



VRAA 16/LT/2017

23 Ιουνίου 2017

Καθ. Μαίρη Ιωαννίδου - Κουτσελίνη

Πρόεδρο Διοικητικού Συμβουλίου

Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (ΔΙ.Π.Α.Ε.)

(Υπόψη Κυρίου Ανδρέα Παπούλα)

Γωνία Κίμωνος και Θουκυδίδου

1434 Λευκωσία

(Με ηλεκτρονικό Ταχυδρομείο και το Χέρι)

ΘΕΜΑ: BBA Sports Management - Distance Learning

Αγαπητή Κυρία Ιωαννίδου – Κουτσελίνη,

Παρακαλώ όπως βρείτε συνημμένα την απάντηση στην έκθεση εξωτερικής αξιολόγησης του προπτυχιακού Προγράμματος BBA Sports Management Distance Learning σε σχέση με την αίτηση για πιστοποίηση του από το **Χειμερινό Εξάμηνο του Ακαδημαϊκού Έτους 2017-2018**. Παρακαλούμε επίσης όπως η λήψη της απόφασης για την πιστοποίηση του Προγράμματος ληφθεί στην επόμενη Σύνοδο του Συμβουλίου του Φορέα στις 03 – 04 Ιουλίου 2017.

Παραμένουμε στη διάθεση σας.

Με εκτίμηση

Καθ. Edna Yafnasaki Πατρικίου

Αντιπρύτανης Ακαδημαϊκών Υποθέσεων



UNIVERSITY *of* NICOSIA

**Response to the External Evaluation
Report**

Programme of Study

BBA in Sports Management DL (Distance Learning)

Nicosia, 22 June 2017

I. Introduction

We refer to the Report of the External Evaluation Committee (EEC) of the program of study: ‘Bachelor of Business Administration in Sports Management (Distance Learning)’, which was prepared following a site visit at the University of Nicosia by the members of the committee on June 7th, 2017.

We would like to thank the members of the External Evaluation Committee, for their constructive and productive comments during the evaluation on site as well as the detailed and thorough written evaluation report. We appreciate the committee’s recommendations for improvement. We note that the majority of the EEC recommendations point to the need for supportive adjustments to the programme rather than substantive changes to the programme itself. We point out that the EEC’s recommendations have been discussed internally, with the relevant School and Department, as well as other administrative units within the University. We do appreciate the committee’s recommendations for improvement, which will further strengthen and enhance the quality of the programme and benefit our future students.

We are pleased that the Programme itself was highly regarded and well graded by EEC members, which is a reflection of the quality of the preparation, the organization and the course content, as well as the good blend of academics and industry practitioners, who will be teaching the Programme and bridging the gap between theory and practice.

We would like to briefly highlight that the **report of the committee is very positive, with 87% of the remarks being scores of 4 out of 5 or 5 out of 5. The resulting total average of 4.3 out of 5** is in line with the overall comments made by the EEC and the quality of the program designed.

The response is structured as follows: In Section II we acknowledge the EEC’s positive remarks, which attest to the quality of the Programme. Section III addresses the EEC’s specific recommendations for improvement in each of the categories. Section IV concludes our reply.

II Positive Remarks made by EEC

We have selected highlights of the EEC's specific positive observations, that are quoted below:

pp.5: "The committee would like to commend the University of Nicosia for the thoroughness of the submitted documentation. The document was extremely helpful in understanding the program to be reviewed.."

pp.5: "The committee acknowledges also the quality of the engagement of all staff that were available on the day of the visit. There was an excellent range of staff available from the institutional in general and the program specifically that enabled the committee to explore a full range of areas commensurate with the agenda of the day and questions raised by committee members."

pp.6: "Overall the committee were satisfied with the organization of the teaching work and teaching personnel..."

pp.6: "There is a detailed and sufficient training material for the use of on-line Learning Management System (Moodle) regarding the technical aspects of use..."

pp.7: "The committee is glad that the University of Nicosia has been using Learning Analytics Indicators for a number of years so as to support the educational process and the learners."

pp.9: "Given the subject area the committee were generally satisfied with the purpose, objectives and content of the Program of Study..."

pp.9: "The committee felt the structure and content was satisfactory";

pp.9: "The committee was satisfied with the Quality Assurance mechanism and saw evidence of this with three courses that have been updated since the documentation was submitted on 19 Dec 2016."

