Evaluation Statistics) are produced for every course taught during the semester. The statistical results, shown in the Students' Faculty Evaluation Statistics, are separated into the following three columns:

a) Distance Education Course Average: The average percentage scored by the faculty member in the particular distance education course.
b) Distance Education Instructor Average: The average percentage scored by the faculty member in all the distance education courses he/she taught during the semester.

c) Distance Education Semester Average: The average percentage scored by all faculty members in all the courses they taught during the semester.

For all the above three columns average scores are produced for each individual evaluation question, found on the instructor part of the Student Distance Education Instructor and Course Evaluation form. A total average of all the evaluation questions is shown at the bottom of each column. The score used for the faculty member's evaluation is found as follows:

Score Used for Faculty Evaluation = 50% + [(IA – SA) * 50% / (100 – SA)]

Where: IA: Instructor Total Average Score in all the courses he/she taught
SA: Semester Total Average Score

The score is rounded to the nearest integer number and any negative numbers are shown as zero.

Example: In a particular semester the Semester Total Average Score is 93%. If a faculty member's Instructor Total Average is 97% then the score used for the faculty member evaluation is 50% + [(97 – 93) * 50% / (100 – 93)] = 79% (78.6% rounded to the nearest integer number).

The score to be awarded is calculated and printed on the Students' Faculty Evaluation Statistics. The Students' Faculty Evaluation Statistics are signed by the College Director and stamped with the College stamp. A copy of the statistical reports is kept in the Faculty Personal Files located in the office of the College Director. Each faculty member gets the original of the Students' Faculty Evaluation Statistics for all the courses he/she has taught during the semester together with the comments expressed in words found in the Student Distance Education Instructor and Course Evaluation forms soon after the Academic Committee approves the grades of the semester.

The Director of Academic Affairs gets a copy of the Students' Faculty Evaluation Statistics for all the courses taught during the semester together with the comments expressed in words by the students for each individual distance-learning instructor. Then, a meeting between the Director and each instructor takes place during which the Student Distance Education Instructor

Evaluation is discussed and where necessary appropriate remedies for improvement are suggested. Also, during this meeting the Student Distance Education Course Evaluation is discussed and where necessary appropriate action is taken (change of course syllabus, required books, etc.).

During the overall faculty evaluation the College Director meets all faculty members individually to discuss their overall evaluation. During this meeting the College Director discusses the Students' Faculty Evaluation Statistics and any students' comments with the faculty member and where appropriate he/she suggests remedies so that the faculty member achieves higher average percentages in students' evaluation.

The completed Students' Faculty Evaluation Forms give very useful feedback on the level of acceptance by students and the level and the quality of communication. Faculty members should not be offended and should not react in a negative way by making negative comments to any student. The instructor total average scores which are below the semester total average score and the negative comments reveal feelings. If a faculty member receives such scores or comments he/she should try to find what has caused them so that he/she can achieve higher scores in future students' evaluations. Faculty members need to read between the lines and pay attention to comments expressed in words communicated by the College Director. They should draw their own conclusions and adjust their attitude, behavior, and teaching accordingly.

Students appreciate the following practices and qualities on the part of the faculty member teaching a distance education course: good preparation, good use of online lecture time, good use of the distance-learning platform, frequent communication, clear and rich study guides and learning materials, real interest in their progress, fairness, non-discrimination, keeping the online lecture alive and interesting, use of various appropriate teaching techniques, good communication skills, ability to make himself/herself understood by the majority of students from the first time he/she says something, real life examples and examples from industry, evidence that he/she is familiar and up to date with bibliography, proper appearance, encouraging, finding opportunities to express his/her views and feelings and prompt return of coursework.

<u>Student Distance Learning Facilities and Services Evaluation form</u>

Once all completed Student Distance Learning Facilities and Services Evaluation forms are returned to the DEU administrators, these are forwarded to the Director of Academic Affairs and the IT Administrator. Then, a meeting between the Director and the IT Administrator takes place during which the Student Distance Learning Facilities and Services Evaluation is discussed and where necessary appropriate measures for improvement are taken (improve/correct technical aspects of platforms/systems/software, etc.). The Director is responsible to take corrective actions in order to improve any inefficiencies in distance education services. For this he/she may need to have separate meetings with the people concern (DEU Administrators, Student Welfare Officer, etc.).

11. EXPLANATION OF APPENDICES

1. Academic Progress form

This form is used for the instructors' evaluation.

2. Online Classes Guidelines for Instructors

These guidelines concern the use of our communications platform Zoom by instructors. They are used by the DEU Information Technology Director during the instructors' training and by the instructors when using Zoom.

3. Setting up Google Drive Guidelines for Instructors

These guidelines concern the setting up of a Google Drive. These guidelines are needed by the instructors in order to upload their online classes recordings in Google Drive and make them available to their students through Moodle.

4. Online Classes Guidelines for Students

These guidelines are provided to students to guide them in using our communications platform Zoom.

5. Computer Technical Guidelines

These guidelines provide students with technical information such as the minimum hardware and software requirements their computer needs to satisfy so that they can use our distance learning platforms, systems and software for their distance education.

6. Distance Education Activities Evaluation form

This form is used for the instructors' evaluation.

7. Distance Education Course Outline Guidelines

These guidelines explain to instructors how to prepare a Distance Education Course Outline.

8. Distance Education Unit Administration Staff Guidelines

This document provides guidelines to the DEU Director, DEU Information Technology Administrator and DEU Administrators related to the execution of their duties.

9. Download Ebooks Guidelines

This document explains to students how to download their ebooks.

10. Instructor Guidelines and Duties for Distance Education Course Delivery

This document provides guidelines to instructors related to the execution of their duties. It provides guidelines on what is expected from them to do for the delivery of distance education, based on distance education best practices. This document is used by the DEU Director during the training of instructors.

11. Moodle Guidelines for Administrators

These guidelines explain to DEU administrators how to use Moodle and what is expected from them to do in Moodle. This document is used by the DEU Information Technology Administrator during the training of administrators.

12. Moodle Guidelines for Instructors

These guidelines explain to instructors how to use Moodle and what is expected from them to do in Moodle. This document is used by the DEU Information Technology Administrator during the training of instructors.

13. Moodle Guidelines for Students

These guidelines explain to students how to use Moodle.

14. Other Academic Matters Evaluation form

This form is used for instructors' evaluation.

15. Skype Guidelines

These guidelines explain to instructors and students how to use Moodle. This document is used by the DEU Information Technology Administrator during the training of instructors.

16. Student Distance Education Facilities and Services Evaluation form

This form is used for the distance education facilities and services evaluation by students.

17. Student Distance Education Instructor and Course Evaluation form

This form is used for the instructors' and course evaluation by students.

18. Web Mail Guidelines

These guidelines explain to students how to use our web mail.

19. Marking students' written work guidelines

This document provides guidelines on marking students' written work.

20. Referencing Guidelines

This document provides the referencing guidelines.

21. Final Examination Paper Guidelines

The document provides guidelines for the preparation of a final examination paper along with a sample final examination paper.

22. Invigilation Regulations

This document provides the regulations that must be observed during examination invigilation.

23. Master Degree Thesis Guidelines

This document provides detailed guidelines concerning the Master Degree Thesis.

AMERICAN COLLEGE

ACADEMIC PROGRESS FORM

SECTION 1 USED BY THE DEPARTMENT HEAD

Discuss with the faculty member about the areas mentioned below and write your comments regarding your discussion.

Faculty Member's Name (surname in CAPITAL letters)	**Rank**	**Semester** (e.g. Fall 2017)

1. Coverage of Course Syllabus

2. Standards of Students Achievement (Excellent, Very Good, Good, Average, Below Average)

3. Textbook(s)

AMERICAN COLLEGE

ACADEMIC PROGRESS FORM

4. Use of Library by the Students

5. Office Hours (if applicable)

6. Faculty Portfolios

7. Problems Encountered

Name – Department Head	Signature – Department Head	Date

AMERICAN COLLEGE

Online Classes Guidelines for Instructors

01/02/2021

Download **Zoom Client for meetings** Application from https://zoom.us/download for desktop PC or Laptop. The application is already installed on the instructors' PC in each classroom and computer laboratory.

Joining your Online Classes

1. To enter your online class, log in to Zoom using the zoom user and password according to the instructions sent to you by the Distance Learning Administrator. Click on **Meetings.** Select your online class found on the left column and Click on **Start** to begin. Start your class 2-3 minutes prior to the scheduled time.

2. Click on **Join with Computer Audio**

3. Click on **Record**, select **Record to this Computer** to save your recording, and begin your lecture. The recording will be saved in the **My Documents** Folder.

4. To show a file (i.e. a ppt, a pdf, a youtube video) during your lecture, you need to have it opened before you start your lecture, and then by clicking on **share screen**, you select the file you want students to see.

*** Note that for files with sound (i.e. a youtube video), you will need to enable sound before it is shared:**

5. You can allow text chat to students for any questions or for discussion purposes. You can also allow sound by students on the participants list on the right.

6. When you finish your class, click on **End Meeting**, click on **End Meeting for All** to automatically start to save the recording at the computer. Wait until ZOOM converts the class recording.

7. Sign out from Zoom.

8. After the Conversion is completed, Go to **My Documents,** then **Zoom**, and rename the mp4 file with the day of the class (example: Thursday 26 March).

Then *drag and drop* the **renamed** mp4 file into the course folder in your Gmail Cloud Drive (Google Drive).

AMERICAN COLLEGE

Setting up Google Drive Guidelines

01/02/2021

Your Google Drive needs to be set up before online classes commence, to be used for uploading your recorded classes. This procedure should be done only once.

Setting up Google Drive for uploading recorded classes

1. Go to you Google Apps in your Gmail Account and select **Drive**:

2. Click on **New** on the Left and **Create a New Folder**. Name the Folder with the course code (example: MGT675). Do this for all the courses you teach.

3. Right click on each created folder and select **Get link:**

4. Make sure that the **Anyone with the link** is selected, and click on **Copy link:**

5. Send the link by email to the Director of Academic Affairs at andreas.petasis@ac.ac.cy, as to set up the link in you Moodle page, so to be accessible by students who wish to view the recorded class.

AMERICAN COLLEGE

Online Classes Guidelines for Students

01/02/2021

Online Classes are performed through Zoom. The class schedule will be announced by the Course Instructor on Moodle. To participate in an online class, you must first download Zoom Application (no registration is necessary), like below:

1. Download zoom Application.

   (a) On a desktop PC or Laptop: Download **Zoom Client for meetings** from https://zoom.us/download

   (b) On a smartphone or tablet: Download **Zoom Cloud Meetings** from Apple Store for IOS or Playstore for Android

2. To participate in an online class, you need to log in into Moodle, and in each of your courses' page, you can find the link for the online classes:

3. Enter the online class using any device (smartphone, tablet, PC, laptop). You can also take screenshots from your smartphone or tablet. All the classes are recorded for future viewing. You can access the recorded classes from Moodle by clicking on the *Recorded Classes*. You need to enter the online session by writing your name and student number as below:

**** Do not write anything else except from your name and student number. Do not write any nicknames or others as your Instructor will not allow you in the online class.***

During an Online Class

Below you can see the main menu in an online lecture. The main screen (1) is used by your instructor to upload material, such as PowerPoint presentations. You can mute/unmute your microphone (2), share your camera (3), chat with you instructor and other students (4), raise your hand for questions (5), or exit the class before it is over (6).

AMERICAN COLLEGE

Computer Technical Guidelines

01/02/2021

In order to successfully complete your Distance Learning program of study at American College you will need to have a computer with access to a high-speed network connection (cable, DSL, etc.) and take into account all the following guidelines. Taking into account all the following guidelines (such as minimum hardware requirements) will enable you to comfortably run multiple applications as well as take full advantage of the distance-learning platform (Moodle) and the web conferencing and telecommunications system/software (Zoom and Skype).

1. Moodle Requirements

Basic Computer Skills Needed:

- Saving and finding files and folders on a computer;
- Copying/cutting and pasting text;
- Using a word processing application, such as Microsoft Word;
- Attaching and uploading documents and assignments;
- Sending and receiving email;
- Using a supported web browser to access your course and other online resources on the Web.

Technical Requirements

- A computer running a current operating system that supports a recent browser.
- Access to the Internet. DSL or Broadband access is recommended.
- An up-to-date browser with Cookies enabled. See Browsers & Settings for specific web browser compatibility information.
- Anti-virus software with current updates.
- Word processing software is needed to complete and submit some assignments.
- Some courses will require specific software, hardware, plugins or applications. See course syllabus for details. If so, you will typically see a message asking if you want to install the needed software.

Browsers & Settings

A web browser is software that allows you to access websites and resources on the World Wide Web. It is highly recommended that you have at least one (but recommended two) supported browsers on your computer/device. The following browsers are generally compatible with Moodle:

Desktop:

- Firefox
- Chrome
- Internet Explorer Note: IE 10 and below are known to have compatibility issues with Moodle 3.5.
- Safari Note: Safari and below are known to have compatibility issues with Moodle 3.5.

Mobile:

- MobileSafari
- Google Chrome

Note: For Moodle to work properly, we recommend the following updates and settings. To make these updates in Firefox: Go to your navigation bar and click on Tools/Options. In Safari: click the Apple Menu/Software Update to update Java. To enable Cookies: select Preferences/Privacy and for Pop-ups select Safari.

For optimal performance, we recommend you select the following settings:

- Pop-ups: enabled.
- Cookies: enabled.
- Java: ensure you have an up-to-date version from the Java website.
- Screen Refresh: set your browser to refresh on each visit to a Moodle site.

2. Zoom Requirements

System requirements

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
    - An HD cam or HD camcorder with a video-capture card **Note**: See the list of supported devices.
    - Virtual camera software for use with broadcasting software like OBS or IP cameras **Note**: For macOS, Zoom client 5.1.1 or higher is required.

Supported operating systems

- macOS X with macOS 10.9 or later
- Windows 10*
- **Note**: Devices running Windows 10 must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.
- Windows 8 or 8.1
- Windows 7
- Ubuntu 12.04 or higher
- Mint 17.1 or higher
- Red Hat Enterprise Linux 6.4 or higher
- Oracle Linux 6.4 or higher
- CentOS 6.4 or higher
- Fedora 21 or higher
- OpenSUSE 13.2 or higher
- ArchLinux (64-bit only)

Supported tablet and mobile devices

- iOS and Android devices
- Blackberry devices
- Surface PRO 2 or higher, running Windows 8.1 or higher
- **Notes**:
    - Tablet PCs running Windows 10 must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.
    - Tablet PCs only support the desktop client.

Supported browsers

- Windows: Internet Explorer 11+, Edge 12+, Firefox 27+, Chrome 30+
- macOS: Safari 7+, Firefox 27+, Chrome 30+
- Linux: Firefox 27+, Chrome 30+

Note: Some features in the web client are not supported on Internet Explorer.

Processor and RAM requirements

	Minimum	**Recommended**
Processor	Single-core 1Ghz or higher	Dual-core 2Ghz or higher (Intel i3/i5/i7 or AMD equivalent)
RAM	N/A	4 Gb

Notes:

- Dual and single-core laptops have a reduced frame rate when screen sharing (around 5 frames per second). For optimum screen-sharing performance on laptops, we recommend a quad-core processor or higher.
- Linux requires a processor or graphics card that can support OpenGL 2.0 or higher.

High-DPI support

- High-DPI displays are supported in Zoom version 3.5 or higher

Bandwidth requirements

The bandwidth used by Zoom will be optimized for the best experience based on the participants' network. It will automatically adjust for 3G, WiFi, or wired environments.

Recommended bandwidth for meetings and webinar panelists:

- For 1:1 video calling:
    - For high-quality video: 600kbps (up/down)
    - For 720p HD video: 1.2Mbps (up/down)
    - For 1080p HD video: 3.8Mbps/3.0Mbps (up/down)
- For group video calling:
    - For high-quality video: 1.0 Mbps/600kbps (up/down)
    - For 720p HD video: 2.6Mbps/1.8Mbps (up/down)
    - For 1080p HD video: 3.8Mbps/3.0Mbps (up/down)
    - For gallery view receiving: 2.0Mbps (25 views), 4.0Mbps (49 views)
- For screen sharing only (no video thumbnail): 50-75kbps
- For screen sharing with video thumbnail: 50-150kbps
- For audio VoiP: 60-80kbps
- For Zoom Phone: 60-100kbps

Recommended bandwidth for webinar attendees:

- For panelists video on:
    - ~600kbps (down) for high-quality video
    - ~1.2-1.8Mbps (down) for 720p HD video
    - ~2-3Mbps (down) for 1080p HD video
- For screen sharing only (no video thumbnail): 50-75kbps (down)
- For screen sharing with video thumbnail: 50-150kbps (down)
- For audio VoiP: 60-80kbps (down)

3. Skype Requirements

The following information describes the specific system requirements for running Skype on different operating systems.

If your system does not meet the requirements to run Skype, you may lose access to some of your older conversation history. You can retrieve the recent conversation history by signing into Skype on a supported device.

Skype for Windows Desktop Requirements

Version	Windows 7 or higher
Processor	At least 1 GHz
RAM	At least 512 MB
Additional software	DirectX v9.0 or higher

Skype for Windows 10 System Requirements

Version 15	Windows 10 (version 1809) or higher

Skype for Mac System Requirements

Version	Skype on Mac requires Mac OS X 10.11 or higher
Processor	At least 1 GHz Intel processor (Core 2 Duo)
RAM	At least 1 GB
Additional software	The latest version of QuickTime

Note: Mac OS X 10.9 users will not be able to update higher than Skype version 8.49.0.49.

Skype for Linux System Requirements

Version	64-bit Ubuntu 14.04+
	64-bit Debian 8.0+
	64-bit OpenSUSE 13.3+
	64-bit Fedora Linux 24+
Processor	An Intel Pentium 4 processor or later that's SSE2 and SSE3 capable
RAM	At least 512 MB
Additional software	libappindicator1 or GtkStatusIcon to make the tray icon work (optional)

Skype for Android System Requirements

Version	Android OS 4.0.4 or higher (Phones and tablets)
	ChromeOS version M53 or higher (Chromebooks)
Hardware	Varies with manufacturer - see Note
Free Space	At least 32 MB

Note: *Skype is fully supported on devices with* ***ARMv7 processors*** *(or processors capable of running its instruction set). Skype can run on devices with* ***ARMv6 processors****, but video calling is not supported. Examples of ARMv6 processor devices: Samsung Galaxy Ace, HTC Wildfire. If you're not sure what type of processor your device has, check the device's user manual or contact its manufacturer.*

Skype for iOS System Requirements

Version	Skype on iPhone and iPad requires iOS 11 or higher

Note: *iPhone and iPad users with iOS 9 will not be able to update higher than Skype version 8.34.0.72.*

Skype for Amazon Kindle Fire HD/HDX Requirements

Version	Skype on Kindle Fire requires Fire OS 7 or higher

Note: *Kindle Fire tablets below Fire OS 7 will not be able to update higher than Skype for Amazon Kindle Fire HD/HDX version 8.15.0.389.*

Skype for Web System Requirements

Supported web browser	Skype for web is supported on most desktop and mobile browsers. You can check your browser compatibility here. If your browser is not supported, you can download Skype for your device.

Note: *Users on Windows 7 or Windows 8/8.1 may be able to sign in but may not receive the full experience of Skype for Web.*

4. Other software

PDF Reader

PDF reader should be installed on your computer, and a PDF browser plugin will let you view PDFs in a browser window without opening a separate program.

- Download Adobe Acrobat Reader at http://get.adobe.com/reader/. The download includes the browser plugin. To install this plugin, just follow prompts.

Java

Java may need to be installed and enabled in your browser for features used by some Moodle courses. You will see a warning if you need to install or upgrade Java.

- Download Java at http://www.java.com/.

Adobe Flash Player

The Adobe Flash Player plugin for your browser will allow you to access flash video and rich interactive media.

