

Πέμπτη, 20 Ιουλίου 2017

Καθηγήτρια Μαίρη Κουτσελίνη – Ιωαννίδου
Πρόεδρο Συμβουλίου
Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης

Αξιότιμη κα. Πρόεδρε,

ΕΝΣΤΑΣΗ ΣΤΗΝ ΑΠΟΦΑΣΗ ΓΙΑ
ΑΞΙΟΛΟΓΗΣΗ-ΠΙΣΤΟΠΟΙΗΣΗ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ
“BACHELOR OF BUSINESS ADMINISTRATION IN SPORTS MANAGEMENT” – DISTANCE LEARNING

Δια της παρούσης επιστολής, και σε σχέση με την επιστολή σας ημερομηνίας 12/07/2017 (**Αρ. Φακ: 07.14.336.027**), η οποία μας κοινοποιήθηκε ταχυδρομικώς και παραλήφθηκε στις 17 Ιουλίου 2017, υποβάλλουμε **ένσταση** κατά της απόφασης απόρριψης του πιο πάνω προγράμματος και ζητούμε την άμεση εξέταση της ένστασής μας κατά τη διάρκεια της Συνόδου του Συμβουλίου του Φορέα στις 24-25 Ιουλίου 2017.

Προτού σχολιάσουμε τις κατ' άρθρο θέσεις της Εξωτερικής Επιτροπής Αξιολόγησης (ΕΕΑ), όπως αυτές επαναλαμβάνονται στην επιστολή σας, και στις οποίες **έχετε βασίσει** την απόρριψη του προγράμματος, θα θέλαμε να επαναλάβουμε ότι το πρόγραμμα αξιολογήθηκε ποσοτικά, από την ΕΕΑ, με συνολικό μέσο όρο βαθμού **4.425/5** (βαθμός που αντιστοιχεί σε: **πολύ ικανοποιητικό βαθμό (4)** προς **καλή πρακτική (5)**). (Σημειώνουμε ότι ο βαθμός 3 αντιστοιχεί σε: **ικανοποιητικό βαθμό**).

Δεν θα θέλαμε να επαναλάβουμε στο σημείο αυτό τα άκρως επαινετικά σχόλια της ΕΕΑ τα οποία σημειώσαμε στην απάντησή μας στην έκθεση της ΕΕΑ. Τα σχόλια αυτά μαζί με τις υψηλές βαθμολογίες στους ποσοτικούς δείκτες/κριτήρια και τη γενική υψηλή βαθμολογία, τα θεωρήσαμε ως εισήγηση της ΕΕΑ για πιστοποίηση του προγράμματος. Αυτή ήταν και η αντίληψή μας μετά το τέλος της επίσκεψης της ΕΕΑ. Είναι ξεκάθαρο ότι τα θετικά σχόλια της ΕΕΑ δεν συνάδουν με την απόφαση του Συμβουλίου του Φορέα (ΣΦ), καθώς τα σχόλια που έγιναν στη σχετική έκθεση επικεντρώνονταν στην περαιτέρω βελτίωση του προγράμματος, πράγμα το οποίο επικροτούμε και υιοθετούμε.

Επιχειρηματολογούμε πιο κάτω κατά της απόφασης του ΣΦ για απόρριψη του προγράμματος, απαντώντας ένα προς ένα στους λόγους απόρριψης και αποδεικνύοντας τη συνέπεια μεταξύ της υψηλής βαθμολογίας του σχετικού κριτηρίου και του συναφούς σχολίου. Παραθέτουμε επίσης και άλλα σχετικά υποστηρικτικά σχόλια της έκθεσης της ΕΕΑ τα οποία δικαιολογούν την υψηλή βαθμολογία του κάθε ενός από τα σχόλια τα οποία αποτέλεσαν για το ΣΦ λόγο απόρριψης. Οπότε δίνουμε μια σφαιρική εικόνα για κάθε σχόλιο/κριτήριο που το ΣΦ θέτει ως λόγο απόρριψης, η οποία σε κάποια σημεία αντικρούει την ερμηνεία του ΣΦ ότι το σχόλιο είναι αρνητικό (αντίθετα αρκετά από τα σχόλια αυτά τα ερμηνεύουμε θετικά), αλλά (και χωρίς να θέλουμε να γίνουμε συνήγοροι της ΕΕΑ) στηρίζει και δικαιολογεί, χωρίς οποιαδήποτε αμφισβήτηση, την πολύ σωστά καταχωρημένη βαθμολογία της ΕΕΑ που φυσικά στηρίχτηκε στην όλη αξιολόγηση του προγράμματος.