pp.9: "The committee was confident that the management of the Program of Study was satisfactory."

pp.9: "The committee was satisfied with the International Dimension of the Programme and noted that this programme had global appeal."

pp.9: "The committee noted the engagement of a significant number of industrial partners"

pp.10: "The committee noted a number of research initiatives and saw evidence of such research being incorporated into updated course study guides, which would further improve the content of the programme."

pp.10: "SPOR-460 was an example of such an area where there were clear links between current ongoing research and conferences and an updated study guide demonstrated that the programme team had engaged in a thoughtful, positive improvement in the curricula informed by current research debates."

pp.10: "The committee noted the research active status of staff and their publications and conference attendances."

pp.11: “The committee were satisfied in all these areas. (administrative mechanisms, infrastructure/support, financial resources)”

pp.12: “The committee acknowledges the University of Nicosia has experience, gained over a number of years of delivering DL programmes...”

pp.12: “The support offered by the DL unit is an exemplar of best practice in technical competency development for staff and support that is offered in the area.”

pp.12: “The University of Nicosia, regarding the Distance Learning Programs, among others, disposes:

- aI) A defined General Model of Distance Education via on line technologies (involving face-to-face final exams)
- aII) A Distance Learning Unit, with appropriate infrastructure especially in terms of building (a specially dedicated building), technological infrastructure (teleconferencing rooms, PC laboratories rooms, servers, etc) and qualified IT personnel. In the Distance Learning Unit is associated an appropriate number of administrative staff devoted to the support of distance learning students.”
- aIII) Electronic Libraries appropriate for the specific program
- aIV) Policies related to the needs of Distance Learning via Technologies, in particular
- aV) The Pedagogical Planning Unit for Distance Education
- aVI) Learning Analytics methods.

pp.15: “Overall, the committee welcomed the fusion of a bachelors in business administration and sports management and the content that has been brought together fits neatly.”

pp.15: “The excellent support offered by the DL unit will help staff use the technical tools and monitor student engagement.”

III Recommendations made by EEC

The EEC made valuable and constructive recommendations to the Bachelor of Business Administration in Sports Management programme, as indicated in the committee's findings.

Kindly note that the format of the evaluation report required the EEC to repeat certain recommendations under multiple quality indicator sections. In such cases we have offered a single response that is subsequently cross-referenced.

1. Effectiveness of teaching work – available resources

1.1 Recommendation: Pedagogical Planning Unit for Distance Education (pp.6)

The University of Nicosia has to properly define, structure and support such a Unit with appropriate and well educated and experienced specialized staff.....

Response to Recommendation 1.1:

We acknowledge the EEC suggestion and it is noted that this specific suggestion has been recommended, by EEC committees of other programs, recently.

In order to address this issue, the Senate of the University of Nicosia has approved the proposal of the institutionalization of a Unit dedicated to Pedagogical learning on its 83rd meeting on June 22nd. The details of the Unit may be found in Appendix A and provide evidence that the Unit will support the points listed under Recommendation 1.1

1.2 Recommendation: Teacher Training and Teacher Support Methods (pp.6)

Regarding the support to the teaching personnel on the dimensions of Teaching Methods with on-line Distance Learning Technologies, for Adult Education, there is a scope for further improvements.....

Response to Recommendation 1.2:

The University of Nicosia has taken a series of steps to address the issue of teachers' training and to conform to DIPAE regulations on this issue.

More specifically, all faculty teaching in DL programmes are required to complete online tutorials. The emphasis of these tutorials is on the employment and effective utilization of appropriate resources for Distance Learning delivery.

DL faculty are required at least once per semester to follow preparatory courses on relevant topics. In collaboration with CARDET, the University of Nicosia has developed a series of seminars on designing and delivering successful train the trainers programmes. The first seminar of the series is being offered in the last week of June 2017, and faculty members have been invited to attend.

Furthermore, it is noted that faculty attended seminars, offered on this subject (at a number of different venues: conferences, special workshops, seminars from external training providers) and they have received certification.

Finally, faculty are encouraged to attend and utilize open educational resources (on Coursera and MITx) on educational topics related to the e-learning pedagogical methods as well as ICT tools used for e-learning. Additional information is included in Appendix B.