- Download Adobe Flash Player http://get.adobe.com/flashplayer/

5. Utilities and Plugins

- WinZip, 7-Zip or WinRar for PC
- Virus protection software
- Java (latest version)
- Flash and Shockwave player (latest version)

AMERICAN COLLEGE

DISTANCE EDUCATION ACTIVITIES EVALUATION FORM

SECTION 1 USED BY THE DEPARTMENT HEAD AND DEU DIRECTOR

Examine and evaluate the distance education activities the faculty member employed and meet with the faculty member to discuss your observations. Prior and during the meeting, complete the necessary details and check (√) the box of your choice so that a clear and fair picture regarding the faculty member's employment of distance education activities is presented. Complete Section 2 with your comments and suggestions for improving the faculty member's distance education delivery. Make a copy of the completed form and give it to the faculty member.

Faculty Member's Name (surname in CAPITAL letters)	**Rank**	**Semester** (e.g. Fall 2017)

	Evaluation Points Performance Indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)	**N/A**	**Performance 1**	**2**	**3**
1	**The instructor seems to adequately know his/her subject.**	☐	☐	☐	☐
2	**The instructor followed the course outline of the course.**	☐	☐	☐	☐
3	**The instructor adequately organized and managed the distance education activities of the course.**	☐	☐	☐	☐
4	**The instructor used the available distance education tools (distance-learning platform, web conferencing system, telecommunication software Skype, email and telephone) adequately and effectively.**	☐	☐	☐	☐
5	**The instructor adequately organized and managed the online live lectures and explained the material clearly during the online live lectures.** Evaluate based on the following online lecture requirements: • Demonstrates command of subject • Seems prepared for the online lecture • Clearly states subject, aims and objectives of the lesson - Provides an overview of what is planned for the online lecture • Presents content in a clear, systematic and organized fashion, relating parts to the whole at an appropriate pace • Uses effective teaching methods and strategies • Uses effectively available audiovisual aids, technology, handouts and other instructional material • Uses appropriate questioning techniques • Involves many students in the online lecture and promotes interaction among them • Ties things together at the end of the class • Is animated and attracts and holds students' attention and interest • Uses gestures effectively • Demonstrates favorable attitude towards students (Positive – friendly response to students answers and questions, encouragement, praise, addressing students by name) • Keeps control of the online lecture • Uses online lecture time effectively • Maintains a respectful and learning conducive atmosphere in the online lecture	☐	☐	☐	☐
6	**The instructor adequately organized and managed asynchronous online discussion boards (forums) during which he/she helped students to understand the course content. Such asynchronous online discussion boards (forums) were conducted frequently enough.**	☐	☐	☐	☐
7	**The instructor adequately organized and managed synchronous chat rooms during which he/she helped students to understand the course content. Such synchronous chat rooms were conducted frequently enough.**	☐	☐	☐	☐
8	**The instructor had frequent communication with students (email communication, private chat, private web conference, telephone communication).**	☐	☐	☐	☐
9	**The instructor adequately clarified and conveyed the course content by using enough examples, activities and exercises through different distance education tools.**	☐	☐	☐	☐
10	**The instructor was available to provide help and provided sufficient and timely help when needed.**	☐	☐	☐	☐
11	**The instructor provided sufficient, helpful and timely feedback (written comments, advices) on the coursework completed.**	☐	☐	☐	☐

AMERICAN COLLEGE

DISTANCE EDUCATION ACTIVITIES EVALUATION FORM

12	**The instructor encouraged students to participate in course activities and stimulated their thinking and interest for the course activities.**	☐	☐	☐	☐
13	**The instructor motivated students to do their best work.**	☐	☐	☐	☐
	Totals:				
	Grand Total:				

Average Score = [(Grand Total * 50) / Number of Matters Evaluated] - 50 =

SECTION 2 USED BY THE DEPARTMENT HEAD AND DEU DIRECTOR

Comments and suggestions

Name – Dist. Education Unit Director	**Signature – Dist. Education Unit Director**	**Date**
Name – Department Head	**Signature – Department Head**	**Date**

AMERICAN COLLEGE

DISTANCE EDUCATION COURSE OUTLINE GUIDELINES

1/2/2021

To prepare a Distance Education European Credit Transfer and Accumulation System (ECTS) course outline you need to consult these guidelines and the ECTS course syllabus of the particular course (it is useful to obtain the syllabus in electronic form). The ECTS is a student-centred grading system **based on learning outcomes and student workload**. The main aim of the ECTS course outline is to provide students with all necessary information concerning a particular course (e.g. a short description of the topics that will be covered, information on how students will be assessed). In **Appendix 1** you may find an ECTS course outline example.

When you prepare an ECTS course outline make sure there are no spelling, grammar or other mistakes and any acronyms used are explained. Moreover, you may consult your Department Head or the Director of Administration if after you read these guidelines you need any additional information or clarifications on how to prepare an ECTS course outline.

PAGE SETUP OF THE OUTLINE

Below you may find the page setup used for preparing the ECTS course syllabus:

- **Font:** Times New Roman
- **Size:** 10 for the text
  12 for titles like "ECTS Course Syllabus", Description, Learning outcomes etc.
  14 for the course code and title shown below the College Logo (e.g. **MGT673 ORGANIZATIONAL BEHAVIOR)**
- Make bold all those words shown in bold in Appendix 1 (e.g. **Course Code**)
- **Page Margins:** 1.5 cm for Top and Bottom margins and 2 cm for Left and Right margins.
- Header: 0 cm, Footer: 1 cm

Any ECTS course syllabuses or outlines given to you should have been set up using the above page setup.

GUIDELINES ON PREPARING THE DIFFERENT SECTIONS OF THE OUTLINE

Header information

You <u>must</u> copy the logo of the College, the course title and the title "ECTS Course Syllabus" from the corresponding ECTS course syllabus and then replace the word "Syllabus" with the word "Outline".

Table with basic information

You <u>must</u> copy the table with the basic information (table right below the header information) from the corresponding ECTS course syllabus. Write your title (Dr., Mr., Ms. etc.) and name in the "Instructor" box and the particular semester during which the course will be taught (e.g. Fall 2015) in the "Semester" box.

Description: You <u>must</u> copy this from the corresponding ECTS course syllabus.

Learning outcomes: You must copy this from the corresponding ECTS course syllabus.

Prerequisite(s): You must copy this from the corresponding ECTS course syllabus.

Learning methods and educational activities

You must copy this from the corresponding ECTS course syllabus. You may change the text accordingly if you will be using different methods and/or activities but bear in mind that making changes to this text may affect the "Assessment methods and weight" and "Content" sections. Below you may find an extensive (but not a complete) list of possible activities. You should include only those activities that apply to the particular course. If for example a course does not require from students to complete a project, then this activity must not be listed. In the case of MGT674 Thesis you can also include methods and activities such as: guided personal study and writing the thesis.

> Online lectures, problem solving, discussing questions, case study analysis, article study, preparation of projects, assignments, independent and private study.

Teaching hours: You must copy this from the corresponding ECTS course syllabus.

Assessment methods and weight: You must copy this from the corresponding ECTS course syllabus.

Grading system: You must copy this from the corresponding ECTS course syllabus.

Required book(s)

You must copy this from the corresponding ECTS course syllabus. If the book given to you for the teaching of the course is a newest edition than the one described in the syllabus you need to write in this section, the edition and publication year of the newest edition and inform the Director of Administration of this fact. If the book given to you for the teaching of the course is different from the one described in the syllabus you need to consult your Department Head about what to write in this section and inform the Director of Administration of this fact.

Additional reading and other learning resources

Right after the "Required book(s)" section you may add a separate section. It is not compulsory to have this section in your course outline but it is highly recommended. It is considered a plus to have such a section. In this section you may write the details of any additional reading and/or other learning resources you suggest students to read or consult. Examples consist of the following:

- Additional books (it is preferable to suggest books which are as recent as possible),
- Websites (often websites can be useful in providing relevant information to the syllabus topics);
- ProQuest ABI/INFORM Global online library (the online library our college library subscribes to)
- Journals and periodicals or details of specific journals and periodicals articles found on the internet, in the College library or in other libraries; and

This section is particularly useful for those students who want to make an in depth study of the course material.

Content

You must copy this from the corresponding ECTS course syllabus. The Fall and Spring semesters have 13 working weeks each. The content section found in the ECTS course syllabus allocates the syllabus topics of the course to 13 weeks. In case you are preparing a course outline for the Summer session you need to allocate the syllabus topics to 6 working weeks.

You may change the text you copied from the syllabus (e.g. change the week when a particular topic will be covered or when a particular activity will take place or change an activity) but you need to bear in mind the following and that changes to this text may affect the "Learning methods and educational activities" and "Assessment methods and weight" sections:

- No syllabus topic must be left out.
- Write in bold letters the main heading of the topic(s) that will be covered during each week, the mid-term examination and any revision for examinations whereas indicate using regular letters any sub-headings of topics. Any activities or key information must be written in bold letters.

Beyond the information you copy from the syllabus you may provide additional information such as:

- the chapter (and the specific pages if possible) of the required or additional book that corresponds to each topic of the syllabus (this is very helpful for students),
- specific main book activities students must carry out,
- other educational material to read/listen/watch e.g. Powerpoint slides, Selected related videos,
- the title of the case study that will be covered during a particular week (if applicable),
- the type of educational activities (e.g. handing out project/assignment requirements, project/assignment submission deadline, returning of a marked project/assignment, exercises, presentations, online live lecture) that will be carried out during a particular week, and
- the estimated hours a student needs to spend on self-study, preparation of coursework and online live lecture.

Instructor contact information

In this section you should provide your contact information. Do not write any office telephone number if you do not maintain an office at the College. Do not write any office hours if you do not have office hours at the College. You may write as many of your contact details as you wish but we suggest that you do not write any mobile, home or work telephone number. It is mandatory though that you provide your email address and Skype ID.

Other information

In this section you may provide, if necessary, any other information you feel that should be communicated to students regarding the course (such as information related to online live lecture attendance, encourage students to communicate with you during office hours, humane matters, information related to the College online library). Ignore this section if there is nothing to write.

AMERICAN COLLEGE

MGT673 ORGANIZATIONAL BEHAVIOR

ECTS Course Outline

Code MGT673	**Title** Organizational Behavior	
ECTS Credits 6	**Department** Business	**Instructor** Dr. Andreas Petasis
Semester Fall 2015	**Cycle** Second	**Language of Instruction** English

Description

This course is concerned with the managerial aspects of organizational behavior in a national and global setting. It focuses on interactions among the structure and operations of organizations, the process of management, and the behavior of people in a work environment. The MBA students complete this course with both a theoretical and a practical understanding of traditional management concepts such as organizational structure, culture, motivation, leadership, and teams.

Learning outcomes

By the end of the course, students are expected to:

- Relate the study of organisational behaviour to that of management;
- Give an integrated view, taking in both theory and practice;
- Deepen their understanding of human behavior in organizations and to improve management practices as a result of that understanding;
- Indicate how organisation performance could be improved, considering both individual and group factors; and
- Relate the personality, the attitudes and behaviors of people in the working environment.

Prerequisite(s): NONE

Learning methods and educational activities

Online lectures, problem solving, discussing questions, case study analysis, article study, preparation of projects, independent and private study.

Teaching hours: 4

Assessment methods and weight

Final Examination:	100%

1.1. Coursework

Coursework: Students produce a number of written assignments called coursework (e.g. projects, essays and other assignments) depending on the subject being evaluated by the instructor. Coursework will be uploaded in word format so that the instructor can use the comment facility of word to comment and mark the coursework. In addition, the instructor will use an antiplagiarism platform to check the coursework for plagiarism. Each coursework will be marked and will have a weight towards the total coursework of the course. The coursework will not contribute to the course mark but students will need to obtain a passing mark (60%) in at least 50% of the coursework.

No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases.

Cheating and plagiarism under any circumstances is a serious offence which leads to severe punishment. In such cases, disciplinary action will be taken and you may receive a zero mark and/or fail the course.

Final Examination: The final examination will approximately be of two hours. The final examination will be comprehensive, and will test the students on the material that will be covered throughout the semester.

Grading system

90-100	**A**	85-89	**B+**	80-84	**B**	75-79	**C+**
70-74	**C**	65-69	**D+**	60-64	**D**	0-59	**F**

Required book(s)

Title:	Organizational Behavior
Author(s):	Stephen P. Robbins, Timothy A. Judge
Publisher:	Prentice Hall
Edition:	16th
Year:	2014

Additional reading and other learning resources

Books

Title:	Essentials of Organizational Behavior
Author(s):	Stephen P. Robbins
Publisher:	Prentice Hall
Edition:	8th
Year:	2005

Title:	Organizational Behavior: Individuals, groups and organizations
Author(s):	Ian Brooks
Publisher:	Prentice Hall
Edition:	2nd
Year:	2003

Title:	Organizational Behavior
Author(s):	John Schermerhorn, Jamer G. Hunt, Richard N. Osborn
Publisher:	John Wiley & Sons
Edition:	8th
Year:	2003

Title:	Organizational Behavior – A Diagnostic Approach
Author(s):	Judith R. Gordon
Publisher:	Prentice Hall
Edition:	7th
Year:	2002

Title:	International Dimensions of Organizational Behavior
Author(s):	Nancy J. Adler
Publisher:	South Western
Edition:	4th
Year:	2002

Title:	Organizational Behavior: An Introductory Text
Author(s):	Andrze Huczyuski, David Buchaman
Publisher:	Financial Times/ Prentice Hall
Edition:	4th
Year:	2001

Web Sites

- http://www.nwlink.com/~donclark/leader/leadob.html
- http://web.cba.neu.edu/~ewertheim/introd/history.html
- http://www.cps.usfca.edu/ob/resources/

- http://en.wikipedia.org/wiki/Organizational_behavior

On-line databases: www.proquest.com

Journals

- The Journal of Business
- Journal of the Organizational Behavior
- Journal of Management
- European Business Review
- The International Journal of Organizational Review
- Journal of Management Psychology
- International Journal of Applied Management
- Journal of the Organizational Change Management
- The Journal of the Academy of Management

Content

Week 1	**Introduction in Management and Organisational Behaviour:** Organisations of the New Millennium; Team-based Management; New Forms of Old Business; The nature of organisational behaviour; Approaches to organisation and management; The nature of organisations; Organisational goals and objectives; Competencies Required for Managers; The Historical Background; Structural perspectives; behavioural perspectives; integrated perspectives; The diagnostic approach; description; Action. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work

Week 2	**Perception, Attribution, and Learning:** The Perception Process; Attention; Organisation; Perceptual Distortions; Stereotyping; Halo effect; Projection; Self-fulfilling Prophecy; Managing the Perceptual Process; Attribution Process; Attribution Biases; Appropriate Behaviour; Successes and Failures; Ease of Response; Self-concept; Managing Attributions; Learning in Organisations; The Power of Rewards for Learning; Cognitive Approach; Social Learning; Perception, Attribution and Learning in Global Workplace. **The Diverse Workforce; Individual Differences, Personality, and Career Development:** The Diverse Workplace; Women in the Workplace; Race in the Workplace; Older Workers; Physically Challenged Employees; Personality; What is Personality; Measuring Personality; Personality Traits and Attributes; Values; Attitudes; Job Satisfaction; Career Planning and Development; New Forms of Careers; Career Stages; Career Planning; Dealing with Work-Life Challenges; Family-Friendly Benefits; Diversity Training; Cross-Cultural Issues; Structures that Support Diversity. **Student Workload:** ▪ 6 hours self study ▪ 2 hours course work

Week 3	**Motivating and Rewarding Employees:** Motivation Basics; Needs Theories; Hierarchy of Needs Theories; McClelland's Needs Theory; Motivator-Hygiene Theory; Evaluating and Applying Needs Theories; Equity Theory; Dealing with Inequities; Evaluation of Equity Theory; Reinforcement Theory; Types of Reinforcement; Schedules of Reinforcement; Evaluating and Applying Reinforcement Theory; Expectancy Theory; Basic Elements; Evaluating and Applying Expectancy Theory; Goal-Setting Theory; Characteristics of Goals; Evaluating and Applying Goal-Setting Theory; Creating Effective Reward Systems; Benefits as Motivators; Devising Incentive Systems. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work ▪ 1 hours online class

Week 4	**Making Effective Decisions:** Criteria of Decision Making Effectiveness; Types of Managerial Decisions; Programmed Versus Nonprogrammed Decisions; Strategic versus Operational Decisions; Top-down versus Workers-empowered Decisions; Influences on Decision Making; Characteristics of the Decision Maker; Cognitive Biases; Organisational Barriers; Rational Decision-Making Process; Analyze the situation; Set Objectives; Search for Alternatives; Evaluate Alternatives; Make the Decision; Alternatives to Rational

	Decision Making; Bounded Rationality; Intuitive Decision Making; Decision Making by Objection; The Garbage Can Model; Techniques for Improving Decision Making; Creative Problem Solving; Brainstorming; Affinity Diagram Technique; Nominal Group Technique; Delphi Technique. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work

Week 5	**Creating High-Performing Work Groups and Teams:** Types of Teams and Work Groups; The Basic Characteristics of Work Groups and Teams; Setting Goals; Establishing Norms; Determining Roles; Decision Making in Work Groups and Teams; Advantages of Group Decision Making; Disadvantages of Group Decision Making; Overcoming Groupthing; Group Decision-Making Techniques; Empowering Members of Groups and Teams; Managing Groups and Teams for Effectiveness; Multicultural Teams. **Improving Communication:** The Communication Process; Components of Communication; Language and Communication; Nonverbal Communication; Listening Effectively; Information Overload and Underload; The Structure of Communication; The Directions of Communication; Formal Versus Informal Communication; Communication Networks; Barriers to Communication; Perceptual and Attributional Biases; Interpersonal Relationships; Top Management's Role; Gender Differences in Communication; Physical Distance; Organisation Structure; Communication for Evaluation and Development; Techniques for Improving Communication. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work ▪ 1 hours online class

Week 6	**Leading Effectively:** Early Views of Leadership; Trait Theory; Behavioural Theories; Theory X and Theory Y; Evaluation of the Early Theories; LPC Contingency Theory; Path-Goal Theory; Normative Decision Theory; Life Cycle Theory; Evaluation of the Situational Theories; Leading by Focusing on Followers; Exchange Theory; Attribution Theory; Operant Conditioning Theory; Evaluation of the Theories; Contemporary Perspectives; Charismatic Leadership; Transformational Leadership; Super leadership; Evaluation of the Contemporary Theories. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work

Week 7	**Diagnosing Power and Managing Conflict and Stress:** What is Power? Power and Influence; Power and Dependence; Power and Personality; Empowerment as a Form of Power; Sources of Power; Organisational Politics; The Nature of Conflict; Levels of Conflict; Stages of Conflict; Hidden Conflict in Organisations; Conflict: Functional or Dysfunctional? **Student Workload:** ▪ 6 hours self study ▪ 2 hours course work

Week 8	**Diagnosing Power and Managing Conflict and Stress:** Managing Conflict; Interpersonal Techniques; Organisational Approaches; Stress in Organisations; Causes of Stress; Consequences of Stress; Managing Stress; Personal Techniques; Organisational Approaches to Coping. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work

Week 9	**Managing Intergroup Behaviour and Negotiating Effectively:** The Nature of Group Interactions; Types of Group Interdependence; Factors that Affect Intergroup Interactions; Perceptual Differences; Power Differences; Task Relations; Cross-Cultural Differences; Improving Intergroup Relations; Interpersonal Techniques; Structural Mechanisms; The Process of Negotiation; Distributive Versus Integrative Bargaining; The Steps in Negotiation; Negotiating Strategies and Tactics; Negotiating Styles. **Student Workload:** ▪ 6 hours self study ▪ 2 hours course work ▪ 1 hour online class

Week 10	**Building an Organisational Culture:** What is Organisational Culture; Types of Culture; Functions of Culture; Ways of Determining Culture; Mission statements; Heroes and Heroines; Myths and Stories; Rituals and Ceremonies; Physical Arrangements; How to Create a Culture; Top-Management Directed; Employee Initiated; How to Sustain a Culture; Organisational Socialisation; How to Change a Culture. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work

Week 11	**Structuring High Performance Organisations:** The Basics of Organisational Structure; Division of Labour; Coordinating Mechanisms; The Nature of the Hierarchy; Centralisation Versus Decentralisation; Mechanistic Versus Organic Structures; The Informational Organisation; Basic Types of Structures; Functional Structures; Market-Orientated Structure; Integrated Structure; More Adaptive Structures; Horizontal Organisations; Lattice Organisations; Alliances; Modular Organisations; Virtual Organisations. **Influences on Organisational Structure:** The Environment; Components of the Environment; The Changing Nature of Technology; Technology and Design; The Workforce; Knowledge Workers; International Workers; Organisational Goals; Mission and Strategy; Organisational Goals; Organisational Strategy; Organizational Life Cycle; Life Cycle Stages; Organisational Size and Age; Downsizing and Rightsizing. **Student Workload:** ▪ 6 hours self study ▪ 2 hours course work

Week 12	**Managing Change in Organisations:** The Nature of Change; The Change Process; Forces of Change; Forces Against Change; Selecting a Change Agent; Internal and External Change Agents; Initiating Change from the Top; Initiating Change from the Bottom; Selecting Intervention Strategies; Work Redesign Strategies; Virtual Employment and Alternative Work Schedules. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work

Week 13	**Managing Change in Organisations:** Creating Learning Organisations; Change and Innovation; Differentiating Among Intervention Strategies; Evaluating and Institutionalising Change; Evaluating Change. **Student Workload:** ▪ 6 hours self study ▪ 3 hours course work ▪ 1 hours online class

Instructor contact information

Office: B407
Office hours: Monday 16:30 - 18:30, Tuesday 11:00 - 12:30, Thursday 12:30 - 14:00
Email: andreas.petasis@ac.ac.cy
Skype ID: andreas.petasis1
Tel. No.: 0035722368000

Other Information

Online Classes: Students are expected to participate in the online classes.