Additionally, we acknowledge the validity of the suggestion. Development of this content is generally understood to take time and falls within the overall responsibility of the Unit mentioned in Appendix A. Moreover, the University of Nicosia considers itself as a dynamic learning community; evidence of continuous improvement of content, methods and tools could be traced through the institutional documentation.

1.3 Recommendation: Study Guides (pp.7)

Program Teachers have to complete the development of the full version of Study Guides for each course of the Program, according to the corresponding DIPAE criteria.

Response to Recommendation 1.3:

We fully endorse the recommendation of the EEC, on the necessity of existence and availability of fully developed study guides.

We would like to point out that all study guides for the proposed program were developed and were available to the EEC during the visit. All study guides are subject to change upon annual program evaluations. Three study guides of the suggested program have already been updated, to reflect positive improvements, as reflected in the EEC report (pp.5). We emphasize that annual revisions of the program will take place, upon completion of each academic year to safeguard that syllabi, course outlines and study guides reflect the latest developments in each topic. We include herein the study guides.

1.4 Recommendation: Learning Analytics (pp.7)

The EEC strongly recommends to proceed to further improve the use of Learning Analytics by thoughtful and concrete decisions of the University of the Nicosia Senate, related to the application of Learning Analytics on Distance Learning Programs. They must be used in an institutionalized way, under the Senate study, approval, and decisions on how and which specific Learning Analytics approaches and methods to use for: (a) the support of learners, (b) the support of lecturers (monitoring students, awareness on the teaching methods effectiveness), (c) administrative support, (d) institution support on decisions' taken.

Response to Recommendation 1.4:

Learning Analytics is a dynamic area of theoretical and applied developments that have an impact on many facets of the University of Nicosia operations, including legal and ethical rules of the educational institution.

It has been identified that it would need to operate within a defined framework (i.e. a Learning Analytics Code of Practice) and as such it has been constructed in a multi-disciplinary approach, to address specific themes such as ethical intent, student success and transparency and informed participation. This code of practice has been advised by relevant publications, listed in Appendix C.

The types of Learning Analytics currently used by the University of Nicosia mainly draw on current and up to date literature, which is related to the Learning Management System used (Moodle platform). Data mining techniques are applied to analyse student's usage data in order to identify valuable patterns for more objective feedback on faculty instruction approaches and students' engagement towards improved learning.

It should be noted that the University of Nicosia will continue to monitor the available literature on Learning Analytics and constantly update the information provided and the techniques utilized.

The University fully intends on further developing the system, as well as further preparing faculty and staff to make good and full use of Learning Analytics, specifically focusing on the training of course leaders and the program coordination team.

The University has established a Learning Analytics Unit, headed by Assistant Professor, Dr. Christopher Alexander, Head of Technology Enhanced Learning Centre. Additionally, it is highlighted that a dedicated University employee, working in the aforementioned Unit, is in the process of applying for a PhD on the topic, to fully utilize knowledge in the area, towards a state of the art implementation at the University of Nicosia.

2. Program of study and higher education qualifications

2.1 Recommendation: Time constraints for Learning Methodology (pp.9)

One area of concern was the amount of time a student would have to fully understand research methodology/ methods within the same course that also required a project to be completed (SPOR-490).

Response to Recommendation 2.1:

We would like to point out that the specific course is a 10-ECTS course, which corresponds to 250 hours of workload for each student. Through empirical evidence, it has been estimated that 100 person hours are required for the research methodology part, where students are expected to learn and perform preliminary literature review and frequently used methodological approaches.

As a result, the remaining 150 hours of workload in this course is viewed as sufficient to complete the actual project work. However, it is expected that the coordinator of the proposed program will have more accurate data, upon offering the specific course, and the University will re-examine the recommendation and take suitable corrective measures, if and as needed.

2.2 Recommendation: Programme link to society and labour market

The committee noted the engagement of a significant number of industrial partners but the link to society and the labour market is to be determined and notes that work is underway to systematically collect data on alumni destinations

Response to Recommendation 2.2:

As outlined during the visit, the University is developing a link, by gathering information from alumni, on a systematical basis, which will continue to be updated and conclusions utilized accordingly.

3. Research work and synergies with teaching

3.1 Recommendation: Staff research profile (pp.10)

There are always ways of improving the overall profile of staff through targeted journal publications and enabling competitive internal funding opportunities, but resource constraints may not always mean this is possible

Response to Recommendation 3.1:

The University subsidizes research publications, attendance of conferences, professional subscriptions and book acquisition by faculty. Through the Research and Innovation office, UNIC provides administrative support to researchers from the University to attract grants from outside programs, European programs and funding from other institutions. The University of Nicosia is the only private university in Cyprus to have joined Vision2020, an innovation platform for research organizations and companies participating in the “Horizon 2020” EU funding program.

Additionally, there are internal funding opportunities available, and just recently the University has funded five new programs with a combined total of €100.000.

Further, it should be noted that the University of Nicosia encourages collaboration and synergies between faculty and external collaborators, to improve research and publication profiles.

The University continuously enriches its library services, by updating e-journals and e-books, while adding new items to its already vast collection. Finally, in a constant effort to upgrade the services offered to research fellows, we have recently decided to dedicate a specific facility for their use.

4. Conclusions and suggestions of the EEC

4.1 Recommendation: Components integration (pp.15)

The challenge for the programme team is to ensure that the components brought together truly integrate with each other so that sports management is incorporated into the business administration courses and vice-versa

Response to Recommendation 4.1:

We sincerely acknowledge the EEC comment on integration of content between business and sports management courses. We view integration as primarily the result of specialized learning activities, such as targeted homework, specialized case studies and suitable group projects. Themes included in business oriented courses will be specially designed for students of sports management, in a way that will include context and reference to the industry. Similarly, in sports management courses, references to general theories, best practices and state of the art tools in management will be consistently outlined.

IV Conclusion

We would like to thank the External Evaluation Committee, once again, for the positive evaluation, comments and suggestions, as well as, fruitful discussions we had with the members of the EEC during their on-site visit for the evaluation of the Bachelor of Business Administration in Sports Management Programme and the detailed, precise and insightful report. We also thank the

committee for the time and thoroughness it dedicated to the evaluation of the program and for helping us improve the program through the suggestions made.

As shown on the present response, we have taken immediate action to adopt their constructive recommendations, which we agree will have a positive reflection and effect on the programme and further secure the University's reputation in distance learning education delivery of the Bachelor's of Business Administration in Sports Management programme.

We highlight again the very positive evaluation of our Programme, with an average score of 4.3 out of 5, and we look forward to receiving a positive decision for accreditation having fully satisfied the committee's recommendations.

On behalf of ~~the Programme~~ Faculty

Professor Nicos Kartakoullis

Acting Coordinator

ΕΠΙΘΥΝΑΤΤΟΜΕΛΟ Α

Restructuring the Teaching and Learning Units of the University of Nicosia Rector Poyioutas Council Meeting 12th June 2017 Request for Budget Approval for Hiring Experts in Pedagogy and E- Learning

Preamble:

There are three "independent" Units currently providing teaching and learning support to faculty members:

1. the University of Nicosia Teaching and Learning Institute (UNTLI), currently headed by Dr Ioulia Papageorgi (Assistant Professor of Educational Psychology); the Head of UNTLI currently reports to the Vice Rector for Academic Affairs,
2. the Academic Pedagogy sub-unit of the Distance Learning Department (APDLU), responsible for the e-learning pedagogy, currently headed by Professor Charalambos Vrasidas (Professor of Educational Technology and Associate Dean of the DL Unit); the Associate Dean currently "reports" to the Executive Dean of Distance Learning, and
3. the Information Technology for e-learning Unit (ITeU), responsible for advising the University with regards technological advances in teaching and learning, headed by Dr Chris Alexander (Assistant Professor); the Head reports to the Chief Executive Officer.

UNTLI's role is to provide pedagogical support to faculty members, mainly for conventional methods of teaching and learning. However, UNTLI has in the past offered pedagogical training to faculty members with regards technological-based e-learning methods (e.g. flip teaching). Both APDLU and ITeU have been offering seminars to faculty members (mainly those teaching in Distance Learning programmes) with regards e-learning technology in teaching and learning.

Need:

- a) There is a need to better co-ordinate the pedagogical services and training offered to faculty members.
- b) The Quality Assurance and Accreditation for Higher Education recommended the creation of a Pedagogical Unit for e-learning and in a way set this as a pre-condition for accreditation of DL programmes.