Office hours: Students are encouraged and advised to contact their instructor regularly during the office hours and discuss promptly any issue that seems to be important for the student and his/her success. Contacts would be conducted upon appointments via private chat, private web conference, and telephone.

Humane matters: Inform your instructor for any unexpectancies that may occur, thus not allowing you to carry out your responsibilities.

APPENDIX 1

Online Library: You are advised to login regularly in the online library of our College and study articles published in international journals. My suggestion is to study regularly among others, peer reviewed articles relative to the above course context.

AMERICAN COLLEGE

Distance Education Unit Director Guidelines

1/2/2021

The admission procedure is dealt by the admissions department but specialised enquiries will be dealt by the Distance Education Unit (DEU). The admissions department must simply follow the admission procedure for distance education programs of study which is different compared to that of the other programs of study. Once the student is admitted to a distance education program of study the DEU takes over.

General

- Ensures that DL instructors are trained on how to use synchronous and asynchronous learning tools and how to carry out their duties related to distance learning.
- Regular communication with DL instructors to ensure that all guidelines and procedures are applied, to ensure that DL instructors use synchronous and asynchronous learning tools efficiently, to resolve any problems that may exist and to refine existing guidelines and procedures.
- Makes all necessary communication and arrangements related to the conduct of the final examination including finding the final examination venues.
- Coordination of live online lectures. Not to have more than one concurrent lecture.

Decide which courses to be offered for the forthcoming semester/session

Once a student is admitted you need to find out how many courses he/she is planning to enrol in. Likewise, you need to find out about existing students. After you find out about the number of courses for all new and existing students you need to decide which courses must be offered in order to have as many students as possible enrolled in each course. In deciding which courses to be offered you need to take into account prerequisites and the courses already passed by existing students. In addition, you need to take into account that no more than 30 students can be enrolled in a distance learning course.

<u>Online live lectures</u>

Once the semester/session starts and the lists of students enrolled in all courses are finalised the administrator will contact instructors to co-decide about the dates and times of their online live lectures. To decide the time an online live lecture will take place you need to take into account the time zones of the students enrolled in the course. Online live lecture times must be announce to students in the form of GMT time. For example, if an online live lecture will take place at 16:00 Cyprus time in December we will announce to students that the lecture will take place at "14:00 (GMT time)".

In finding the GMT time bear in mind the Daylight saving time (DST) clock changes. DST starts on the last Sunday of March (At 03:00 Cyprus time, the clock is turned forward 1 hour to 04:00) and ends on the last Sunday of October (At 04:00 Cyprus time, the clock is moved back to 03:00). When DST is not applied Cyprus time is GMT+2. When DST is applied Cyprus time is GMT+3.

The administrator must make sure that only one online live lecture will take place at any time.

Final examinations

- Once the withdraw deadline is over (Friday week 6 for Fall and Spring semesters and Friday week 2 for Summer session) prepare the final examination schedule and communicate with the examination centers to finalise all the examination arrangements.
- Email students with the date and time of the final examination of the course(s) they are enrolled in and ask them to confirm that they have received your email.
- Upload examination dates and times in Moodle.
- A few hours before the final examination date and time email examination centers the final examination question paper.
- Once the examination is over – Make sure that the examination center emails you scanned final examination scripts
- Once you receive the scanned final examinations scripts, either email the examination scripts to the examiner of each course or print them out and ask the examiners to collect them from the College (ask each examiner whether they prefer to be emailed with or collect printouts of the examination scripts).
- Instructors must mark the final examination papers and complete the grade rosters as they do with the conventional courses.
- Once the grades are published scan the student grade report of each student and email it provided they do not have any outstanding financial balance. In case they have they can only receive their student grade report once they settled their dues for the particular semester/session.

The duration of the examination paper may have to be decided by the administrator (e.g. $1^1/_2$ hour) due to time restrictions set by the examination centers.

In arranging the schedule of the final examinations depending on the time zones of the students enrolled in a course it may be necessary to have 2 versions of an examination.

Examination centers

- When the first student from a particular country enrols in a course the administrator must search and correspond to find an appropriate venue for the final examinations of the courses the student is enrolled in. The template email to send to examination centers is found in appendix X. You need to communicate with as many centers as possible in the particular country. The examination centers must be decided on the basis of efficiency and cost.
- The lists of examination centers in the websites of universities in countries with well-developed higher education (Europe, USA, Australia, Canada, South Africa, New Zealand) can be a source of suitable examination centers contact details.
- In order to reduce the cost of the conduct of the final examinations we may use institutions that are Erasmus partners, our agents abroad, Cyprus embassies/consulates/high commissions.
- Once an appropriate examination center is found the administrator needs to obtain an email/letter confirmation or a signed agreement from the examination center confirming that the center will conduct American College examinations. The administrator must then send a letter to the Cyprus Ministry of Education and Culture enclosing the above email/letter/agreement and asking them to include the particular country in the list of countries in which our distance learning program can be delivered.

Distance Education Unit IT Administrator Guidelines

General

- Sets up DL instructors' access to the various learning tools and trains instructors on how to use the tools.
- Provides DL instructors with Moodle Guidelines for Instructors and Zoom Guidelines for Instructors.

Distance Education Unit Administrators Guidelines

General

- Clarifies regulations and procedural issues to students.
- Helps students with issues such as general academic (e.g. for the program of study in general, specific academic questions for a course must be dealt by the particular instructor), financial issues, computer technical issues.

Financial issues

Students need to pay according to the "Admission Procedure for distance learning programs of study" leaflet and "Tuition and Other Fees distance learning programs of study" leaflet.

Deal with any financial enquiries students may have e.g. explain financial statement, tuition and other fees.

Reception - If a student requests a financial statement print it, scan it and send it to him/her.

Moodle general setup - Prior to the beginning of the semester

Upload the following in the Moodle home page (Main Menu):

- Moodle Guidelines for Students
- Zoom Guidelines
- Skype Guidelines
- Computer Technical Guidelines
- Academic Calendar
- Academic regulations for distance learning programs of study
- Download Ebooks Guidelines
- Web Mail Guidelines
- Referencing, Project and MBA Thesis Guidelines
- Welcome Message by the Distance Learning Administrator
- Link to online library
- Moodle written or video tutorials for students
- General announcements
- College general documents (e.g. Grade Appeal form, Transcript Request form, Thesis Proposal form)

Various setups – one week before the semester/session starts

<u>Various setups and arrangements</u>

One week before the semester/session starts and provided the student has paid the appropriate amount of tuition and other fees do the following:

- Arrange to setup an email address for the student in the form "student number@ac.ac.cy".
- Setup the student's Moodle username and password
- Enrol the student in the appropriate courses in Moodle
- Enrol the student in the appropriate courses in the administration system
- Setup the student's online library username and password
- Make the necessary arrangements and payment to get the download access codes of the ebooks of the courses he/she enrolled in

You need to arrange to have the same username and password for as many things as possible –as per the table below:

	College email	**Moodle**	**Online Library**	**ebooks**
Email address	student number@ac.ac.cy			
Username	student number@ac.ac.cy	student number@ac.ac.cy	student number	student number@ac.ac.cy
Password	password	password	password	password

password: must be in a format acceptable by all

Email student with information and general material

Once the above setups and arrangements are completed inform the student via email (use the email address provided by the student) that he/she is enrolled in the courses he/she was enrolled in and provide him/her with the following:

- his/her college email address along with the username and password
- his/her Moodle username and password
- his/her Online library username and password
- details of the required book(s) for each course the student is enrolled in along with his/her ebook access codes
- Download Ebooks Guidelines
- Moodle Guidelines for Students
- Zoom Guidelines
- Skype Guidelines
- Computer Technical Guidelines
- Web Mail Guidelines
- Academic calendar
- Academic Regulations for Distance Learning Programs of Study
- Referencing, Project and MBA Thesis Guidelines

Online library resources

http://admin.proquest.com/login

Go to http://admin.proquest.com/ and type the following:

Username: 39SIGR9Y
Password: (provided separately)

Then tick the "I'm not a robot" box and click on Log in

Go to Authentication/Access section and click on Manual login

Click on Create Manual Login

Type the Student number in the Username
Type the student's password in the New Password box
Re-enter the password in the box below the New Password box

Click Save

When a student terminates or suspends his/her studies you need to Log in the online library (as above).

Go to Authentication/Access section and click on Manual login

Click on Create Manual Login

Click Delete on the right of the username of the particular student.

eBooks

The majority of publishers collaborate with a company called Vitalsource to supply their e-books. American college has arranged with publishers so that their ebooks are offered to our students at a special reduced price. Below you may find the steps you need to take to provide the students with access to their ebooks:

Send to Ms Taline Prescott-Decie at taline.prescott-decie@mheducation.com the title, author, edition, ISBN and quantity of each book you need to buy for the students.

Once they receive your email they will send you a proforma invoice. Make sure that the invoice is correct and call them at +441628502500, ask for the customer service and provide them with the credit card details (number, name on card, expiry date and security number) and proforma invoice number.

Once the payment is done inform Ms Taline Prescott-Decie at taline.prescott-decie@mheducation.com and Alex Houtas at alex.houtas@mheducation.com that the payment of the specific proforma invoice was done (attach the invoice in your email).

They will then send you the ebook codes along with the invoice (not the proforma invoice). Forward the invoice to the College finance office once you are provided with it.

Once Ms Prescott-Decie sends you the redemption code for each ebook send them to each student according to the courses he/she enrolled in.

Register an account for each student in VitalSource as follows:

Go to http://online.vitalsource.com, and click on "Register for Account".

On the following page, fill out the form (in the email section write the student's American College email, in the Password section write the student's password you used for all account sign ups, in the Security Question leave the first option selected and write the student's password again) and click "Register". In the tick boxes tick only the box related to the Terms of Use.

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Download Ebooks Guidelines

5/10/2015

Each student can have access to 1 online, 2 laptop/PC and 2 mobile (tablet, mobile phone) versions of the ebook thus enabling him/her to have both online and offline versions of the ebook. The online version lasts 12 months whereas the offline version will last indefinitely (as long as the machine it is on is still active). Regarding printing, students can print a certain number of pages at a time.

To access your ebook you firstly need to download VitalSource Bookshelf on your laptop/PC or tablet/mobile phone and redeem your ebook code. To do this go to http://vitalsource.com/downloads and download the Bookshelf application by choosing the correct option (Windows, OS, iOS, Android etc.).

Once VitalSource Bookshelf is installed, it will appear on your desktop. Open VitalSource Bookshelf, enter your email and password (provided by the College) and click on Sign-in.

A box will then popup. Tick the box to agree to the current Terms of Use and Privacy Policy and click on “Continue”.

Open the “Account” menu and click on “Redeem Code…”, enter your redemption code (provided by the College) and click OK. Your ebook will download.

This will be your offline version of the ebook.

To access your online version of the ebook go to http://online.vitalsource.com, sign in with your account, click on Manage and then Update Book List. Then your ebook will appear there. This is your online version of the ebook (you can view it only when you have an internet connection).

The VitalSource Support site (https://support.vitalsource.com/hc/en-us) includes video tutorials that can be very helpful.

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Instructor Guidelines and Duties for Distance Education Course Delivery

03/12/2017

As a Distance Education Instructor, you play a vitally important role in helping students to get the best experience possible from their time during their course. Overall, as a Distance Education instructor you should:

- know your teaching subject adequately and have studied and comprehended the content of a course;
- prepare and find the learning material of a course and prepare the study guide and course outline of a course;
- plan and organize your learning material and course distance education activities throughout the semester/session as appropriate for your course;
- encourage and motivate students to read/watch the learning material, to participate in the educational activities of the course and to study and prepare for the coursework and final examination;
- Initiate activities that will facilitate and support online learning;
- continually evaluate and monitor the progress of the learner;
- provide academic guidance e.g. specific questions of academic nature related to a course;
- help students to think critically and 'beyond the course';
- act as a key point of contact for students of your course and act as a gateway to other services; and
- develop an online relationship with the learner.

For your duties as a distance education instructor, there are adequate guidelines, documents and samples which you need to follow closely in order to execute your duties successfully.

1. Communication and interaction with the students in distance learning

Good communication and interaction with the students in distance education is extremely important. Below we provide you with a list of dos and don'ts based on what are considered best practices for good communication and interaction in distance education. Distance education instructors must:

- be accessible by students and regularly guide and support students;
- be adequately available to students;

- have a friendly approach towards students;
- be receptive and make students feel comfortable to communicate with them;
- praise students in every instance by telling them that they do a good work;
- confront students' feelings with respect;
- show interest in the student's status (family, work);
- not aim to align the students' perceptions with theirs but instead they need to provide arguments supporting their perceptions;
- not misunderstand students' sayings;
- accept their mistakes and inaccuracies and correct them;
- handle disagreements and problems without any intensity;
- intervene between any conflicts among students and try to resolve them;
- apply ice breaking activities at the beginning of a course (e.g. ask each student to present him/herself by uploading a presentation of him/herself in a forum);
- introduce themselves by sharing personal background information with their students both formally and informally;
- model the right way students should communicate online;
- keep the classroom alive by frequently initiating communication and interaction (e.g. where necessary request more activities/coursework, encourage students to participate in activities);
- somehow communicate with students at least every 2 weeks (e.g. announce coursework requirements, announce that an online live lecture will take place);
- monitor all students and contact any inactive students to see what is wrong and take every effort to make them become active (if a student keeps being inactive let the Distance Learning Unit Director know);
- use public and private communication to ensure visibility;
- Plan for and implement an activity at the end of the course that brings closure to the class, reinforces what was learned, and acknowledges students' contributions;
- model responsibility by returning coursework within the communicated established time period
- give appropriate and regular feedback even in cases of high marks achieved (e.g. coursework, questions asked by students, forum activities); and
- apply analytical criticism in the coursework marking and provision of feedback explaining the reasons of any objections.

2. Prepare course learning materials and study guide

Since distance learning students heavily depend on the learning material compared to conventional students you need to prepare reading materials and a course study guide in such a way that will enable students to learn as much as they can by reading the material. The material and guide must be sufficient to help the student grasp the syllabus, achieve the learning outcomes of a course and successfully complete the activities of a course. The material has to be structured in such a way so that the students will be able to successfully learn by reading the material with as little help as possible from their instructor. For example, the reading material can be presented as topic overview handouts. This will help the students to gain the necessary knowledge of each subject area (definitions, theories, explanations, examples). To create your course's notes you can use information and material from academic sources.

The learning material must be designed in such a way so that students can read it at any time and at any paste. In addition, it is recommended that the material must:

- include self-assessment activities/exercises with model answers;
- include pictures/images that can better explain/demonstrate an issue;
- have shorter sections rather than long sections; and
- be as clear as possible.

3. Course outline

Before the beginning of the semester/session, you have to prepare the course outline according to the distance education course outline guidelines and submit it by the set deadline to the appropriate Department Head and Distance Education Unit Director for approval.

4. Setting up your course in Moodle

Before the beginning of the semester/session, you have to setup your course details in Moodle. Create a general section at the beginning and then create one section for every working week of the particular semester/session. In the general section, you need to post a welcome message, the course outline, the study guide of the course and any announcements related to the course. The welcome message should introduce the instructor to the students and welcome them into the course. In addition, you need to provide the link to the online library and to the web conferencing system Zoom.

For the weekly sections the instructor must write that week's number (1, 2, etc), its starting and ending date (e.g. Monday to Friday), the topic's title that will be addressed and the specific pages or chapters of the course main book that the students need to read. Any links and documents must open in a new tab.

5. Upload learning materials in Moodle

Prior to the beginning of the semester/session the instructor must upload the learning material of at least the first 3 weeks of the course. Gradually the instructor must upload the material of the rest of the weeks. He/she must always upload the material at least 3 weeks in advance.

The instructor needs to upload in each week's section the learning material related to the particular week and information related to the learning material such as:

- information on the specific pages and/or chapters of the main book(s) to be studied;
- reading material (e.g. instructor's notes on week's content in word or pdf format);
- powerpoint presentation(s) relevant to the week's content;
- video(s) related to the week's content (e.g. downloaded from youtube and other); and
- specific journal, periodical or other articles to be studied.

6. News forum

For the purpose of benefiting the entire class, the instructor is required to setup up a News Forum in Moodle. In this forum, the instructor must post news and announcements related to the course e.g. when the semester/session starts, before each graded summative assignment submission; relevant information sharing; clarifications; reminder for deadlines; general guidelines; when semester/session ends). The instructor must post on the first and last week of the course, at least every two weeks and when appropriate.

7. Online live lectures

Instructors are expected to deliver online live lectures via the use of Zoom. The aim is to help students identify the important features of course material. In addition, they serve as a "forum" for questions and answers so that the students fully understand the content of every course.

Instructors must not set the dates and times of their online live lectures during their initial setting up of their course details in Moodle. They must simply announce the week during which an online live lecture will take place along with a message saying that the date and time will be announced later. Instructors must contact the Distance Education Unit Director to arrange suitable dates and times for their online live lectures. Once the dates and times of the online live lectures are agreed with the Distance Education Unit Director, instructors must post in Moodle the date and time of each online live lecture along with the topic(s) that will be covered in each lecture. They must also email this information to students.

Notes:

1. The date and time when the lecture will take place must be communicated to the students well in advanced.
2. The topic(s) to be covered in each lecture may change according to the enquiries/questions students had during the previous weeks e.g. if an instructor sees that many students have not seemed to have understood some of the material, he/she may spend less time in the topics initially planned to be covered and some time on the material not understood by students.
3. The lecture will be recorded and uploaded to our online learning platform so students can view at any time.

8. Forum (asynchronous online discussion boards)

The forum (asynchronous online discussion board) is where the instructor and all the students see the questions and answers provided by anyone. It is a great way to respond to questions and to share documents and links. It gives students an opportunity to ask questions and to clear up ambiguities.

Below you may find the main principles related to a forum:

- Upload in Moodle the date and time on which a topic will open for discussion, the title and a description of the topic/subject/questions/idea/issue for discussion and the date and time when the discussion will close. Prepare for the discussion and participate in the student discussions on a forum.
- Take the opportunity to encourage and motivate students to post in the forum.
- Promote and moderate students' participation and interaction in forums with you and their peers.

- Find ways (include an ice breaking activity) to break the ice and have as many students as possible to participate in the forum.
- Respond to all primary posts within 2 working days and facilitate multiple interactions such as: student to instructor, instructor to student, student to student.
- You need to set a word limit of 200 to 300 words for each post by students.
- In the case you need to delete a student's post you need to notify him/her.

9. Emails and synchronous communication between instructor and a student

An instructor may email his/her students to keep in touch, send material, updates, reminders and assessments. In addition, students can email their instructor to ask questions. In such a case instructors must respond to any email enquires/questions of students within the next 2 working days.

Apart from emails, instructors and students may use the following ways of synchronous communication to communicate:

- private chat with the use of Moodle (one to one, text only, the date and time must be arranged promptly through email);
- private web conference with the use of Skype (one to one, voice or video, the date and time must be arranged promptly through email); and
- telephone communication (the date and time must be arranged promptly through email).