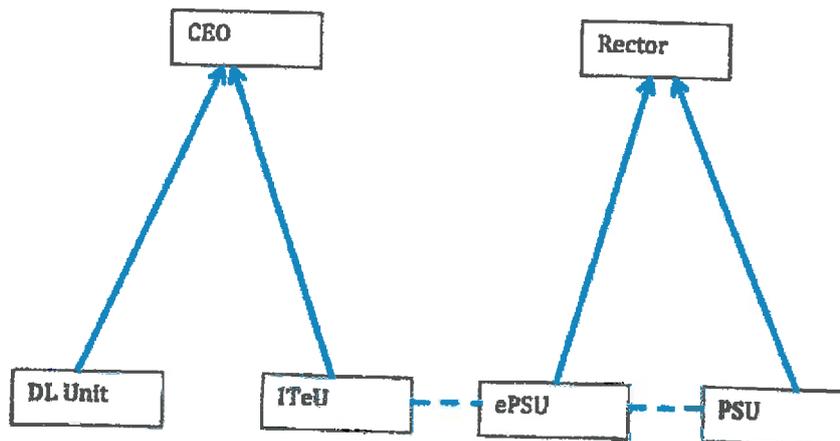
Proposal:

This proposal aims at addressing the need for better co-ordination and for meeting DIPAE's recommendation as per (a) and (b) above.

Structure:

The following Units/structure is proposed:

1. UNTLI is renamed to Pedagogical Support Unit (PSU) and is under the Rectors Office, with its Director reporting to the Rector.
2. APDLU is renamed e-Learning Pedagogical Support Unit (ePSU) and its director reports to the Rector.
3. ITeU provides input with regards state-of-the-art technology for teaching and learning, to ePSU. ITeU's Director reports to the Chief Executive Officer.



Budget:

In order to staff the new structure the following human resources are needed:

1. Director PSU – expert in Pedagogy – internal or external appointment
2. Head of ePSU – expert in e-learning pedagogy – internal or external appointment
3. Instructional Designer – external appointment

Thus there is a need of at two-three new full-time members of staff and some internal changes. The estimated annual budget for salaries for the proposed restructuring is 120,000 Euros.

Director of the e-Learning Pedagogical Support Unit (ePSU) at the University of Nicosia

Job Description

We are looking for a Director for the e-Learning Pedagogical Support Unit at UNIC who will provide leadership and support for the development and implementation of an evolving vision for pedagogy and online learning at UNIC that is aligned with the university's mission strategy and institutional goals.

Responsibilities

The Director will provide leadership, in developing and introducing innovative, advanced online and conventional teaching and learning pedagogical methodologies.

S/He will be responsible for developing and implementing policies relating to the University's Pedagogical and e-Learning Strategy, and creating a sustainable environment that drives continual pedagogical improvement among faculty, and engaging students in innovative learning environments.

The Director will lead and manage pedagogical support activities for academic staff, in the provision of professional development activities for teaching personnel in the Departments and Schools on pedagogical practice and the use of current and emerging instructional technologies, with a final goal to provide relevant and valuable learning experiences for faculty and students.

The Director will identify technology-related educational priorities, projects, and opportunities for staff and faculty on-campus and off-campus. (This may involve completely online courses (MOOCs, or Massive Open Online Courses) as well as SPOCs (Small Private Online Courses), hybrid, face-to-face courses and completely face-to-face courses that integrate online and other technologies, and other modalities incorporating technologies developed in the future.)

The Director will work closely with key stakeholders across the University, including Information Technology Services, administrators, faculty and staff.

S/He is expected to: promote teaching and learning as ongoing and collaborative processes of inquiry, experimentation, and reflection; contribute to the research on pedagogical issues that impact teachers and students in higher education; and promote a university culture that encourages the creation of learning environments in which diverse students can excel, thus advancing UNIC's mission of excellence in teaching and research.

Requirements

Applicants should have a doctoral degree, in the area Pedagogy/e-Learning and have extensive experience in using technology in curriculum design and delivery.

Knowledge of current and emerging technologies, support systems to enhance online education, and experience in developing and scaling online learning programs are desirable. Evidence of active scholarship and leadership in eLearning projects and extensive experience in working in units of a similar nature would be a clear advantage.

The ideal candidate will have successful online teaching experience, as well as an applied understanding of educational psychology in online settings, and experience with evidence-based practices in creating and assessing online materials.

The Director of ePSU will report directly to the Rector.

Application Documents

Curriculum Vitae

Cover Letter

Statement of Research (Optional)

Statement of Teaching (Optional)

2 references required

Reward

We offer a highly competitive rewards and benefits package including private healthcare, vouchers, and an annual gym subsidization.

Deadline for Application

Please submit your CV accompanied by a cover letter by 17/07/2017 at odysseos.m@unic.ac.cy

Instructional Technologist / Designer

Job Description

UNIC seeks a dynamic and enthusiastic Instructional Technologist/Designer to support digital pedagogy and the production of digital learning objects, as well as the academic and professional development needs of UNIC faculty members.

Reporting to the Director of ePSU, the Instructional Technologist/Designer will possess an in-depth understanding of instructional technology issues related to learning in online, hybrid/blended, and traditional courses, as well as experience using a wide range of hardware and software tools to develop multimedia and learning objects.

The Instructional Technologist/Designer will also provide support and supervision to faculty, staff and student assistants. The Instructional Technologist/Designer will join a team that works collaboratively to support the teaching and learning mission of the University.

Responsibilities Include

- Support the design, creation, and revision of interactive online learning and training materials, including multimedia objects that enhance the learning process.
- Assist with the design and delivery of online, hybrid, and face-to-face instructional technology/design training to staff.
- Assist in developing supplemental, blended, and fully online courses adhering to organizational standards.
- Adapt instructional materials created for one format to another format (usually this is adapting materials from face-to-face to e-learning)
- Create media to support learning (e.g., visual aids for face-to-face, various multimedia for e-learning and online)
- Create engaging learning activities and compelling course content that enhances retention and transfer
- Research and evaluate instructional technology resources and their effectiveness.
- Conduct instructional design research and analysis on learners and contexts
- Create supporting material/media (audio, video, simulations, role plays, games, etc)
- Decide on the criteria used to judge learner's performance and develop assessment instruments
- Support the creation and management of course materials, including syllabi and assessment data
- Maintain project documentation and course folders
- Pilot technology-based learning materials

Qualifications

Master degree in instructional design, educational technology or similar. 2-3 years of experience in the field of instructional/educational technology, including designing, developing, and managing technology-based instructional projects and assets.

Requirements

- Proven working experience in instructional design and with instructional technology
- Excellent knowledge of learning theories and instructional design models
- Lesson and curriculum planning skills
- Solid knowledge of course development software and at least one learning management system
- Visual design skills and ability to storyboard
- Ability to write effective copy, instructional text, audio scripts/video scripts
- Gaming technologies knowledge, skills, and/or background
- Expertise in documentation creation and management
- Prior experience with Content Management Systems
- Ability to develop innovative approaches to complex design problems
- Familiarity with various authoring and programming tools, including but not limited to HTML and Flash
- Strong graphic and multimedia design skills.

Special Knowledge and Skills

- The ideal candidate will be a self-motivated, organized, and detail-oriented team player who is capable of participating in collaborative instructional development processes and activities, is able to work independently, and has strong intellectual and analytical skills.
- Position requires the ability to collect data, create reports and prepare written communication with an attention to detail and accuracy.
- Ability to manage multiple projects simultaneously leading and actively collaborating with others on cross-functional teams and meet deadlines
- Highly organized with able to thrive in a fast-paced, deadline-oriented environment
- Excellent communication skills, strong analytical and verbal communication skills, and excellent interpersonal skills
- High degree of flexibility and tolerance for change
- Ability to work collaboratively within an academic community.
- Ability to produce professional digital media assets, including videos, audio, animation, and screencasts, podcasts based on client needs. Experience with the Adobe suite a plus.
- Experience with Learning Management Systems
- Understanding of pedagogical issues related to adult learning

- Experience with training and staff development
- Experience with music-related technologies and software a plus.
- Experience with active learning space design a plus.

Application

- CV
- Cover letter
- 2 references required

Positions: 1-2

Reward

We offer a highly competitive rewards and benefits package including private healthcare, vouchers, and an annual gym subsidization.