The communication may be initiated by the instructor or the student. Instructors need to, within 2 working days following a student's request for synchronous communication, set a date and time for such communication to take place (usually during instructor's office hours).

For instructors who wish to enhance their communication with students they may initiate a highly frequent communication with students by using one or more of the above ways.

10. Chat room (live)

For instructors who wish to employ a distance education tool other than the above compulsory tools, they may organize a chat room (live) as follows:

Upload in Moodle the date and time on which a chat room discussion (text only, it must allow multiple students to log in and interact) will take place. The date and time must be communicated to the students well in advanced along with the topic/subject/questions/idea/issue for discussion and its duration. With the chat room, students have the opportunity to ask questions and to share resources and insights. Prepare for the discussion, open the discussion and participate in the live chat room.

11. Coursework

Post in Moodle in the section of the week in which each coursework will be "handed out" to students a notice to inform that a coursework assignment will be provided during that week and that the coursework requirements and submission deadline will be announced later. All coursework assignments must be posted before the semester/session starts.

Prepare the coursework requirements and for the coursework in general and during the week in which a coursework is scheduled post the coursework topic/title, requirements and submission instructions and deadline. Explain with clarity the appropriate methodology of every coursework and always set clear objectives. An instructor may grant to all students an extension of the submission deadline of up to 5 working days in exceptional circumstances.

Students submit their essays and other projects in digital form so that instructors can check for plagiarism with the plagiarism checker and plagiarism detection tool Plagium that can be found at: http://www.plagium.com.

Assess and mark coursework and provide the marking and feedback to students within 2 weeks after the submission deadline of the coursework. All coursework must have been assessed and marked and feedback provided to students by the end of the teaching period of the semester. After you have marked the coursework, where possible, make some general comments on Moodle regarding points you want to raise to all students related to the coursework.

12. Final examination

The instructors are expected to prepare an examination question paper for each course they teach based on the Final Examination Paper Guidelines and give it to the Director of Academic Affairs for approval. Once the examination is over, instructors are provided with the marked scripts which they need to assess and mark.

13. Thesis

As a distance education instructor you need to help students to decide the subject of their thesis and supervise theses.

Apart from the 4 hourly online lectures, students need to communicate with their supervisor and receive his/her feedback through other synchronous and asynchronous learning tools.

At the beginning of the thesis presentation, the thesis supervisor must verify the identity of the student.

14. Distance education instructors' training

Instructors of distance education courses are trained on distance education delivery prior to beginning working for the delivery of a distance education course. The training includes in-house training by the Distance Education Unit Director on the pedagogical aspects of distance education as well as training by the Information and Communication Technology Director on the use of the various platforms, systems and software. Instructors are provided with adequate guidelines during these trainings and they get the chance to practice using the distance education tools.

Apart from the in-house training, instructors are provided with documents related to distance education best practices and guidelines written by outsiders. Beyond the initial training, instructors attend further trainings throughout their involvement with distance education whenever there are newer issues related to distance education that they need to be aware of (e.g. new version of distance-learning platform). Generally, all trainings are targeted toward instructor, student and the distance education delivery needs.

15. Distance education instructors' meetings with Distance Education Unit Director

The Distance Education Unit Director meets regularly with all instructors teaching distance education courses, as to enhance ongoing exchange of ideas, communication of good practices, collective problem solving, communicate any updates regarding distance education delivery and ensure consistency regarding the information communicated to students.

16. Distance education instructors' evaluation

Distance education instructors are evaluation based on how well they delivered their distance learning courses. The instructors' evaluators are the relevant Department Head and the Distance Education Unit Director. In addition, students evaluate all the aspects of their distance education experience including their instructors. Following the end of the semester/session you will be able to see students' comments and feedback on your teaching approach, your interaction and communication with them and their assessment. For more details refer to the Distance Education Faculty Evaluation.

AMERICAN COLLEGE

Moodle Guidelines for Distance Education Unit Administrators

18/9/2019

Add a new user

1. Create new user accounts in *Site administration > Users > Accounts > Add a new user.*

2. Fill in all the necessary details in the textboxes provided. Then click on *create user*.

Add new users (Bulk option) and Enrol users in courses

Prior to commencing this procedure in Moodle, you should have exported the necessary .CSV file from the College's administration system. Just for the record, this CSV file should be structured as follows:

username	password	firstname	lastname	email	city	course1	course2	type1
2015211	college1	Maria	Test	s2015211@ac.ac.cy	Nicosia	MAR671B FALL 2015	MGT603 FALL2015	1
2015212	college2	Marios	Test1	s2015212@ac.ac.cy	Limassol	MAR671B FALL 2015		1

Note that the course1, course2 fields can be expanded to as many courses as the user will register to, and the fields used should contain the Course short name. The type refers to Student: 1, Instructor: 2 and Manager: 3. Pay attention that you need to save the file in a CSV format.

In Moodle:

1. An administrator can upload multiple user accounts via text file in *Administration > Site administration > Users > Accounts > Upload users*.

2. Click on *Choose a new file* and browse for the .csv file or simply drag and drop into the upload area. Make sure you have selected the correct amount of preview rows to be able to see all uploaded users in the next step.

Setting	Description
File	The location of the comma-delimited text file on your local computer.
CSV delimiter	When you export from Excel this is usually a comma.
Encoding	Leave this as it is, on UTF-8
Preview rows	Number of users to be previewed during the upload process so that you can check the format looks right.

3. After selecting the file and the correct settings, click *Upload users*.

Upload type

The Upload type specifies how to handle existing accounts.

- **Add new only, skip existing users (recommended)**
  is the default Moodle upload type. It creates a new user account for each new record in the uploaded file. If an existing username is found (i.e., the username in the uploaded file matches an existing username, that record is **skipped**. By skipping the existing user account, the data in the existing record is not touched (in contrast to the "Add new and update existing users" option) and a second new user account is **not** created (in contrast to the "Add all, append number to usernames if needed" option).
- **Add all, append number to usernames if needed**
  creates a new user account for each record in the uploaded file. If an existing user account is found, a new account will be created with a number appended to theusername. For example, if a user account for username 'jsmith' already exists and a new record in the uploaded file contains a record for username 'jsmith' an additional user account is created with a 1 **appended** to the username to produce user 'jsmith1'.
- **Add new and update existing users**
  creates a new user account for each new user in the upload file. If an existing user account with the same username is found, the account information is **updated** by the data in the uploaded file.
- **Update existing users only**
  ignores any new users found in the upload file and updates the user account if a matching username record is found in the uploaded file.

New user password

When creating a new user account Moodle can create a new password (if one is not provided) or require a password in the uploaded file.

- **Create password if needed**
  creates a default password for the new user account if one is not provided in the uploaded file.
- **Field required in file (select this option)**
  requires that a password be provided in the uploaded file in order. If a password is not provided, an error is generated and the user account is not created.

Existing user details

The Existing user details options are only available when the Upload type allows existing user accounts to be updated. It specifies how Moodle should process user detail information for existing users.

- **No changes**
  ignores user detail data in the uploaded and leaves the existing user account data unchanged.
- **Override with file**
  overwrites data in the existing user account with the data provided in the uploaded file.
- **Override with file and defaults**
  overwrites data in the existing user account with data provided in the uploaded file and fills in the default values for existing user details when no data is provided in the uploaded file.
- **Fill in missing from file and defaults**
  adds data in the existing user account with data provided in the uploaded file if the field is empty (does not already contain data) and fills in the default values for existing user details when no data is provided in the uploaded file.

Existing user password

The Existing user password option specifies how to handle password data for existing user accounts when Existing user details is set to overwrite data.

- **No changes**
  ignores password field in the uploaded user file and leaves the existing user account password untouched
- **Update**
  overwrites the existing user account password with the password provided in the uploaded file

Force password change

The Force password change option specifies when to tag a user account so that the next login attempt will require the user to change the user's password.

- **Users having a weak password**
  If the user account has a weak password then the user will be forced to change the password during the next login attempt.
- **None (Select this option)**
  None of the users in the uploaded file will be forced to change the password during the user's next login attempt.

- **All**
  All of the users in the uploaded file will be forced to change the password during the user's next login attempt.

Allow renames

If the uploaded flie contains the special oldusername field, it is possible to rename a user from the oldusername to a new username. The default setting is to **not** allow renames. Keep in mind that renaming a user will require the user to use the new username when logging in.

- **No**
  ignores the oldusername field and leaves the existing user account's username field unchanged.
- **Yes**
  allows the existing user account's username to be changed by the data provided in the uploaded file's username field. The oldusername will be searched for and then updated with the data provided in the username column.

Allow deletes

If the uploaded file contains the deleted special field, it is possible to use the upload file to delete existing user accounts. The default setting is to **not** allow deletes. Keep in mind that deleting a user account will prevent that user from logging in. As a protection, site administrator user accounts cannot be deleted with this method.

- **No**
  ignores the deleted special field in the uploaded file and leaves the existing user account unchanged
- **Yes**
  allows the existing user account to be deleted when the value of the of the deleted field is 1.

Allow suspending and activating of accounts

If the uploaded file contains the suspended special field, it is possible to use the upload file to either suspend or make active (unsuspend) existing user accounts. The default setting is to allow suspending/activating of existing user accounts. Keep in mind that suspending an existing user account will prevent that user from logging in.

- **Yes**
  allows the existing user account to be suspended when the value of the of the suspended field is 1.
- **No**
  ignores the suspended special field in the uploaded file and leaves the existing user account status unchanged.

Prevent email address duplicates

It is possible, but **not** recommended to upload users with duplicate email addresses. By default, uploading users with duplicate email addresses is prevented. Anyway, because of the unique student number and therefore unique email, this should not be a problem at all.

- **Yes**
  prevents user accounts from being created from the uploaded if an existing user account already has the same email address as found in the uploaded file's email column.
- **No**
  allows user accounts to be created if an existing user account already has the same email address found in the uploaded file's email column.

Standardise usernames

Standardise usernames is used by default to convert the username to all lower case and to strip out illegal characters. It is possible to not standardise the usernames; however, doing so is **not** recommended.

- **Yes**
  standardises usernames found in the uploaded file before updating existing or creating new user accounts so that the username contains only lowercase letters and numbers.
- **No**
  skips standardising usernames found in the uploaded file so that the newly created or updated usernames will be exactly as they are in the uploaded file (**not recommended**).

Select for bulk user actions

After the uploaded file has finished being processed (all new accounts have been created and existing accounts updated as specified by the previous settings), there is an option to select some of those user accounts to perform additional bulk user actions such as

- Confirm user accounts created through Email-based self-registration which are not yet confirmed by the user
- Send a message (requires Messaging to be enabled)
- Delete user accounts
- Display a list of users on a page
- Download user data in text, ODS or Excel file format
- Force users to change their passwords
- Add users to a cohort

By default, no users are selected for bulk user actions.

- **No**
  No users are selected for bulk user actions
- **New users**
  Only newly created users are selected for bulk user actions
- **Updated users**
  Only updated user accounts are selected for bulk user actions
- **All users**
  All users found (existing updated users and newly created user accounts) in the uploaded file are selected for bulk user actions

Roles

- (Original Student) typeN=1: Student
- (Original Teacher) typeN=2: Teacher
- (Original Teacher) typeN=3: Manager

Default values

Please select the following options.

- Email display: Allow everyone to see my email address
- Forum auto-subscribe: No do not automatically subscribe me to forums
- When editing text: Use HTML editor

4. Click the *Upload users* button.

Upload users preview

CSV line	username	password	firstname	lastname	email	city	course1	course2	Status
2	2015211	college1	Maria	Test	s2015211@ac.ac.cy	Nicosia	MAR671B	MGT603	
3	2015212	college2	Marios	Test1	s2015212@ac.ac.cy	Limassol	MGT607		

Settings

Upload type	Add new only, skip existing users
New user password	Create password if needed
Existing user details	No changes
Existing user password	No changes
Force password change	Users having a weak password
Allow renames	No
Allow deletes	No
Allow suspending and activating of accounts	Yes
Prevent email address duplicates	Yes
Standardise usernames	Yes
Select for bulk user actions	No

Default values

*Show advanced

5. A confirmation page will appear. Click *continue*.

Upload users results

Status	CSV line	ID	Username	First name	Surname	Email address	Password	Authentication	Enrolments	Suspended account	Delete
New user	2	6	2015211	Maria	Test	s2015211@ac.ac.cy	college1	manual	Unknown course named "MAR671B" Unknown course named "MGT603"	No	
New user	3	7	2015212	Marios	Test1	s2015212@ac.ac.cy	college2	manual	Unknown course named "MGT607"	No	

Users created: 2
Users having a weak password: 0
Errors: 0

Continue

Enrolling Users

1. Click *enrol users*, assign the role teacher and select the corresponding instructor from the list. Assign the role student and select the students to attend the class from the list.

2. When done, you will be presented with a list of enrolled users (see picture below), having only one user as a teacher. In case of a mistake in the roles assigned, you can edit the roles using the (+) sign.

Create a new course

1. Click *Site administration > courses > add/edit courses*

2. Create a new category reflecting the current semester (e.g. FALL 2015).
3. Select category and click *add a new course.*
4. Fill in all details as shown below. Pay attention that course full name and course short name should be unique, therefore we add current semester when naming. T he course full name should be of the format MAR601A – NAME OF COURSE – FALL2015. The short name should be of the format: FALL2015 MAR601A. Note that format should be set to weekly, course start date should be the first day of classes, and number of sections should always be 15 weeks, including 13 weeks of classes and 2 weeks of holidays per semester. Save changes and proceed to enrol users.

Note that in case the enrolment will not take place at this point, you can return to enrolment page following this path: Course administration > Users > Enrolled Users.

Import Function

The import function is a quick mechanism to create a clone of a ready taught course. Importing will **not** overwrite any content that is already present in the course. The main difference between the import and backup methods is that the import function will not allow you to import user data (such as the scores within particular quiz or a student's contribution to a forum).

1. Go to the course that you want to import content into and click the *Import* link in the Settings block.

2. Select the course that contains the data that you wish to import and press the *Continue* button.

3. Select the backup settings you require and press the *Next* button.

4. Select the content or resources to include and press the *Next* button.

5. A confirmation screen appears. Review your settings and click the *Perform import* button.

6. A confirmation message will appear when the process has been completed Press the *Continue* button to return to the course (which will now contain additional the imported data).

Editing home page

The front page is the site home page. The front page link in the navigation block and navigation bar is called 'Home'.

Add text or picture in Home page

1. In *Settings > Front page settings* click *Turn editing on*
2. Return to the front page and click the edit icon at the top of the centre column
3. Add text and a picture
4. Click the *Save changes* button

Change Logo in Home Page

1. In *Settings > Site administration > Appearance > Themes* click the name of the theme you are using (If you're not sure which theme you are using, you can find out in *Settings > Site administration > Appearance > Themes > Theme selector*)
2. Enter the URL for your logo. (Note - you must previously have uploaded your logo somewhere online)
3. Click the 'Save changes' button

Adding a block to the home page for all users

An administrator can add a new block to the My home page for all existing users (not only new users) as follows:

1. Turn editing on for the front page
2. Add the block to the front page
3. Edit where the block appears and set the page contexts to 'Display throughout the entire site'
4. Go to your My home page and again edit where the block appears and set 'Display on page types' to 'My home page'

Preventing users from customizing their My home page

By default, users can customize their My home page and add blocks. An admin can prevent this as follows:

1. Go to *Administration > Site administration > Users > Permissions > Define roles*
2. Edit the authenticated user role and untick the Manage My home page blocks capability

Customizing the Home page

The following settings may be changed by a site administrator in *Site Administration > Front page settings > Edit settings*:

Full site name

This name appears at the top of every page above the navigation bar.

Short name for site

The short name appears at the beginning of the navigation bar as a link back to your site front page.

Front page summary

This summary can be displayed on the front page using the course/site summary block.

Front page and Front page items when logged in

The centre of the front page can display any combination of the following: news items, a list of courses, a list of enrolled courses, a list of course categories, a list of categories and courses, a course search box or none. The order is determined by a combination box.

It is possible to create one setting for anyone who gets to the front page without logging in to the Moodle site, and another look for only those who have logged into the Moodle site. There are two combination boxes.

Combination boxes

frontpage showing pulldown

frontpage for login user box

The image on the left shows the first Front Page settings dialog - what visitors will see before they log in.

The image on the right shows a second front Page settings dialog - what Authenticated Users will see when logged in.

Maximum category depth

This specifies the maximum depth of child categories expanded when displaying categories or combo list.

Maximum number of courses

Maximum number of courses to be displayed on the site's front page in course listings.

Include a topic section

This adds a topic section to the centre-top of the front page. When editing is turned on, resources and/or activities can be added to the topic section using the dropdown menus, in the same way as on a course page.

Note: The label resource can be used to add text and/or an image to the centre-top of the front page.

News items to show

This setting only applies if the front page is set to display news items or if you are using the Latest News block.

Comments per page

Each course may include a Comments block which allows the display of user comments. The number of comments displayed at any time is set here.

Default front page role

The default frontpage role enables logged-in users to participate in front page activities. It is recommended that it is set to frontpage role. It should *never* be set to Guest.

For sites which do not have a default frontpage role (because they upgraded from 1.9), it is recommended that the administrator creates a new role with frontpage archetype, resets it to default and then sets it as the default frontpage role.

Front Page roles

As in a course, you can assign users roles just in the context of this page. Note this is different from the default Authenticated User on Front Page role found in front page settings. As a security issue, usually only admins can modify the front page, other users do not.

It is possible to upload users as students in the front page with a csv file using the site short name as 'course1' field, student in 'role1' field (and, if needed, chosen group name in 'group1' field.)

Front Page backup

You can backup the front page.

Front Page restore

As in a course, you can Restore a backed up version of the front page. However, there are currently issues with front page restore, therefore, search the Internet for advice, before you proceed.

Adding material in Home page

1. In *Settings > Front page settings* click *Turn editing on*
2. Click *Add an activity or resource* on the Home Page
3. Select the type of resource you would like to upload
4. Fill in the details and click *Save and display*

Adding material in Main Menu

1. In *Settings > Front page settings* click *Turn editing on*
2. Click *Add an activity or resource* under the Main Menu
3. Select the type of resource you would like to upload
4. Fill in the details and click *Save and display*

Customizing each element of the Main Menu

The following menu appears under each element of the Main menu. To use it you need to refer to the corresponding menu of the element you wish to edit.

You can edit the individual element you have selected.

You can move the individual element up or down to the Main menu list.

You can edit the individual element you have selected.

You can duplicate (copy) the individual element selected.

You can delete the individual element selected.

You can hide the individual element selected. By hiding, it will still exist in your menu, however it will not be visible from the users.

You can assign roles to the individual element.

Add announcements

1. In *Settings > Front page settings* click *Turn editing on*
2. Click *add a new topic*

3. Fill in the Subject, Message and upload an attachment (if required).

AMERICAN COLLEGE
Moodle Guidelines for Instructors

01/02/2021

To start using Moodle, you will need to visit https://de.ac.ac.cy/. Enter your *username* and *password* given by the College. Log in to Moodle.

After logging in you will be taken to your personal page (*Dashboard*):

1 All the courses you are teaching at the College (in all semesters).

2 The courses you have recently accessed.

3 The users currently online in Moodle.

4 Calendar showing any upcoming events, such as assignment deadlines.

5 The list of upcoming events.

6 The control panel of you individual moodle page.

Clicking on a course you are currently teaching, you will be taken at the course's page, as below:

1 The links for the Online Classes and the Recorded Classes No setup is need by the Instructors.

2 The material uploaded for student use. You can upload ppt, word doc, links to youtube videos, and others.

3 The control panels. You can return back to your home page, or see the students enrolled in your course. You can use the *participants* link to see the names and emails of the students enrolled.

4 Use the **Gear** to ***turn editing on and off***, so to be able to upload any material for students (*see below)*.

Adding Files

This is the most used option when adding material for students. **Turn editing ON**.

The easiest way of adding files in you course page, is to simply select the files you want to add, and *drag and drop* them in the course page, just under the course code and name:

You can also rename, edit, or delete a file, by clicking on **edit**. **Turn editing OFF** when you are done uploading files.

Adding Activities

An activity is a general name for a group of features in a Moodle course. Usually an activity is something that a student will do that interacts with other students and or the teacher. In Moodle terminology, an Activity, such as Forums or Quizzes, properly means something students can contribute to directly, and is often contrasted to a Resource such as a File or Page, which is presented by the teacher to them. However, the term activity is sometimes for convenience also used to refer to both Activities and Resources as a group.

Below are the most common activities to use in you courses which can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

Assignments: Enable teachers to grade and give comments on uploaded files and assignments created on and off line

Chat: Allows participants to have a real-time synchronous discussion

Forum: Allows participants to have asynchronous discussions

Glossary: Enables participants to create and maintain a list of definitions, like a dictionary

Quiz: Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown

H5P activity: Enables H5P content created in the Content bank or on h5p.com to be easily added to a course as an activity.

Hot to Set up Assignments

Assignments allow students to submit work to their teacher for grading. The work may be text typed online or uploaded files of any type the teacher's device can read. Grading may be by simple percentages or custom scales, or more complex rubrics may be used. Students may submit as individuals or in groups.

1. In a course, with the editing turned on, choose 'Assignment' from the activity chooser.
2. Give it a name and, in the description explain what the students must submit. You can upload a help or example document from the Additional files area.
3. Expand the other settings to select, for example, availability times, how you want them to submit and how you plan to give them feedback. (Comment inline allows you to annotate directly on their submitted work.)
4. If you want them to verify they are submitting their own work, or if you want to prevent them changing their submission once uploaded, explore the Submission settings. To have them submit in group, explore Group submission settings (ensuring your course has groups)
5. To use a rubric instead of a single grade scale, change the Grading method to Rubric and, once the assignment is saved, create or locate the rubric from the Advanced grading link in the Assignment administration block on the side.

How to Set up Chats

The Chat activity allows course participants to have a real-time synchronous discussion in a Moodle course. Different themes may be used (although note that you lose the conversation thread if you change mid-chat) and an accessible interface is available.

1. In a course, with the editing turned on, choose 'Chat' from the activity chooser.
2. Give it a name and if required a description.
3. From Chat sessions, decide when the next Chat will take place. Note: Chat is always available (unless hidden) so this time is merely to gather learners together.
4. Decide if you want to save past sessions and who can see them.

5. Decide any other settings you need and save the Chat.

Forum

The Forum activity allows students and teachers to exchange ideas by posting comments as part of a 'thread'. Files such as images and media maybe included in forum posts. The teacher can choose to grade and/or rate forum posts and it is also possible to give students permission to rate each other's' posts.

1. In a course, with the editing turned on, choose 'Forum' from the activity chooser.
2. Give it a name and, if needed, a description.
3. Choose your Forum type, clicking the question mark (?) icon for descriptions of each type. If you're unsure, use the default Standard forum for general use.
4. Expand the other sections to define the settings you want. For more help, see Forum settings
5. Click Save and display and, optionally, add a post to get started.

Glossary

The Glossary activity allows participants to create and maintain a list of definitions, like a dictionary. While it can be set up and used only by the teacher, its main function is as a collaborative exercise. The Glossary auto-linking filter will highlight any word in the course which is located in the Glossary.

1. In a course, with the editing turned on, choose 'Glossary' from the activity chooser.
2. Give it a name and, if required, a description.
3. Expand the other sections to sections to define the settings you want, in particular:
    1. Entries - decide if you want to allow editing of entries, duplicate entries, unmoderated entries etc
    2. Appearance - decide how you want the Glossary to be displayed. This affects the browsing options for students.
4. Click Save and display
5. Optionally, click the Add a new entry button so students see at least one example. 'Concept' is the word or phrase you are defining and 'Definition' is where you explain it.

Quiz

The Quiz is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback. Questions are created and stored separately in a Question bank and can be reused in different quizzes. When creating a Quiz you can either make the questions first and add them to the Quiz, or add a Quiz activity (as below) and create the questions as you go along.

1. In a course, with the editing turned on, choose Quiz *from the activity chooser.*
2. Give it a name and, if required, a description.
3. Expand the other sections to select the settings you want. With the default settings, students can repeat the quiz, moving freely between questions, each on a different page. There is no time limit and scores and feedback display once they have completed the quiz.
4. To change any of these defaults, and for more information on configuring your quiz, see Quiz settings

5. Click Save and display.
6. Click Edit quiz
7. Click Add and then click '+ a new question' (If you already made questions in the question bank, then click '+ from question bank' or if you wish to add a question randomly picked from a category of questions, click '+ a random question'.)

1. Choose the type of question you want to add and then click 'Add' at the bottom:
2. Add your question. For help, see the documentation Question types.
3. Cick Save changes and repeat the steps for as many questions as you need.
4. Click 'Save changes' when you have made your question.
5. If you want, change the maximum grade for your quiz to reflect the number of questions.

H5P Activity

H5P content can be added to your Moodle course by selecting “Interactive Content” in the “Add an activity or resource” menu or by copying an embeddable code and pasting it into any activity or resource with a text editor box, such as Label or Page. Adding H5P content as an Interactive Content activity will also automatically generate an entry in the gradebook for the activity, allowing you to evaluate your students’ performance on certain activities depending on the content type.

1. Ensure that you first have an existing H5P activity to upload, or that you have created one in the Content bank.
2. In a course, with the editing turned on, choose 'H5P' from the activity chooser.
3. Give it a name and, if needed, a description.
4. From Package file > File picker, add your H5P file from the Upload a file link or from the Content bank. **Note:** If you add the content as an alias, any modifications will be displayed here but if you add it as a copy, the modifed version will not display. For more information see Working with files
5. Expand the other sections to select the settings you want, and then click Save and return to course.

Types of Interactive Activities

Find the Hotspot
Create image hotspot for users to find

Find the words
Grid word search game

Flashcards
Create stylish and modern flashcards

Guess the Answer
Create an image with a question and answer

Iframe Embedder
Embed from a url or a set of files

Image Hotspots
Create an image with multiple info hotspots

Image Juxtaposition
Create interactive images

Image pairing
Drag and drop image matching game

Image Sequencing
Place images in the correct order

Image Slider
Easily create an Image Slider

Impressive Present...
Create a slideshow with parallax effects

Interactive Book
Create courses, books or tests

KewAr Code
Create QR codes for different purposes

Mark the Words
Create a task where users highlight words

Memory Game
Create the classic image pairing game

Multiple Choice
Create flexible multiple choice questions

Personality Quiz
Create personality quizzes

Questionnaire
Create a questionnaire to receive feedback

Quiz (Question Set)
Create a sequence of various question types

Single Choice Set
Create questions with one correct answer

Speak the Words
Answer a question using your voice

Speak the Words Set
A series of questions answered by speech

Summary
Create tasks with a list of statements

Timeline
Create a timeline of events with multimedia

True/False Question
Create True/False questions

Virtual Tour (360)
Create interactive 360 environments

Interactive Video
Create videos enriched with interactions

Course Presentation
Create a presentation with interactive slides

Branching Scenari...
Create dilemmas and self paced learning

Advanced fill the bl...
Fill in the missing words

Most Commonly Used Interactive Activities

Drag the Words

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Learners fill in the missing words in a text. The learner is shown a solution after filling in all the missing words, or after each word depending on settings. Authors enter text and mark words to be replaced with an asterix. In addition to native and second language learning, Fill in the blanks can be used to test the learner's ability to reproduce facts or produce mathematical inferences.

Arithmetic Quiz

Create arithmetic quizzes consisting of multiple choice questions. As an author, all you have to do is decide the type and length of the quiz. Users keep track of score and time spent when solving the quiz.

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Timeline

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Single Choice Set

Single choice set allows content designers to create question sets with one correct answer per question. The end user gets immediate feedback after submitting each answer.

Tutorials

Here you'll learn how the authoring tool works for many of the existing content types:

https://h5p.org/documentation/for-authors/tutorials

Using the Gradebook

Grades can be entered in multiple locations in Moodle. It will depend on what you are grading where the best place is to enter the grades. There are advantages to each area. Entering grades from the Assignment has the advantage that it will send a notification to the student when the grade is submitted. This will not happen when the grade is edited from the grader report or single view screen.

Grading from the Assignment page

Getting to the Activity Grading Interface

If grading an assignment that has the student submit items to Moodle (file/online text etc.), the best place to enter grades is from the assignment itself. From the assignment, click on View/Grade All Submissions.

On the following page, you will see where you can edit grades/add feedback and review the students' work. At the top of the page is a dropdown list. Here you have the option to download all student submissions. This is very useful if the students have submitted essays or other files.

Finding the submissions that are ready to be graded

The table of students can be sorted by clicking on the column headings. If you click on the Status column title twice, it will put all of the assignments that need to be graded at the top of the page.

Entering grades

Then use the pencil icon in the Grade column or click on Edit and Edit Grade to get the to grading page for that particular student.

On the following page, you can enter a grade, enter feedback, and select whether to notify the student or not. When finished, be sure to click on Save. The Save and Show Next button will save the grade for this student and move to the grading page for the next student.

Grading from the Grader Report

Accessing the Grader Report

The grader report is the main overview of the grade-book, showing all grades in a grid for the entire course. It can be accessed from the Administration menu under Course Administration.

Entering grades

To add grades directly into the grader report, Editing needs to be turned on (button is in the top right hand corner.) Once Editing is turned on, each cell in the grid will have one or two entries boxes depending on how your grade-book is set up. The box to the left surrounded by a solid border line is for the grade, the second box with a dashed border line is for feedback.

In most sites, grades are saved automatically as they are entered but the page might need to be refreshed to see the Course Total update with the new grades. In some sites, there will be a Save button in the bottom left hand corner of the page.

Overridden grades

When grades are entered on this page, the cell will be shaded yellow or orange. This means that the grade has been overridden from the gradebook directly and any changes made from the Assignment Grading page will not be reflected in the grade-book.

Grading from the Single View Tab in the Grader Report

The "Single View" was added in Moodle 2.8. It is an interface that allows a teacher to add grades in bulk for a specific activity or a specific student. The single view adds grades directly to the Grader Report and all grades entered through this page are considered to be "Overridden", meaning that they cannot be changed from the Assignment or Activity specific grading interface.

Accessing the Single View

The Single View can be accessed in many ways. If your grade-book has tabs or a dropdown list at the top for accessing Setup, etc, there will be an option there to access the Single View screen.

There is also a pencil icon at the top of each column in the grader report by the activity name that will take you to the Single View page for that activity and another pencil icon in a column directly to the right of the student name that will take you to the Single View for that particular student.

Entering Grades

On the page that appears, you need to check the Override checkbox to the right of the grade that you want to change. If you are bulk entering grades, you can click on All at the top of this column to allow all grades to be changed at once.

At the bottom of the page, if you check the Perform Bulk Insert checkbox, you can then enter a grade and it will be entered for every grade that you have selected to override or for just the grades that are empty (select the appropriate option from the dropdown box).

Once done, click on Save to update the grades.

Participants

You can also see all *participants* in a course (students, instructor, administrators) by clicking on *participants* on the upper left in the course main menu. This report will provide various information on each participant, showing also data on last login of each student.

AMERICAN COLLEGE
Moodle Guidelines for Students

01/02/2021

To start using Moodle, you will need to visit https://de.ac.ac.cy/. Enter your *username* and *password* given by the College. Log in to Moodle. Note that you can use Moodle only through a web browser (i.e. Chrome) on any device (PC, tablet, smartphone); you cannot use Moodle through the application.

After you log in, you will be directed to your personal home page (*Dashboard*) in Moodle. Explanations on what is included in your home page are found in the second page of these guidelines:

Under *Course Overview* 1 you can find the courses that you are enrolled in the current semester. By clicking on a course, you will visit the course home page which will be your main area of activity.

On *Online Users* 2, you can see all the users currently online.

The *Calendar* 3 any future activities posted by the College or your instructors.

Similar to the Calendar, any upcoming events (such as an assignment deadline) is shown in the *Upcoming Events* 4.

At number 5, you can find the main control panel of your page.

Course Main Page

Click on a course you are taking this semester. The Course main page is your main area of activity. Here you can see general information about:

- Any material upload by your Instructor 1
- The link to join the online class 2
- The link for the previous classes (recorded) 3

Clicking on the link **Recorded Online Classes**, you can see all previous recorded online classes by date.

The recorded video can play in any Media Player. In case one player is not playing the video, you may try an alternative player. Some suggestions are:

- Windows Media Player (recommended)
- VLC
- DivX

Activities

Most common activities (to interact with your instructor and/or students):

- Online Classes
- Chat Rooms
- Forums
- Assignments
- Interactive Activities

Online Classes

Online classes take place four times in a semester through Zoom. You will be notified in advance by your instructor for the days and times of your online classes. See Online Class Guidelines for more information.

Forums

Forums in Moodle allow teaching staff and students to exchange comments and questions in a public discussion space, within the Moodle site. This allows everyone in the site to share information and benefit from each other's opinions and input. Simply, it's a place where messages can be posted for public display.

To open the forum, click on the *forum* link. You are now in the forum page where you can see posts by both your instructor and fellow colleagues. Click on *Reply* to post your own comment. Type your comment in the *Message* Box and click *Post to Forum* (see picture below).

You can edit or delete your post any time you wish. It is important to remember that forums are asynchronous discussions that can take over an extended period of time.

Chat Rooms

Note that unlike Forums, Chat rooms are synchronous (occurring at a real time); hence you can only post comments at a specific time scheduled by your instructor. Click on the *Chat Room* icon in the course main page. You can see when the next chat session will start. In case the chat session is currently running, you can click on *Click here to enter the chat now*. This pops-up a new window where you can see all participants in the right hand column, and their posts in the main window (picture below). Write your comment and click on *Send.* You can exit the chat room by just closing the window.

Submitting an Assignment

Assessment tasks for most subjects must be submitted electronically within your subject's Moodle site. Assessment tasks are usually listed in an *Assignment Submission* section of your subject's Moodle site and also in the *Calendar* (assignment due date).

Click on the *assignment* icon . This brings you in the assignment's page where you can see the assignment requirements as given by your instructor, your grade (if submitted and graded by your instructor), as well submission date and time remaining:

Click on *Add submission* and then click *Add.*

Click on *upload a file* on the upper left corner and then click *Choose file* located in the middle of the box. Select the file you want to upload and then click *open*. Click on *upload this file*. On the *File Submission* box you can now see the file you selected for uploading:

Finally click on *Save changes* to submit your assignment. On the assignment's page you can now see the current status of your submission (see picture below). If allowed by your instructor, you can edit your submission or upload multiple files or submissions. Otherwise, your assignment submission is finished and you can only wait for your grade.

Submission status	Submitted for grading
Grading status	Not graded
Due date	Sunday, 20 September 2015, 10:10 AM
Time remaining	10 days 22 hours
Last modified	Wednesday, 9 September 2015, 11:36 AM
File submissions	Case 1.doc

Edit my submission

Interactive Activities

Interactive learning is learning that requires student participation. This participation can come through class and small group discussions as well as through exploration of the interactive learning materials you are given in a course. To complete each interactive activity, follow the instructions given by your instructor. Some of the Interactive Activities you will get in a coursework are:

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Image Hotspots

This is Timeline.js developed by Knight Lab, packaged as an H5P content type in order to make timelines easily editable, shareable and reuseable. The Timeline content type allows you to place a sequence of events in a chronological order. For each event you may add images and texts. You may also include assets from Twitter, YouTube, Flickr, Vimeo, Google Maps and SoundCloud.

Single Choice Set

Single choice set allows content designers to create question sets with one correct answer per question. The end user gets immediate feedback after submitting each answer.

AMERICAN COLLEGE

OTHER ACADEMIC MATTERS EVALUATION FORM

TO BE COMPLETED BY THE DEPARTMENT HEAD AND DEU DIRECTOR

Complete the necessary details below.

Faculty Member's Name	**Semester**

	Performance Indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)	N/A	Performance 1	2	3
1	**Course Outlines**	☐	☐	☐	☐
2	**Study Guides (applicable to distance learning courses)**	☐	☐	☐	☐
3	**Distance Learning Learning Materials (applicable to distance learning courses)**	☐	☐	☐	☐
4	**Faculty Portfolio**	☐	☐	☐	☐
5	**Final Examination Question Papers**	☐	☐	☐	☐
		Totals:			
		Grand Total:			

Average Score = [(Grand Total * 50) / Number of Matters Evaluated] - 50 =

Comments:

Name – Dist. Education Unit Director	**Signature – Dist. Education Unit Director**	**Date**
Name – Department Head	**Signature – Department Head**	**Date**

AMERICAN COLLEGE

Skype User Guidelines

1/2/2021

Skype is a product that specializes in providing video chat and voice calls between computers, tablets, mobile devices, the Xbox One console, and smartwatches via the Internet and to regular telephones. Skype additionally provides instant messaging services. Users may transmit both text and video messages, and may exchange digital documents such as images, text, and video. Skype allows video conference calls.

Go to www.skype.com to download and follow the on screen instructions. If you have not already got a Skype account, you will be prompted to create one. We would advise you to untick the box asking whether you would like updates on Skype products unless this is something that really interests you. At this stage you can also choose whether you would like Skype to sign in when you start up your computer. If you are not planning on using Skype frequently we would advice you to set your preference to manually signing in.

It is completely free for you to communicate Skype-to-Skype; this includes video calls, calls and instant messaging. You can also call to landlines although you will have to credit your account as this is not free, however call rate are low and international calls are particularly good value.

What you will need:

- Microphone (voice calling)
- Webcam (video calling)
- Speakers

The welcome screen will help you to get set up and includes features which help check that the sound is working correctly and helps you to search for Skype contacts.

Tip: If you accidently close the screen go to Help → Welcome screen to retrieve it.

Once you are set up, you can start to use Skype.

Call a Skype contact

1. Click the Contacts button at the top of Skype.

2. In the list, find the person you want to call. Click on them. (Anyone with one of these beside them is on Skype so it's free to call. Anyone with one of these means it's a phone or mobile number which means you will have to have money in your account to call them).

3. You will see their details in the main window. Click the green Call button. You should hear ringing. If you don't hear the other person or they can't hear you, click the call quality icon at the top of your call window.

To hang up, click the red End call button.

Useful things you can do on a call:

- Mute – click this icon to mute your microphone so the other person can't hear you.
- Hold – click on this icon to put the call on hold.

Make a video call

To make a video call make sure you've got a webcam plugged in; click the green Video call button to make it a video call.

Useful things you can do on a video call:

- Resize the screen – click and drag the corner of the video screen to make it bigger or smaller.
- Move it around – click and drag the video of yourself around your screen.
- Instant message (IM) at the same time – click the Show messages link at the top of the video to instant message while you're on the call.

Send instant messages (IM)

1. In your Contacts, find the person or group you want to message. Or in your Conversations list, find the message you want to pick up again.

2. Click on the person/group or conversation.

3. In the main window, click in the typing box.
   Type a message and click the blue send message button, or just press the Return key on your keyboard.

If someone IMs you, your Conversations button will turn orange.

1. Click on the button.
2. You'll see a list of conversations.
   Find the IM you want to reply to and click it.
3. In the main window, click in the typing box.
   Type a message and click the blue send message button, or just press the Return key on your keyboard.

Useful things you can do in an instant message:

- Group IM – click this button + Add people to add more people to the conversation.
- Save a group IM – click this button More to save the group in your contacts. When you need to pick up the conversation again, just click on the group instead of adding everyone in all over again

Send a file

1. Click on Conversation → Send → File…
2. Choose the file you want to send.

Tip: To send more than one file hold down Ctrl as you select them.

Screen sharing

To share your screen, simply call a contact and in the conversations window click **Share** → Share **Your Screen** in the IM toolbar.

You can select if you want to share your full screen or just a part of it. The person you are sharing your screen with can see your screen in full screen mode. You can continue talking via Skype whilst you share your screen.

If you are having any problems with Skype visit https://support.skype.com/ where you can access more tips and ask questions.