Deadline for Application

Please submit your CV accompanied by a cover letter by 17/07/2017 at odysseos.m@unic.ac.cy

FELLOWSHIP AWARDS FOR DOCTORAL STUDIES

The University of Nicosia is accepting official interest for five (5) full fellowships for its doctoral program in Educational Sciences, in the fields of:

- Distance Learning and e-learning
- Quality Assurance in tertiary education
- Quality Assurance in Distance Learning

The Application

The application should include the following:

- The official application document duly completed
- Analytical biographical note
- Certified copy of qualifications/degrees
- Official transcript of previous studies, showing analytically the courses taken and the applicant's academic performance, on a Bachelor and Master level
- Research proposal to define the research problem, literature review and the research methodology to be followed
- Certification of English language proficiency
- Two recommendation letters from University faculty and/or research institutions, which must be submitted in a sealed envelope or sent via email to christodoulou.a@unic.ac.cy
- Letter of interest in receiving a fellowship

Admission Requirements

The Admission Requirements are as follow:

- Research Proposal
- Academic standing in previous degrees
- Additional academic qualifications
- Participation in conferences / publications etc.
- Reference letters

Deadline for Applications

Applications can be formally submitted by and including 15 July 2017. The University will not take into consideration any applications, which are not fully and properly documented, as per above admission requirements and not sent within the above deadline.

Successful applicants will have to be of “full time” standing, as doctoral students and will also have to fulfil teaching and/or other requirements at the University, for 20 hours per week, without receiving additional benefits.

In case that a scholarship recipient drops out of the program, prior to completion and title award, the scholarship will be automatically withdrawn and cancelled. The relevant Department does maintain the right to suggest secession of any scholarship, to the Postgraduate Studies Committee, in case of academic performance not becoming of a doctoral student.

Additionally, the Postgraduate Studies Committee can decide on suspension, decrease or secession of a scholarship when deemed that special reasons apply (for example reasons related to academic performance).

At the end of each academic year, the student’s Supervisor will submit a progress report to the Postgraduate Studies Committee, including research progress and activities.

For more information, please contact angelides.p@unic.ac.cy

APPENDIX B

Distance Learning Faculty Training Certificates

Certificate 1: Distance Learning Essentials

Course Duration: 3 hours

The aim of this course is to provide attendees with all the knowledge to create a Distance Learning (DL) course that meets the standards of DL courses at the University of Nicosia as well as achieving the skills needed create engaging activities and to better perform course and student monitoring.

This course is broken down into two parts that provides information on the following areas:

- A. DL Guidelines
- B. Moodle Basics

Each area is described further below:

A. DL Guidelines (1.5 hours)

To receive the certificate attendees must attend this part.

After completing this part of the course attendees will be familiar with the requirements for offering a DL course at the University of Nicosia.

Attendees will be encouraged to have an open discussion on what they think should be included in a DL course and what they hope to achieve while offering a DL course. Following this discussion, these DL documents will be outlined:

- DL Documentation
- Faculty Guidelines for the Development and Delivery of Distance Learning courses
- Guidelines for the Preparation of Distance Learning Course Outlines

Attendees will be provided access to these documents in digital format during the training.

B. Moodle Basics (1.5 hours)

Attendees should now know what the minimum requirements for running a DL course are. After completing the second part of this course attendees should be comfortable to create Moodle basic activities as well as monitor the performance of their students.

Moodle Basics is designed to give attendees a fundamental understanding of Moodle and how to manage online courses. It aims to provide attendees with the knowledge and skills needed create basic activities and to perform course and student monitoring. Topics covered include:

- Course Creation

- Creating Content in Courses (Forum, Assignments, Files, Folders, Pages, URLs and Labels)
- Monitoring Assignments and Anti-Plagiarism
- Gradebook and Course Reporting
- Course Management

Certificate 2: Moodle Essentials

Course Duration: 3 hours

The aim of this course is to provide attendees with skills needed to create more engaging activities in their Distance Learning courses. These activities will take the students' focus away from the course content and shift it towards student generated content and student-to-student interaction.

The following will be covered in this course:

A. Chat

A simple and familiar tool to most participants, the chat activity allows participants to have a real-time synchronous discussion in a Moodle course.

B. Glossary

The glossary activity allows participants to create and maintain a list of definitions, like a dictionary. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher.

C. Quiz

One of the more common modes of assessment in Moodle, the quiz activity allows the teacher to design and build quizzes consisting of a large variety of question types, including multiple choice, true-false, short answer and drag and drop images and text.

D. Groups

Promoting group work can be achieved using the group functionality in your course. You can assign a student to one (or more) groups and in their groups students can work together to complete a task.

E. Wiki

A wiki is a collection of collaboratively authored pages. Basically, a wiki page is a web page everyone in your course can create together, right in the browser, without needing to know HTML. A wiki starts with one front page. Each student has the ability to create new pages and build on content developed by other students.

F. Lesson

The lesson presents a series of pages to the student who is usually asked to make some sort of choice related to the content. Depending on their choice the activity will send them to a specific page in the lesson. Thus, with planning, the Lesson activity can customize the presentation of content and questions to each student with no further action required by the teacher.

Certificate 3: Creative Media Essentials

Course Duration: 3 hours

This certificate has been developed with the aim of providing lecturers with the skills to produce engaging material and presentations for their students.

This course is broken down into three parts that provides information on the following areas:

- A. Teleconferencing - Cisco WebEx
- B. Office Mix
- C. Camtasia

Each area is described further below:

A. Teleconferencing - Cisco WebEx (1 hour)

WebEx lets you have online meetings with anyone who has an Internet connection – including mobile users. You will be connected with audio and video and you can share content from your computer which allows you to present content to your students in real-time – such as PowerPoint files, Word documents or even browse the web together.

Your students will have the option to share their image via webcam. With WebEx, you can have a conversation with your students and the image will dynamically change to show you who is currently speaking. It is like a regular class but everyone is using a webcam.

Meetings don't have to happen just on the computer. WebEx has free mobile applications for most smartphones, and tablets so you can join a meeting when you aren't at your desk. Just download the application and join.

In addition to showing the full functionality of WebEx, attendees will also be trained on the usage of the Scheduling System. This system allows anyone with access to schedule a teleconference with their students.

B. Office Mix (1 hour)

Creating a lesson is as easy as adding a handful of interactive elements to your PowerPoint presentation. You can create interactive lessons that:

- Can be watched sped up or slowed down, from the beginning or from any slide.
- Contain quizzes that check student comprehension.
- Include screen recordings of other applications running on Windows.

Office Mix recordings are stored directly in your UNic account – linked to your UNic email address. This means that you have complete control of your content and have the freedom to update it at any time.

C. Camtasia (1 hour)

Record what's on your computer screen to create powerful video lessons with Camtasia. Edit your video lessons the way you want; add secondary videos from your webcam and media to add a personal touch. Add quizzes and comprehension questions to your lessons to see how students are learning.

Designing and Delivering Successful Training Programs
“Train the Trainer” Course

<http://education.cardet.org/index.php/en/train-the-trainer>

Program Content

Unit 1

- Foundations of training
- Characteristics of exceptional trainers
- Using the course’s online learning environment

Unit 2

- How people learn
- Basics of Instructional Design models

Unit 3

- Conducting Training Analysis
- Defining learning outcomes

Unit 4

- Design & Development: Selection of Instructional Strategies
- Integrating ICT in Training Activities

Unit 5

- Online Learning and ICT Integration

Unit 6

- Principles of design
- Selecting Instructional Material and Visual Aids

Unit 7

- Implementation: Delivering and Managing Training Programs

Unit 8

- Assessment and Evaluation
- Monitoring and Feedback

Unit 9

- Challenges and Pitfalls
- Training program examples and discussion

Unit 10

- Putting all the pieces together
- Building your own training program

Participants to this program include, but are not limited to:

1. Dr. Antonia Sophocleous-Lemonari
2. Dr. Alexandros Heraclides
3. Mr. Michail Georgiou
4. Dr. Anna Efstathiou
5. Dr. Marios Adonis
6. Dr. Rossitsa Terzieva-Artemis
7. Dr. Polina Mackay
8. Dr. Michalis Kontos
9. Dr Epaminondas Epaminonda
10. Dr Marlen Demetriou
11. Spyros Hadjidakis
12. Mr. Andreas Themistocleous
13. Dr. Stravoulla Soukara

APPENDIX C

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