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STUDENT DISTANCE EDUCATION FACILITIES AND SERVICES EVALUATION FORM

Please check (X) the box of your choice (double click on the box of your choice and mark "checked") in all the points below so that a clear picture about the distance learning platforms, systems, software and services is presented. **The statistical results of this evaluation will be processed after the grades for the current semester/session are published.**

Course Code & Title	**Semester/Session**

Distance-Learning Platform Evaluation Points		**0: disagree – 100: agree**				
		0	**25**	**50**	**75**	**100**
1	I was promptly provided with adequate and clear guidelines on how to use the distance-learning platform.	☐	☐	☐	☐	☐
2	The distance-learning platform was easy to use.	☐	☐	☐	☐	☐
3	I have been able to use all the necessary functions of the distance-learning platform (access learning material, participate in forums, chat rooms, and private chat).	☐	☐	☐	☐	☐

Other comments:

Online Library Platform Evaluation Points		**0: disagree – 100: agree**				
		0	**25**	**50**	**75**	**100**
1	I have used the online library platform for either reading about the course content or completing the coursework of the course(s) I was enrolled in.	☐	☐	☐	☐	☐
2	The online library platform was helpful for enhancing my knowledge and understanding of the course content.	☐	☐	☐	☐	☐
3	The online library platform was helpful for completing my coursework.	☐	☐	☐	☐	☐
4	The online library platform was easy to use.	☐	☐	☐	☐	☐

Other comments:

Web Conferencing System Evaluation Points		**0: disagree – 100: agree**				
		0	**25**	**50**	**75**	**100**
1	I was promptly provided adequate and clear guidelines on how to use the web conferencing system.	☐	☐	☐	☐	☐
2	The web conferencing system was easy to use.	☐	☐	☐	☐	☐
3	I have been able to use all the necessary functions of the web conferencing system.	☐	☐	☐	☐	☐

Other comments:

AMERICAN COLLEGE

STUDENT DISTANCE EDUCATION FACILITIES AND SERVICES EVALUATION FORM

Telecommunication Software Skype Evaluation Points		0: disagree – 100: agree				
		0	25	50	75	100
1	I was promptly provided adequate and clear guidelines on how to use the telecommunication software Skype.	☐	☐	☐	☐	☐
2	The telecommunication software Skype was easy to use.	☐	☐	☐	☐	☐
3	I have been able to use all the necessary functions of the telecommunication software Skype.	☐	☐	☐	☐	☐

Other comments:

Services Offered to Distance Education Students Evaluation Points		0: disagree – 100: agree				
		0	25	50	75	100
1	A Distance Education Unit Administrator was available to provide help and provided sufficient and timely help when needed.	☐	☐	☐	☐	☐
2	A Student Welfare Officer was available to provide help and provided sufficient and timely help when needed.	☐	☐	☐	☐	☐
3	The Distance Education Unit Information Technology Administrator was available to provide help and provided sufficient and timely help when needed.	☐	☐	☐	☐	☐
4	The Distance Education Unit Director was available to provide help and provided sufficient and timely help when needed.	☐	☐	☐	☐	☐

Other comments:

FOR OFFICIAL USE ONLY		
Computer Entries Tick when done ☐	**Entries made by**	**Date**

AMERICAN COLLEGE

STUDENT DISTANCE EDUCATION INSTRUCTOR AND COURSE EVALUATION FORM

Please check (X) the box of your choice (double click on the box of your choice and mark "checked") in all the points below so that a clear picture about the instructor, and the course is presented. **The statistical results of this evaluation will be processed and given to the particular instructor after the grades for the current semester/session are published.**

Course Code & Title	**Semester/Session**

Instructor Evaluation Points		**0%: Disagree – 100%: Agree**				
		0	**25**	**50**	**75**	**100**
1	The instructor seemed to adequately know his/her subject.	☐	☐	☐	☐	☐
2	The instructor followed the course outline of the course.	☐	☐	☐	☐	☐
3	The instructor adequately organized and managed the activities of the course.	☐	☐	☐	☐	☐
4	The instructor used the available distance education tools (distance-learning platform, web conferencing system, telecommunication software Skype, email and telephone) adequately and effectively.	☐	☐	☐	☐	☐
5	The instructor adequately clarified and conveyed the course content by using enough examples, activities and exercises through different distance education tools.	☐	☐	☐	☐	☐
6	The instructor was available to provide help and provided sufficient and timely help when needed.	☐	☐	☐	☐	☐
7	The instructor provided sufficient, helpful and timely feedback (written and oral comments, advices) on the coursework completed.	☐	☐	☐	☐	☐
8	The instructor encouraged me to participate in course activities and stimulated my thinking and interest for the course activities.	☐	☐	☐	☐	☐
9	The instructor motivated me to do my best work.	☐	☐	☐	☐	☐
10	The course learning material provided by the instructor was well structured, sufficiently clear and covered the course content.	☐	☐	☐	☐	☐
11	The instructor adequately organized and managed the online live lectures, which I found helpful for understanding the course content.	☐	☐	☐	☐	☐
12	The instructor explained the material clearly during the online live lectures.	☐	☐	☐	☐	☐
13	The instructor adequately organized and managed forums which I found helpful for understanding the course content.	☐	☐	☐	☐	☐
14	The learning activities of the course helped me to understand the course content.	☐	☐	☐	☐	☐
15	The instructor assessment was fair and objective.	☐	☐	☐	☐	☐
16	The coursework and the final examination was based on the content of the course.	☐	☐	☐	☐	☐
17	The means used to assess the course helped me to understand the course content.	☐	☐	☐	☐	☐
18	The instructor treats all students equally.	☐	☐	☐	☐	☐
19	I would be glad to take a course of this instructor again and I would recommend him/her to other students.	☐	☐	☐	☐	☐
20	Considering all of the above qualities, I would rate this instructor as:	☐	☐	☐	☐	☐

Other comments:

AMERICAN COLLEGE

STUDENT DISTANCE EDUCATION INSTRUCTOR AND COURSE EVALUATION FORM

	Course Evaluation Points	0%: Disagree – 100%: Agree				
		0	25	50	75	100
1	The course content matched the course learning outcomes.	☐	☐	☐	☐	☐
2	The amount of work required was appropriate for the number of course ECTS credits.	☐	☐	☐	☐	☐
3	The level of difficulty of the work required was appropriate for the course.	☐	☐	☐	☐	☐
4	The required book(s) was/were appropriate for the course content.	☐	☐	☐	☐	☐
5	The required book(s) was/were helpful in understanding the course.	☐	☐	☐	☐	☐
6	I found the course interesting.	☐	☐	☐	☐	☐
7	The course met my expectations.	☐	☐	☐	☐	☐
8	I would recommend this course to other students.	☐	☐	☐	☐	☐
9	Considering all of the above qualities, I would rate this course as:	☐	☐	☐	☐	☐

Other comments:

FOR OFFICIAL USE ONLY		
Computer Entries Tick when done ☐	**Entries made by**	**Date**

AMERICAN COLLEGE
Web Mail Guidelines

1/2/2021

Web Mail works exactly as other email software, such Gmail, Hotmail or Microsoft Outlook, comprising of the same characteristics and functions, and you can access it via any computer, tablet or mobile phone. To start using Web Mail, you will need to visit https://mail.ac.ac.cy/. Enter your *email address* and *password* given by the Distance Learning Unit IT Administrator. Log in to Web Mail.

Main Screen

This brings you into the main screen of your web mail. The numbers below indicate the components of the web mail, designated in the screenshot below (emails are blurred for privacy purposes):

1	Compose, save, and send new emails
2	Search for past emails or people in your address book
3	Your list of received/ sent emails. Click on one to see full body on main window
4	Full body of a current email/ message
5	Reply to sender, or forward email to others
6	Functions such as delete, print, open selected message
7	Shortcut for all Web Mail functions, including personalizing your webmail settings
8	Organize your emails into folders (i.e. based on Course or topic)
9	Access your address book, create contacts, set notifications, and keep track of tasks (i.e. assignment submission)

Marking Students' Written Work Guidelines

30 April 2009

Because of the variety of written works, the following criteria for assessing written work need to be seen as a broad guide that has certain flexibility in its application. They are general and can be applied to all assessed written works, such as essays, projects, case studies, assignments and reports. Some criteria may be more applicable to a particular type of coursework than others. For example, the balance between personal/impersonal and subjective/objective may vary according to the subject matter and whether the coursework is based upon personal learning or is a purely academic essay.

Marking criteria

All written work is designed to assess the learning outcomes. The four broad criteria areas for marking written work are as follows:

Overall Structure

There should be a clear structure, i.e. an introduction, a main body and a conclusion:

- the introduction should set the scene and may do some or all of the following: interpret the topic to be investigated; define terms; indicate the direction the work is going to take; outline the scope of the work.
- the main body of the work should demonstrate understanding through the use of material and/or theoretical ideas in relation to the learning outcomes of the related course; there should be a logical progression of arguments/ideas that are expressed in a coherent way with one point/idea linked to the next building towards a conclusion.
- the conclusion should draw together the important points made and round off the work (conclusions in reports often include recommendations for further research or action).

Balance of Narrative, Argument and Analysis

The balance here will vary according to the type of written work, e.g.: a case study might require a lot of description, but there is still the expectation that relevant theory and analysis will be applied to demonstrate understanding of the situation. Therefore, the balance of narrative, argument and analysis should be appropriate to the set task. It should also:

- explore and evaluate all main issues;
- show evidence of critical analysis of ideas/literature etc;
- use evidence to construct an argument;
- be focused and largely free of repetition; and
- demonstrate learning outcomes.

Research and Content

This should:

- include sufficient relevant material from the syllabus;
- use appropriate selection of material/issues/theories/examples;
- contain a balance between personal/impersonal and subjective/objective;

- balance subjective material with material from other sources, particularly relevant theory (could also use: relevant literature, tutor input, student and class discussion); and
- demonstrate learning outcomes.

Research and content may also:

- show evidence of research and wider reading beyond reading lists and material discussed in class; and
- use a variety of different sources.

Clarity of Expression and use of English, References and Appearance

The work should:

- use appropriate English;
- be largely free of spelling, punctuation and grammatical errors;
- use specialist reference sources of evidence within the text;
- include a bibliography acknowledging all sources used in the essay; and
- be typed, according to the instructions given.

Project's marking report

Supervisors need to provide their marking and comments related to a project in a report (see an example in **Appendix 1**). For written work other than projects there is no need for faculty members to prepare a report but they are expected to consult these guidelines.

Comments may be given on the overall impression of the work, on anything that was particularly good/bad, impressive, and/or interesting. Suggestions may also be given for improvements that the student can work on for future assignments.

Marking Framework

Criteria Areas / Marks	90-100%	80-89%	70-79%	60-69%	0-59%	Weight
Overall structure	very clear and logical structure	well-structured	Identifiable structure, would be improved by re-ordering/ addition of material	little or no structure, rambling	no structure, confused	10%
Balance of narrative, argument and analysis	Appropriately balanced, completely relevant argument, full grasp of theory/ideas, applies them convincingly	good balance, relevant argument, good grasp of theory/ideas, able to apply them	unbalanced, broadly relevant argument, some digressions, fairly good grasp of theory/ideas, reasonable attempt to apply them	poor balance, tends towards description, some relevant argument but vital omissions, some grasp of theory/ideas, imperfect attempts to apply them	poor balance, descriptive, barely relevant/irrelevant argument, vague/no understanding of theory/ideas, little/no application	40%
Research and content	clear evidence of wide reading/ research, excellent selection of material, demonstrates critical/creative and independent thought	wide reading/ research, good selection of material, some critical and independent thought	some additional reading/ research beyond what suggested, reasonable selection of relevant material, competent but uninspired	little evidence of reading/research, perfunctory, poor selection of material, no critical thought	little/no evidence of reading. Research, content barely/not relevant, no breadth or critical thought, superficial	40%
Clarity of Expression, use of English, referencing and appearance	high standard of writing and presentation, writing is fluent and easy to understand, confident use of specialist vocabulary, free of spelling, punctuation and grammatical errors, correctly referenced	well-written and presented, confident use of specialist vocabulary, largely free of spelling, punctuation and grammatical errors, correctly referenced	reasonably well-written and presented, largely free of spelling, punctuation and grammatical errors, correctly referenced	lack of clarity of expression, (could be) problems with vocabulary, spelling, punctuation, grammar, referencing	lack of clarity of expression, (could be) problems with vocabulary, spelling, punctuation, grammar, referencing	10%

Appendix 1

PROJECT'S MARKING REPORT

Project title:	A comparison of the marketing mix of two hotels
Course code and title:	HOT301 Hospitality Marketing
Studentôs Number:	20023275
Studentôs Name:	Khoda Bhai Jayantilal PATEL
Supervisor:	Ms Anthea Charalambous
Projectôs deadline:	21 May 2007

Assessment Criteria	Weight %	Mark %	Weighted Mark %
Overall Structure	10	90	9
Balance of Narrative, Argument and Analysis	40	90	36
Research and Content	40	70	28
Clarity of expression, use of English, referencing and appearance	10	60	6
Total	100		79

Comments

- The overall structure of the study is clear.
- However, information about the room types, the spa etc, could have been more effectively placed in the appendices and referred to (especially since some pages were copied from the internet without changes made at all) e.g. page 16 ñWelcome to Armonia spaé ò, page 35 ñour kids clubò, prices on pages 44, etc.
- The issues chosen for inclusion and the information gathered were on the whole valid and relevant.
- The theory included did not refer specifically to the hotel product (e.g. page 5, page 54) which significantly limited the scope of analysis throughout the study.
- The analysis was not always based on own opinion e.g. page 41 product specification interlinked with comments from websites.
- Some points were not clarified in the text e.g. source of prices given (from an on -line tour operator ñclassic collections?ò) and effects of this not discussed.
- Conclusion ï an attempt made at comparing the marketing mix of both hotels and at suggesting improvements. However, page 64 is unclear and only a few significant issues were raised.
- References were attempted within the text. None found at the end of the study.
- Appendices: well chosen (e.g. appendix 9, 10), labeled and referred to in the main text, in most cases.

....

Supervisorôs Signature Date

Referencing Guidelines

30 April 2009

INTRODUCTION

Referencing is essential in all academic work, such as essays, reports and dissertations. Referencing is not something you should leave to do at the end of your academic writing. You need to reference as you go along. There is nothing more frustrating than coming to write up your project and find out that you have forgotten to note for example the publisher, the page numbers or the publication year of the publication you have referred to. References (also called "citations") are inserted at points in your writing and lead the reader to the source (e.g. a book) that is the evidence for what you have said.

A reference should contain sufficient information for someone to trace the source in a library. It is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference. **You should acknowledge your source in two places: in the main body of the text and in a reference list at the end of your academic work.** Citations in the text should give the author's name with the year of publication and then all references should be listed in alphabetical order at the end of the academic work. All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarized. You must acknowledge your source every time you refer to someone else's work. Failure to do so amounts to plagiarism, which is against the College rules and is a serious offence. These referencing guidelines are based on the Harvard referencing system.

CITATION IN THE TEXT

In the Harvard system cited publications are referred to in one of the forms shown below:

Single author

Bell (1993) states that the practical, problem-solving nature of action research . . .

OR

The practical, problem-solving nature of action research . . . (Bell, 1993).

Two authors

In the book by Gill and Johnson (2003) . . .

More than two authors

Blaxter *et al.* (2001) point out that . . .

In this case you write the last name of the first author accompanied by the phrase ñ*et al.*ò which means ñand othersò in italics.

More than one citation within a sentence

If more than one citation is referred to within a sentence, list them all in the following form, by year (most recent first) and then alphabetically:

There are indications that passive smoking is potentially threatening to the health . . . (Francome and Marks, 1996; Bunton, 1995; Lupton, 1995)

Quoting in the text

When quoting directly in the text use quotation marks as well as acknowledge the page number of the quotation beyond the author's name and year of publication as shown below. By quotation we mean a passage of an author reproduced in inverted commas in your text.

<u>Quotations of up to 2 lines can be included in the body of the text</u>

Blaxter *et al.* (2001) point out that: ñaction research is well suited to the needs of people conducting research in their workplaces, and who have a focus on improving aspects of their own and their colleaguesô practices.ò (p. 67).

<u>Longer quotations should be indented in a separate paragraph</u>

Gill and Johnson (2003) argue that:

> ñaction research is clearly an important approach to research in business and management, particularly given its declared aim of serving both the practical concerns of managers and simultaneously generalizing and adding to theory.ò (p. 94).

In cases where 1.5 line spacing is used for the text (for example in a thesis) such quotations shown indented in a separate paragraph must be presented in single line spacing.

If part of the quotation is omitted then this can be indicated using three dots:

Weir and Kendrick (1995) state that: "networking is no longer solely within the male domain . . ." (p. 88).

Same year and same author more than once

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets. If Smith, J. has two books published in 1975, you need to call one Smith, J. (1975a) and the other Smith, J. (1975b). Every distinct key word/number combination in text citations must have a corresponding entry in the references.

Smith (1975b) states that the practical, problem-solving nature of action research . . .

This applies to both the year shown in the citation in the text and the year shown in the references at the end of the text.

Secondary referencing

Secondary referencing is when you cite the work of an author (primary source) that has been cited in the source (e.g. a book) you have read (secondary source). You should cite both the primary source and the source you have read for example (Fiedler and Chemers, 1974, cited in Douglass, 1996). In this case Fiedler and Chemers is the primary source and Douglass is the source you have read. Secondary referencing should be avoided as much as possible.

LISTING REFERENCES AT THE END OF THE TEXT

References should be listed in alphabetical order by author's name and then by date (earliest first), and then, if more than one item has been published during a specific year by the same author, by letter (1995a, 1995b etc). Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below. Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should be in italics.

PRINTED DOCUMENTS

A book by a single author

Authorôs surname, Authorôs initial(s). (Publication year). *Book title*. (Bookôs edition). Publication place: Publisher.

Bell, J. (1993). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. (2nd ed.). Great Britain: Open University Press.

Do not write edition if this is not provided.

A book by more than one author

Blaxter, L., Hughes C. and Tight M. (2003). *How to Research*. (2nd ed.). Great Britain: Open University Press.

An edited book

If a book has an editor or editors, write the editor(s) name instead of author(s) name and put (ed.) or (eds.) after the name(s).

Basford, P., Lynn, A. and Slevin, O. (eds.) (1995). *Theory and practice of nursing: an integrated approach to patient care*. Edinburgh: Campion.

A chapter in a book

Weir, P. (1995). Clinical practice development role: a personal reflection. In: K. Kendrick (ed.) *Innovations in nursing practice*. London: Edward Arnold. pp. 5-22.

An article in a journal/magazine

Authorôs surname, Authorôs initial(s). (Publication year). Article title. *Journal title*, Volume number (Issue number), Page number(s).

Allen, A. (1993). Changing theory in nursing practice. *Senior Nurse*, 13 (1), pp. 43-5.

An article in a newspaper

White, M. (1998). £68m to cut NHS waiting lists. *Guardian*, 18 May 1998, p. 8.

If no authorôs name is given then ñAnonò should be used instead.

Anon. (1998). Schemes to boost dental care. *Guardian*, 18 May 1998, p. 8.

A secondary reference

Bell, J. (1993). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. (2nd ed.). Great Britain: Open University Press. Cited in: Blaxter, L., Hughes C. and Tight M. (2003). *How to Research*. (2nd ed.). Great Britain: Open University Press.

INTERNET SOURCES

A website

Authorôs surname, Authorôs initial(s). (Publication year). *Title* [online]. Available from: URL [Accessed date].

Example:

Marieb. E. (2000). *Essentials of Human anatomy and Physiology: AWL Companion Web Site* [online]. Available from: http://occ.awlonline.com/bookbind/pubbooks/marieb-essentials/ [Accessed 4 July 2001].

- Most web pages are updated on a regular basis. The year of publication is the year the pages were last updated. If you are not sure of the year click on ñView and Sourceò of the internet browser to check when it was last modified. If no publication date is given write (No date).
- The accessed date is when you viewed, downloaded or printed the web page.

Frequently, information is put on the Internet by organizations without citing a specific author. In such cases, ascribe authorship to the smallest identifiable organizational unit or write the title instead.

Example:

The University of Sheffield Library. (2001). *Nursing and Midwifery in the Library and on the Internet* [online]. Available from: http://www.shef.ac.uk/library/subjects/subnurse.html [Accessed 4 July 2001].

- If you cannot identify an author, reference the work by title.

Sheffield Botanical Gardens. (2005). [online]. Available from: http://www.sbg.org.uk [Accessed 4 July 2001].

An article in a journal/magazine found online

Authorôs surname, Authorôs initial(s). (Publication year). Article title. *Journal title* [online], Volume number (Issue number), Page number(s). Available from: URL [Accessed date].

Handwashing Liaison Group (1999). Handwashing. *BMJ* [online], 45 (3), pp. 35-40. Available from: http://www.bmj.com/cgi/content/full/318/7185/686 [Accessed 4 July 2001].

- The above is an example of a reference of a journal available in print and online. If an article is available only online do not include the ñ[online]ò in the above reference.
- If no volume, issue or page numbers are available give as much relevant information as you can.

FINAL EXAMINATION PAPER GUIDELINES

19 /12/2018

In **Appendix 1** you may find a Sample Examination Question Paper (the number of questions used and the marks allocated are for demonstration purposes only) which you are advised to view while reading the following guidelines.

In order to prepare a final examination question paper you need to take into account the following:

1. The duration of the final examination question paper must be in accord with the time needed by an average student to answer the paper. The time needed to answer a paper is based on the number and the degree of difficulty of its questions. The maximum duration of a final examination paper must be $2^1/_2$ hours.

2. The final examination question paper must be comprehensive i.e. have questions from as many parts of the syllabus as possible (early and last parts). Ignore the fact that perhaps earlier parts of the syllabus have also been assessed through a mid-term examination and/or other coursework.

3. No examination questions papers can be the same under any circumstances. Examination question papers of different sections of the same course (e.g. ENG101A and ENG101B) taught by one or more faculty members cannot be the same.

4. Use Times New Roman size 12 fonts for the whole document unless instructed otherwise by the guidelines shown below.

5. The top, bottom, left and right margins should all be 2.5 cm and the paper size should be A4.

6. On the top of the first page write the following in **bold** letters:

   - "FINAL EXAMINATION -" followed by the semester in question (use size 14 CAPITAL letters);
   - the course code and course title of the course in question (use size 14 CAPITAL letters);
   - the instructor's name who prepared the examination question paper (if the examination paper has been prepared by two or more instructors all instructor's names should be shown); and
   - the time allowed for the particular examination in hours (e.g. 2 hours, $1^1/_2$ hours).

7. If your examination paper has more than one section, write the section letter (for consistency purposes use only letters to number sections) where each section begins and write the total marks it carries.

8. Write clear and not confusing instructions as to what the students are required to do. Use *italics* for the instructions.

9. The examination questions must be such that they do not need any further explanations/comments/clarifications during the examination.

10. If you have more than 1 section it is better to have the instructions for each section at the beginning of each section rather than having the instructions for all sections at the beginning of the paper.

11. Write how many marks each question carries.

12. Marks should be shown in **bold** letters.

13. If a question has various parts write how many marks each part carries.

14. At the end of the paper you should draw a horizontal line followed by the phrase "**END OF PAPER**" in **bold** letters.

15. There should be a page number on all pages.

16. Make sure that the marks sum up to the correct total number (usually 100). Some examiners who examine their students using a practical examination, such as in the case of cooking courses, as well as a written examination may decide to allocate less than 100 marks to the written examination and allocate the rest of the marks to the practical examination. In some other cases examiners use a bonus question giving the chance to their students to gain another 5 marks or so. In such cases the marks will sum up to 105.

17. In case you use True/False or Multiple Choice or Fill in the Gaps questions, but you would like the students to write their answers in the Answer Book, then make this clear to them and do not just instruct them, for example, to circle their answers.

18. Do not allocate more than 30-40% of the total marks to True/False or Multiple Choice or Fill in the Gaps questions unless there is a special reason. For intermediate and advanced courses, usually taken by junior or senior students, the emphasis must be on essay-type and critique-type questions.

19. In case you require students to provide their answers on the question paper make sure you leave sufficient space for the answers to be provided in.

20. Do not include examination questions that have been used in the previous 4 years.

21. Photocopies from books or other examination papers are not acceptable unless the photocopies are included in such a way that makes the question paper presentable. We understand that when case studies are used, including a photocopy may be unavoidable.

22. Bear in mind that the College receptionists will prepare a Question Paper Cover Page like the ones shown in **Appendix 2 or 3**. Therefore, <u>do not</u> include the following things in the question paper prepared by you:

    - Examination Date; and
    - Space for the student to provide his/her student number and name.

    Appendix 2 provides a sample of a final examination question paper cover page for which answers are provided on the Examination Answer Book. **Appendix 3** provides a sample of a final examination question paper cover page for which answers are provided in the space available found in the question paper itself.

APPENDIX 1

FINAL EXAMINATION - FALL 2010
ECO201 PRINCIPLES OF MACROECONOMICS

Faculty Member: Dr. Charalambos Louca
Time Allowed: 2 hours

SECTION A [30 Marks]

Answer all questions from section A.

1. The demand for nominal balances rises with the price level. At the same time, inflation causes the real demand to fall. Explain how these two assertions can both be correct. **(20 marks)**

2. Consider a country that is in a position of full employment and balanced trade. The exchange rate is fixed, and capital is not mobile. Which of the following types of disturbance can be remedied with standard aggregate demand tools of stabilization? Indicate in each case the impact on external and internal balance as well as the appropriate policy response.

   a. A loss of export markets. **(2 marks)**
   b. A reduction in saving and a corresponding increase in demand for domestic goods. **(2 marks)**
   c. An increase in government spending. **(2 marks)**
   d. A shift in demand from imports to domestic goods. **(2 marks)**
   e. A reduction in Imports with a corresponding increase in saving. **(2 marks)**

SECTION B [50 Marks]

Answer question 1 and only one (1) from questions 2 and 3.

1. a. Determine the optimal strategy for cash management for a person who earns $1,600 per month, can earn 0.5 percent interest per month in a savings account, and has a transaction cost of $1. **(12 marks)**
   b. What is the individual's average cash balance? **(9 marks)**
   c. Suppose income rises to $1,800. By what percentage does the individual's demand for money change? **(9 marks)**

2. a. Is velocity high or low relative to trend during recessions? Why? **(5 marks)**
   b. How can a Central Bank influence velocity? **(5 marks)**

3. Consider two alternative programs for contraction. One is the removal of an investment subsidy; the other is a rise in income tax rates. Use the *IS-LM* model and the investment schedule, to discuss the impact of these alternative policies on income, interest rates, and investment. **(20 marks)**

SECTION C [10 Marks]

Answer ALL questions from this section. All questions carry 1 mark each. Choose the letter corresponding to the correct answer. WRITE YOUR ANSWERS IN THE ANSWER BOOK in the special page provided. Any answers you provide below, on this paper, will be ignored.

1. Relationship selling is:

   A) Building long-term telemarketing associations.
   B) The sole responsibility of the sales manager.
   C) Building long term associations with a select number of carefully chosen accounts.
   D) Building short-term associations with a large number of accounts.
   E) Reminiscent of the backslapping, joke-telling salesman of days gone by.

2. Sales force management activities are most directly a part of the _____ in a company's marketing program.

   A) Physical-distribution system.
   B) Promotional mix.
   C) Pricing activity.
   D) Product-planning activities.
   E) Brand management.

SECTION D [10 Marks]

Answer ALL questions from this section. All questions carry 1 mark each. State whether each statement is true or false. WRITE YOUR ANSWERS IN THE ANSWER BOOK in the special page provided. Any answers you provide below, on this paper, will be ignored.

1. If demand changes greatly, we say the demand is inelastic.

2. The simplest pricing method is break-even pricing - adding a standard mark-up to the cost of the product.

3. The FOB-origin pricing strategy means that the goods sold are placed free on board a carrier. At that point the title and responsibility pass to the customer, who pays the freight from the factory to the destination.

4. Companies that set a low initial price in order to get their “foot in the door” quickly and deeply, attract a large number of buyers quickly, and win a large market share practice market-skimming pricing.

END OF PAPER

APPENDIX 2

AMERICAN COLLEGE

FINAL EXAMINATION PAPER

FALL SEMESTER 2010

Course Code and Title	
Examination Date	
Time Allowed	

The use of a calculator is allowed in this examination.

Instructions:

1. Do not turn over until you are told to do so by an invigilator.
2. The examination paper must not be removed from the examination room and must be handed in to an invigilator.

APPENDIX 3

AMERICAN COLLEGE

FINAL EXAMINATION PAPER

FALL SEMESTER 2010

Course Code and Title	
Examination Date	
Time Allowed	

To be completed by the Student	
Student's Number	**Student's Name**

Instructions:

1. Do not turn over until you are told to do so by an invigilator.
2. The examination paper must not be removed from the examination room and must be handed in to an invigilator.

FOR OFFICIAL USE ONLY	
To be completed by the examiner	
	Score
Examiner's Name	**Examiner's Signature**

Invigilation Regulations

30 April 2009

1. Collect the following from the College reception **<u>25 minutes before</u>** the examination starting time.

    a. a sufficient number of examination question papers in one or more envelopes for the examination(s) in question;
    b. a sufficient number of examination answer books for the examination(s) in question (Sometimes answers need to be provided on the question paper. In such a case no examination answer books are provided and instead one or more empty envelopes are provided); and
    c. the examination roster i.e. a list of all students registered in the course(s) eligible to take the examination.

2. Do not remove any question papers or answer books from the envelope(s) until you enter the examination room.
3. Go into the examination room and ask all students to abandon the examination room. If the door of the examination room is locked ask the College administration to unlock it.
4. Close the door and put all examination question papers face down on the desks along with one examination answer book (if applicable) for each question paper. The answer books, if any, should be placed on the desk face up. The question paper should always be placed on the top of the answer book. Make sure you spread out the papers as much as possible within the available space. Place two papers per 3-seat desk and one paper per 2-seat desk at the most. If there are two versions of an examination paper or if there are two or more examinations taking place you may place three papers per 3-seat desk (as long as the paper in the middle is different from the other two) and two papers per 2-seat desk (as long as the two papers are different). Different examination papers examined in the same examination room have different colors.
5. Clean the whiteboard(s) (if necessary) and write the course code and title of the course(s) being examined, the date and the semester in question and the color of the examination paper (in case more than one examination is taken in the examination room) on the whiteboard.
6. Once all examination papers have been placed on desks, invite students to enter the examination room. This should be done at least 10 minutes before the examination starting time. When students enter the examination room ask them to leave all unnecessary items they possess (e.g. bags, lecture notes, books etc.) at the front of the examination room (where the whiteboard is). In case more than one examination is taking place in the same room, while students enter the examination room, inform them of the color of their examination question paper and ensure that each student receives the correct examination question paper. Make sure that:

    a) Students do not turn the examination paper over until you instruct them to do so.
    b) Students maintain total silence while being in the examination room.

7. Ask all students who do not possess their student identity card to obtain a temporary student identity card from the reception area that will allow them to sit the examination in question.
8. Two minutes before the examination starting time ask students to complete the necessary details (course code, course title, studentôs number, and studentôs name) in the space provided on the cover of the examination answer book or in the space provided on the cover of the examination question paper (if an answer book will not be used). Tell them that the course code and title of the course(s) being examined is shown on the whiteboard.
9. Ask them to switch off their mobile phones and place them at the side of the desk along with their student identity cards.

10. Ask them to start their examination.
11. Write the time the examination ends on the whiteboard (if the examination started late, students must be allowed the full time of the examination paper).
12. Once the examination has commenced go round and check that all students have their student identity card and that the person taking the examination is indeed the person whose photograph is shown on the student identity card. At the same time you must mark a ñò next to the name of the student, found on the examination roster, who has been present in the examination. Students without their student identity card should be asked to go to the College reception, obtain a temporary student identity card and return to the examination room. In the case where a Temporary Student Identity Card is presented you need to collect the card and return it to the College reception area once the examination is over. Be careful with students entering the examination room after the examination has started. Make sure that their identity is verified and mark a ñò next to their name on the examination roster. Any student whose name is not shown on the examination roster should not be allowed to take the examination.
13. Once the examination is over and all students have left the examination room you should place all used answer books in one or more envelopes along with two copies of the question paper and the completed examination roster and give them to the invigilator who is the examiner in question. If the answers to the examination are provided in the question paper then all used question papers should be placed in one or more envelopes along with the completed examination roster and be given to the invigilator who is the examiner in question. Everything else should be placed in one or more envelopes and must be returned to the College reception. If none of the invigilators is the examiner of the examination, all envelopes must be returned to the College reception. The College administration will arrange that the envelope(s) containing the studentsô answers is/are given to the examiner in question.

While the examination is in progress be aware of the following:

1. Make sure that all the Instructions to Students Concerning Examinations are followed by students.
2. Watch the students as they leave the examination room and make sure that they return to you their examination question paper and/or answer book. For any non returned scripts students may claim later on that the invigilator has lost their script.
3. Each time a student submits to you his/her examination answer book and/or question paper, check that the cover page is fully and appropriately completed.
4. Students are forbidden to take examination papers out of the examination room.
5. Make sure that all used and unused examination question papers are returned to you by the end of the examination.
6. At least one invigilator must be present in the examination room throughout the examination. Only students, invigilators and College administration staff may be present during an examination.
7. You must be very careful, serious and strict and must try to keep the examination room peaceful and silent.
8. You are particularly requested to prevent anything that tends to disturb the students.
9. Make sure that students abstain from any kind of communication with one another in the examination room.
10. Ensure that students use no unfair means, either by assisting one another or using books, notes, etc.
11. Never allow the passing around of anything including calculators during an examination.
12. Students, who finish the exam and leave the examination room before the allotted time, should be advised not to stay near the examination room.
13. Be fair with all students. Do not give leads or talk in private to any student. If you must give certain explanations announce them to all students.

14. You are not allowed to bring into the examination room newspapers, books, scripts or any other materials irrelevant to the invigilation. You should pay your full attention to the task of invigilating and not engage in other activities including reading or marking examination scripts.
15. During an examination smoking, eating or drinking in the examination room are not allowed by any invigilator or student.
16. If two or more people are invigilating an examination they must be positioned at different sides of the room.
17. Students may be allowed to go to the toilets but they should be discouraged from doing so.

Discourage cheating cases

- Ask students to change seats whenever you feel that this will hinder those students or others to cheat.
- Mix students of different mother languages.
- Spread out students as much as possible whenever there is available space. Do this at the beginning of an examination but also at any point throughout the examination.
- Pay special attention to students who have refused to change seats.

Deal with examination rule-breaking incidents

<u>The student has one or more cheat papers</u>

- Remove all cheat papers, the examination question paper and any answer books from the student, write the studentôs name and number on an Examination Rule-Breaking Incident form and ask the student to leave the examination room. In such cases do not discuss the issue with the student or make a scene, since this will disturb other students.
- Describe the incident in the Examination Rule-Breaking Incident form, complete the form, attach all cheat papers to the form and place the form in the envelope where the studentsô scripts will be placed.

<u>The student has written examination-related stuff on his/her hand or arm</u>

- Ask the student to wipe the examination-related stuff off.

<u>The student talks to others or disturbs</u>

1st time ï Tell the student to stop talking to others or disturb.

2nd time ï Warn the student that if he/she continues to talk to others or disturbs again he/she will be requested to leave the examination room.

3rd time ï Do the following:

- Remove the examination question paper and any answer books from the student, write the studentôs name and number on an Examination Rule-Breaking Incident form and ask the student to leave the examination room. In such cases do not discuss the issue with the student or make a scene, since this will disturb other students.
- Describe the incident in the Examination Rule-Breaking Incident form, complete the form and place the form in the envelope, where the studentsô scripts will be placed.

Master Degree Thesis Guidelines

2 February 2015

1. Supervision and deadline

Students who are required to complete a Master's degree thesis are allocated a supervisor who provides guidance throughout the execution of the thesis. Supervisors act as a point of reference throughout the thesis period, advise on content aspects and generally give you feedback on your progress. **The responsibility for keeping contact with your supervisor is yours not the supervisor's.** In addition, it is not the job of the supervisor to write the thesis for you – IT IS YOUR PIECE OF WORK.

Experience suggests that students who ignore their supervisor until the last minute are often unsuccessful. The very first meeting with your supervisor concerns agreeing on the thesis subject matter, content, structure and the planned activity through to conclusion. All further meetings with your supervisor should, if possible, be planned in advance. You must make sure that you arrange regular meetings with your supervisor. Once the thesis is under way, try to send written material for discussion at meetings to your supervisor in advance so that the meetings can be as useful as possible to you. When you go to see your supervisor you should have prepared a written list of points you wish to discuss. Take notes during the meeting so that you do not forget the advice you were given or the conclusions that were reached.

All theses will have a deadline for submission. The deadline is the date when classes for the particular semester in which the student enrolled to conduct his/her thesis end. Students can request from their supervisor to work on their thesis for another semester. In such a case, approval by their supervisor needs to be obtained before the original submission date (deadline). In exceptional circumstances a student may request to continue working on his/her thesis for a third semester. In such a case, approval by their supervisor and the relevant Department Head needs to be obtained before the relevant deadline. In order for you to meet the deadline for submission of your thesis you must schedule your work through a series of self-imposed targets, which you must ensure that you will achieve.

2. Thesis word length

The word length of a Master's degree thesis (excluding the word length of any parts before the first chapter and any parts after the last chapter) is 15,000 to 18,000 words.

Theses often suffer from too much volume and the advice to you is to see the lower word limit, excluding appendices, as a target rather than the higher limit. Excessive length of the thesis is often a symptom of vague focus and of attempt to disguise inadequate content. This will frequently be penalized by supervisors. Try to adhere to the recommended word length, ensuring your work is relevant and focused on the issues being investigated.

3. Thesis proposal

Prior to beginning writing a thesis you need to prepare a thesis proposal. Whilst the construction of a formal thesis proposal might, at first glance, appear to simply delay getting on with the thesis it can be a valuable method of focusing your thoughts, planning the process and, effectively, speeding up the delivery process. It is recommended that you spend time in preparing a thesis proposal as properly as possible. This can then become the foundation against which you can measure progress, direct activities and remain focused. It can also form an effective framework against which your final work can be constructed. A thesis proposal which should be around 1,000 words should address the following:

1. The title of your thesis (it does not matter if you change the title later on) (maximum 12 words).
2. A short statement of objectives, introducing the key hypothesis/es to be investigated (maximum 100 words).
3. The background of your interest in the topic. Why you are investigating this topic, what has led you to your hypothesis/es and why it is important (maximum 150 words).
4. The methodology you are considering – how you intend to research the topic, what type of data is required to address the issues, where it will come from, how you will gather it and what the implications are. For example, access to the data sources and additional expertise you need to gather (maximum 250 words).
5. Previous progress made or research work/pilot studies undertaken that you plan to include. Perhaps from earlier work of yours (maximum 100 words).
6. Outline of chapters/structure planned to be adopted and what the focus/content of each one will be (maximum 150 words).
7. Details of the timeframe in which you are working and identifying key tasks and timescale in which these tasks have to be completed. A reflection on the implication of not achieving key dates. For example, you need to recognize the implication of missing dates for tasks that need to be completed before other ones can commence (maximum 150 words).
8. References used for preparing the proposal – in the appropriate format as described in the referencing guidelines.

4. Assessment criteria for thesis proposal

The thesis proposal can be either accepted or rejected. A student must be asked to redo his/her proposal when his/her proposal handed in has been rejected. Below you may find the criteria for accepting a thesis proposal:

- The thesis topic set is within the context of other relevant research.
- A background to the topic is provided demonstrating high level of understanding of the research field.
- The aims and objectives are clearly specified.
- Appropriate research approach and data collection techniques are well outlined and justified.
- Realistic and appropriate resources (including equipment and timescales) needed for the research are well outlined and fully identified.

5. Common causes of failure

Some of the most useful things to know about theses are the common pitfalls. Why do some theses go horribly wrong? Here are some of the common causes of failure:

- Choosing/starting the thesis too late. Start the thesis as soon as you can. The longer you leave it the harder it is to get motivated, especially when other students seem to be flying ahead.
- Failing to meet your supervisor regularly. If you arrange a meeting with your supervisor, turn up at the agreed time. If you are stuck for any reason and you have no meeting arranged, contact him/her immediately. You gain no sympathy from anyone if you lose contact with your supervisor and produce a poor thesis as a result. Your supervisor will be happy to help you but he/she can do nothing if he/she is unaware that you are having trouble.
- Allowing too little time for the thesis. You should try to produce as much of your thesis as you can as you go along, even though you may not know in advance its exact structure. The last two weeks of the thesis should be dedicated to pulling together the material you have accumulated and producing a polished final product.
- Failing to plan a fall-back position if the planned work is not completed on time. Try to plan your thesis in stages so that if things go wrong at a later stage you have a completed stage to fall back on.
- Trying to satisfy an external customer at the expense of your grades. Do not let any outside interests interfere with your work. The guidance for your thesis should come from your supervisor and only.
- Over/under ambition. Try to be realistic about what you can achieve in the time available. A good thesis requires a lot of input from you and should prove to be technically challenging throughout. At the same time, however, it is better to do a small job well than to fail to do a big job at all. Your supervisor will advise you on his/her expectations of the thesis and this will help you to set your sights accordingly.

6. Thesis structure

There are many ways to present the results of your thesis and the advice is that the structure of the thesis is one that makes most sense of the work you have done. These guidelines are for guidance only as there is no single best structure for all the theses. There is also no suggested intention that creative approaches would be penalized just because they did not follow some of the advice given here.

All theses require reading from various sources, such as books, journal articles and websites. Students writing a Master’s degree thesis are expected to do some primary research (i.e. use questionnaires, interviews, observations to get primary data) and are therefore advised to follow the Main Text - Structure shown below.

Main Text - Structure

1. Introduction
2. Literature Review
3. Methodology
4. Findings
5. Conclusions and recommendations

6.1. Title page

In **Appendix 2** (Master's Degree Thesis Title Page) you may find a sample of a title page.

6.2. Table of contents page

Include a table of contents so that readers are able to find their way around the document. This is a complete list of headings, subheading, appendices etc. and their respective page numbers. You need to ensure that there is consistency between the table of contents and the headings and subheadings used in the document. All headings in the table of contents should correspond exactly in wording, arrangement, punctuation and capitalization with the headings as they appear in the body of the text. In **Appendix 3** you may find an Example of a Master Thesis Table of Contents Page.

The layout in the table of contents should indicate clearly whether a heading is primary, secondary or tertiary. Any suitable settings (indented headings, bold type, italics and different font sizes) can provide clarity. Another useful way of structuring the chapters and sections of the document is to use a hierarchical decimal system, e.g. 1, 1.1, 1.1.1, 1.1.2 etc. The general advice is to present the document in a format that you are happy with and one that indicates a clear logical ordering of chapters and section headings.

6.3. Acknowledgements

If you wish to make a brief reference to persons or organizations who have assisted in your thesis, use a separate page to do so.

6.4. Abstract

An important question for any reader is: "in a few words, what is the whole thing about?" This means that at the beginning of your thesis you need to provide an abstract (summary). This tells the whole story, including the principal findings, in about a page and a half (200-500 words). This should contain a statement of the aims and objectives, the problem or hypothesis, an indication of the methodology used and the main findings and conclusions. You may feel that this "gives the game away" leaving nothing to develop in the paper. Your job is not to keep your reader guessing until the final page. A thesis is not a detective novel!

6.5. List of Abbreviations

You may conveniently use abbreviations for organizations or phrases referred to frequently in the text, provided that they are included in the List of Abbreviations. It is customary and helpful to name the organization/phrase in full the first time it is referred to, and indicate the abbreviation to be used (see example). This is applicable for an organization/phrase of at least two words.

Example: “The Shanghai Municipal Council (SMC) had a police force since 1854. Over the years the SMC had arrogated to itself more powers and more land, and became a more and more important instrument of control.”

6.6. Introduction

The introduction chapter of the thesis needs to answer three questions:

- What is the issue/problem? In more than two or three words, but probably not more than two or three pages, you need to define the subject of your thesis and draw some boundaries around it; what it is and what it isn't. The message needs to be clear to your reader, but probably even more crucial it needs to demonstrate that you fully understand the nature and parameters of what you are about.

- Why is the issue/problem important? Basically, “why bother?” Is it just a way of filling your time, or is your thesis about something that really matters to someone, and, if so, in what way? "Someone" might be your client organization, you, the wider academic/management community, or some combination of all three.

- What is the context in which the research is set? You need to provide enough information about contextual features to give the reader a feeling for the setting of the work. Normally, this will mean a little about the size and business of your research organization(s).

In addition, this chapter should also give the reader some indication of the structure of the thesis, and the way you set about researching the issues.

6.7. Literature Review

The second chapter would normally consist of your analysis of the literature. Any thesis whatever its scale will necessitate reading what has been written on the subject and gathering it together in the form of a critical review. It is necessary to demonstrate some awareness of the current state of knowledge on the subject, its limitations and the way in which the proposed research aims will add to what is known. Remember you are writing a thesis and so you need to show the breadth and depth of the literature search that has informed your research and the academic debate surrounding the issues considered. One of the criteria for any thesis is to demonstrate a critical awareness of background studies and matters relating to the thesis. In effect you are trying to answer the

question: “what is already known about this issue/problem?”. There needs to be enough of a literature review to show that useful data already in existence has informed your efforts.

The critical review of the literature should provide the reader with a statement of the accepted wisdom and major questions and issues in the field under consideration. Frequently, literature reviews simply seem to be uncritical catalogues of all that has been found which vaguely relates to the research topic regardless of the merits of the work. What is required is an insightful and critical evaluation of what is known which leads naturally to a clarification of the gaps in the field and the way in which the proposed research is intended to fill them. Hence, you need to develop an organizing framework or model to enable you to select, order and evaluate the relevant literature.

One feature of literature review might be to show how your understanding of this secondary data has helped you to formulate questions you have used in your primary data collection. Another, not necessarily competing, approach might be to use some “model” as a way of organizing the data. Models may already be in existence as expressions of a particular theory you are using to underpin your work, or they may be created by you as a way of helping the reader to understand what you have done better.

The stage of the literature search needs to be kept under close review in consultation with the learning set so that becoming overly concerned with other researchers' work at the expense of creativity can be avoided. Whilst literature searches and reviews take place early in the research sequence, keeping up to date with the literature on the topic, of course continues throughout the period of the research.

Having set out a theoretical framework through a discussion of the relevant literature, the next logical question is "how might this problem be researched?"

6.8. Research Methodology

The third chapter is a critical evaluation of research methodologies and methods. The discussion should also consider those methodologies and methods rejected as well as those adopted. The aim is to persuade the reader that your approach and the methods chosen are appropriate for the task. You should also be aware of the weaknesses of the methods chosen and be able to comment upon the limitations this may cause.

Normally, you will be concerned with two main types of data. "Secondary data" is already in existence (often in books and journals) and your analysis of this will show that you understand what is already known about the issue. It is not the concern of this chapter to present the secondary data, but rather to explain your rationale for making the selection that you do from the literature available. "Primary data" is gathered by you "live" during the execution of the fieldwork. Again it is not appropriate to set out this data at this stage, but you do need to argue a case for the approach you have selected.

Remember no one methodology is best in all circumstances. You need to briefly review the options which might be used and provide a convincing case for the approach you selected. Most methods of research are grounded in particular views of what organizations are about. You will strengthen your argument by showing that you understand the dominant paradigm underpinning your approach. You also need to discuss the limitations of your methods. All methods are flawed to some extent and you need to show that you are aware of the degree to which the conclusions you reach using your chosen method(s) can be relied upon.

You will also need to discuss the method of data collection including the sample or respondents used and how you intend to analyze and make sense of the data. For example, what statistical techniques will you employ to make sense of quantitative survey data, and/or how do you intend to analyze qualitative data from interviews or observations in order to demonstrate rigor and validity in your analyses?

Having established what contribution the literature has to make to the solution of the problem/issue and which research methodologies to use to enable you to answer your specific research questions, the next question is: "what have you uniquely discovered?"

6.9. Findings

In this chapter you present the findings of your research and you discuss them. You present the data that forms the basis of your investigation, shaped by the way you have thought about it. In other words, you tell your readers the story that has emerged from your findings. Begin this chapter with what you have discovered that is new and then relate your results to what others have found. Evaluate the meaning of your results and explain unexpected results. You should not only describe the data. You need to make connections, and make your reasons apparent for saying that data should be interpreted in one way rather than another.

When discussing your findings try to answer the following questions: What do they mean? How do they fit into the existing body of knowledge? Are they consistent with current theories? Do they give new insights? Do they suggest new theories or mechanisms? Try to distance yourself from your usual perspective and look at your work. Do not just ask yourself what it means in terms of your perspective, but also how other people in the field might see it. Does it have any implications that do not relate to the questions that you set out to answer?

6.10. Conclusions and Recommendations

This chapter deals with conclusions and recommendations and needs to show what can be legitimately deduced from the work you have done, what confidence we can have in those conclusions and what action (if any is appropriate) should be taken as a consequence.

Towards the end of this chapter you may have, in a few paragraphs, some form of review and perhaps a look to the future. This is optional but sometimes a very appropriate thing to do. You may wish to show that you are able to reflect on the progress you have been through and consider

aspects that you would change if you were to repeat the exercise. Suggest avenues for future research. Even if you do not present it as such it is good practice to discuss the problems within your study and suggestions for how things could have been differently, etc. Finally, you may spend one or more paragraphs on explaining what the contribution of your thesis has been to literature (if there is such a contribution).

6.11. References

Read and apply the College referencing guidelines.

6.12. Bibliography

An optional and last section before the appendices is a bibliography - this is distinct from the references section. It is worth noting the difference between the terms references and bibliography. References are a detailed list of the sources, which have been cited in the text of the document. A bibliography is a list of publications which have been consulted read or reviewed, but which have not been cited in the text. You need to stick to the same method for giving publication details as used in the references section.

6.13. Appendices

The last part of the document is the appendices. Each appendix requires a title and each should start on a new page (details to appear in the table of contents). Appendices are not included in the overall word length, but should be kept to a reasonable amount. Appendices should contain material that is relevant to the development of the arguments featured in the body of the text, but would dislocate the flow if included in earlier chapters. Examples of material suitable for inclusion are questionnaires with covering letters, the data on which the findings derived from the field work are based. Reference to appendices should always be made in the body of the thesis. Appendices should not be used to pad out the thesis with extraneous material with little relevance to the work as a whole.

7. Oral presentation

When the thesis supervisor decides that the thesis is completed, he/she gives the thesis to a second examiner to read it and organizes the oral presentation of the thesis (date, time, room and who will attend the presentation). The presentation is attended by the supervisor and two faculty members of the relevant department one of whom is the thesis second examiner.

8. Assessment Criteria for theses

Assessors of a master thesis need to provide a weighted average mark which is then translated to a letter grade according to the college weighted mark to letter grade conversation table. The pass mark for the thesis is 60%. Supervisors must use the weights shown below for their assessment.

Assessment Criteria	Weight %
Introduction	10
Literature review	20
Research methodology	20
Findings	10
Conclusions and recommendations	10
Referencing	10
Overall structure	5
Clarity of expression and use of English	5
Oral presentation	10
Total	100

8.1. Introduction

Marking criteria	Give highest mark when	Give lowest mark when
Background of the research topic, Aims/objectives and research questions/hypotheses should be clearly stated with explanation and context provided as appropriate	Clearly articulated and highly appropriate with appropriate level of supporting information	Limited attempt to specify aims and objectives

8.2. Literature Review

Marking criteria	Give highest mark when	Give lowest mark when
Critical evaluation of the relevant literature Literature review should locate thesis in the context of current scholarly work	High level of relevant knowledge and information about the research context	Extremely low level of knowledge about the research context
The literature review should be a critical summary and assessment of relevant literature	Extensive critical evaluation of relevant texts and journals (print and electronic); thorough knowledge of relevant theoretical issues involved	No attempt at critical evaluation of texts; no evidence of understanding theoretical issues

8.3. Research methodology

Marking criteria	Give highest mark when	Give lowest mark when
Research methods should be appropriate and clearly articulated	Methodological approach and selection of research instruments are appropriate and are clearly articulated	Weak methodology which may be poorly presented
Research methods should be fully justified with reference to appropriate literature	Alternative approaches are discussed; chosen methodology is very well justified using appropriate literature and showing a high level of understanding of research	Very limited or no attempt at justification of choice of research methods

	design	
Limitations of research methods e.g. sampling, piloting, validity and reliability should be thoroughly explored	Extremely good reflection evaluation of the limitations of the research methods	Very limited or no attempt to reflect on limitations of research methods

8.4. Findings

Marking criteria	Give highest mark when	Give lowest mark when
Findings should be presented in an appropriate manner	Findings are very clearly presented using appropriate methods of presentation	Very limited or no attempt to present findings
Relationship between relevant literature as presented in the literature review and the findings of the investigation should be clearly established	High level of ability to evaluate evidence gathered in relation to relevant literature; high level of ability to develop arguments logically and clearly; ability to evaluate value positions and assumptions	Very limited attempt at analysis. Little or no attempt to relate findings to literature.

8.5. Conclusions and recommendations

Marking criteria	Give highest mark when	Give lowest mark when
Conclusions and recommendations should be summarised	Conclusions and recommendations (where appropriate) are appropriate to the study and clearly articulated	Very limited or no attempt to provide conclusions or recommendations
Suggestions for future research should be made where appropriate	Highly relevant suggestions made for development of the research	Very limited or no attempt to provide suggestions for future work

8.6. Referencing

Marking criteria	Give highest mark when	Give lowest mark when
It should be clear what sources have been used. They should be properly referenced in the text and in the bibliography based on our referencing guidelines. Plagiarism must be avoided.	Citation practice is excellent	Citation practice is extremely poor

8.7. Overall structure

90-100%	80-89%	70-79%	60-69%	0-59%
very clear and logical structure	well-structured	Identifiable structure, would be improved by re-ordering/ addition of material	little or no structure, rambling	no structure, confusing

8.8. Clarity of expression and use of English

90-100%	80-89%	70-79%	60-69%	0-59%
high standard of writing and presentation, writing is fluent and easy to understand, confident use of specialist vocabulary, free of spelling, punctuation and grammatical errors	well-written and presented, confident use of specialist vocabulary, largely free of spelling, punctuation and grammatical errors	reasonably well-written and presented, largely free of spelling, punctuation and grammatical errors	lack of clarity of expression, could be problems with vocabulary, spelling, punctuation, grammar	lack of clarity of expression, could be problems with vocabulary, spelling, punctuation, grammar

9. Thesis marking report

Supervisors need to provide their marking and comments related to a thesis in a report (see an example in **Appendix 4**). Comments may be given on the overall impression of the work, on anything that was particularly good/bad, impressive, and/or interesting. Suggestions may also be given for improvements that the student can work on for future assignments. Once the report is prepared by the supervisor the second examiner reads it and verifies his/her agreement with the supervisor's marking. Alternatively, if the second examiner disagrees with the supervisor's marking he/she has to discuss it with the supervisor. The supervisor can then revise his/her marking or leave it as it is. Once the marking procedure is over the supervisor, the second examiner and the College Director sign at the bottom of the final page of the report.

10. Thesis presentation

The following requirements must be adhered to in the format of the bound thesis:

- The font size used in the main text (including displayed matters and notes) must be 12 pt.
- The thesis should be typed/word processed on A4 paper (one side only).
- 1.5 line spacing must be used in the typescript except for indented quotations or footnotes where single spacing must be used.
- The paper must be white and within the range of 70 g/m to 100 g/m.
- The left hand margin should be 3 cm and all other margins must be 2.5 cm.
- Pages must be numbered consecutively throughout the main text including photographs and/or diagrams included as whole pages. The table of contents and pages before the first chapter, which might include, Acknowledgements, Abstract, etc., should be numbered in lower case Roman numerals (i, ii, iii, etc.). Chapter pages and pages following the chapters (such as References, Bibliography and Appendices) should be numbered using normal numerals. Numbering must be centered at the bottom of the document.

Three copies of the thesis must be bound and must remain the property of the College but the copyright of the thesis must be vested in the student. The copies should be bound in black with gold lettering as follows:

- The binding must be of a fixed type so that leaves cannot be removed or replaced; the front and rear covers must be sufficiently rigid to support the weight of the work when standing upright; and
- The outside front board (cover) must bear in at least 24 pt font size the thesis title, the student's name, the qualification related to the thesis (e.g. Master in Business Administration), the word "Thesis" and the year of submission (see **Appendix 1**). The same information, excluding the thesis title, must be shown on the spine of the work, reading downwards.

Finally, students need to submit their thesis to their supervisor in electronic format.

AMERICAN COLLEGE

THESIS TITLE

Student’s name

MASTER IN BUSINESS ADMINISTRATION

Month Year (when you submit the thesis)

THESIS TITLE

A thesis with the title above submitted to American College in partial fulfilment of the requirements for the degree of Master in Business Administration

by "Student's name" (Student's Number: XXXXXXXX)

under the supervision of "name of supervisor"

in "Month Year" (when you submit the thesis)

The thesis for the Master of Business Administration degree has been approved by:

.....	.....
Title and name of supervisor Supervisor	Date
.....	.....
Title and name of second examiner Second Examiner	Date
.....	.....
Title and name of college director College Director	Date

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3. RESEARCH METHODOLOGY .....

4. FINDINGS .....

5. CONCLUSIONS AND RECOMMENDATIONS .....

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APPENDICES

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2. TITLE OF SECOND APPENDIX .....

MASTER THESIS MARKING REPORT

Thesis title:	Relationship Marketing; The case of Eurofreight Logistics Ltd.
Course code and title:	MGT614 Thesis
Student Number:	20061099
Student Name:	George Georgiou
Supervisor:	Dr. Andreas Petasis
Thesis deadline:	05/06/2009

Assessment Criteria	Weight %	Mark %	Weighted Mark %
Introduction	10	90	9
Literature review	20	90	18
Research methodology	20	70	14
Findings	10	60	6
Conclusions and recommendations	10	60	6
Referencing	10	60	6
Overall structure	5	60	3
Clarity of expression and use of English	5	60	3
Oral presentation	10	60	6
Total	100		77

Comments

- A very clear and strong account. The beginnings - aims, background etc - are concisely and logically laid out. It's very easy to get into the thesis and understand both what she attempted and how she went about it. It is also well limited in its scope and resists the temptation, which is particularly common in complex issues, of ranging too widely and diffusely.
- The literature is particularly thoroughly reviewed and he develops a useful model of appraisal dimensions as a result. One possible drawback at this stage is that in trying to make sure that he is sufficiently comprehensive, there is a tendency to list rather than analyse some of his source material.
- The conclusions go on too long and lack the focus and tightness which conclusions should have. At times, the presentation is characterised by some curious uses of English which tend to cloud the analysis.
- The thesis lacks a strong structure and it is sometimes difficult to distinguish between the literature survey, the case study of the writer's own organisation and the wider fieldwork. Perhaps as a result, the findings are in places repetitious and unquestioned.
- His choice of literature is appropriate, but rather narrow. The case studies contribute a useful comparative dimension, but perhaps increase the descriptive feel of the work. Whilst not detracting from the thesis as a communication document, there are enough spelling/grammatical errors to be a little irritating.
- It would have been useful to have assembled the findings in other than a straight narrative and, at times, wearying way. Perhaps diagrammatic summaries of how the various factors linked together with regard to different work groups would have made reading the findings less of a grind.

- On the down-side, I am less impressed with the overall impact of the thesis. In particular the literature was rather "listy" and at times not well integrated into the work as a whole, and her conclusions were a little weak.
- She surveys the literature well and adopts an appropriate methodology within the limitations discussed above. The chapters are well linked together and she establishes a convincing rationale for what she is doing. However, she never completely delivers in terms of linking cause and effect which means that a potentially high level of performance turns out in the end to be good but not outstanding.
- His determination not to omit relevant material gives the document a feeling of interminability which becomes wearing in the end. Clearly, his choice of thesis topic arises out of a keen personal interest which helps to provide the energy for the undertaking, but also tends to produce the occasional "axe-grind" which pushes at the limits of objectivity.
- There is ample evidence of effort in terms of accumulating data, but no clarity in terms of research methods, and certainly no justification for the approach taken. Perspiration alone at this level is just not enough.

....

Supervisor's Signature Date

The thesis for the Master of Business Administration degree has been approved by:

....

Dr Andreas Petasis Date
Supervisor

....

Dr Charalambos Louca Date
Second Examiner

....

Dr Marios Americanos Date
College Director