1.1.3.2)

Σημειώνουμε ότι η βαθμολογία στο εν λόγω κριτήριο 1.1.3.2 είναι 4, δηλαδή το κριτήριο, όχι απλώς ισχύει σε ικανοποιητικό βαθμό, αλλά σε **πολύ ικανοποιητικό** βαθμό. Το θετικό (και όχι αρνητικό όπως το ΣΦ ερμηνεύει) σχόλιο της ΕΕΑ αναφέρεται στις βελτιώσεις που παρουσιάστηκαν κατά τη διάρκεια της επίσκεψης της ΕΕΑ (και ως εκ τούτου οι κάποιες διαφορές στους οδηγούς μαθημάτων), κάτι το οποίο ικανοποίησε και ευχαρίστησε την ΕΕΑ, η οποία επίσης εξέφρασε την πλήρη στήριξη της προς την ομάδα που χειρίζεται το πρόγραμμα ("*... the committee were happy with these and fully supported the team*"). Οπότε το σχόλιο είναι θετικό και συνάδει πλήρως με τη βαθμολογία.

1.1.3.3)

Η ΕΕΑ εξέφρασε κάποιο προβληματισμό (concern), αφού βαθμολόγησε το συγκεκριμένο κριτήριο με 4, που αντιστοιχεί, όχι απλώς στο ισχύει σε ικανοποιητικό βαθμό, αλλά στο ισχύει σε **πολύ ικανοποιητικό** βαθμό. Δεν εξέφρασε τη θέση ότι η υλοποίηση του εναπομείναντος έργου είναι αδύνατο (impossible) ή δύσκολο (difficult) ή προβληματικό (problematic) να επιτευχθεί, κάτι που φυσικά αν έκανε, θα βαθμολογούσε το εν λόγω κριτήριο με 1 ή 2. Οπότε το σχόλιο συνάδει πλήρως με τη βαθμολογία. Τέλος, σημειώνουμε σχετικό αυτούσιο σχόλιο από την έκθεση της ΕΕΑ, το οποίο σε σχέση με το 1.1.3.3 στηρίζει τη θέση της ΕΕΑ για τη βαθμολογία 4. "*Overall the committee were satisfied with the organization of the teaching work and teaching personnel*" page 6.

1.3.1)

Θα θέλαμε να σημειώσουμε ότι η έκθεση της ΕΕΑ δεν αναφέρει σε κανένα σημείο ότι υπάρχει πρόβλημα σε σχέση με το Διδακτικό Προσωπικό (ΔΠ). Αντίθετα σημειώνουμε το αυτούσιο σχόλιο της ΕΕΑ. "*Overall the committee were satisfied with the organization of the teaching work and teaching personnel*" page 6, με το οποίο εκφράζεται η ικανοποίησή της ΕΕΑ σε σχέση με το ΔΠ. Αυτό άλλωστε δικαιολογεί και την υψηλή βαθμολογία 4 στο 1.3.1. Σημειώνουμε ότι ο μέσος όρος της θεματικής ενότητας 1.3 **Διδακτικό Προσωπικό** είναι 4.36, με μέγιστο βαθμό 5 να δίδεται στα κριτήρια 1.3.2.1, 1.3.3 και 1.3.4 σε σχέση με τις ειδικότητες του ΔΠ, και στο κριτήριο 1.3.8 σε σχέση με το ποσοστό του ΔΠ ως προς τους φοιτητές. Το 1.3.1 αναφέρεται σε περαιτέρω βελτίωση και το ερμηνεύουμε ως μια πολύ θετική εισήγηση για περαιτέρω βελτίωση.

1.3.2.2)

Τονίζουμε ότι η ΕΕΑ σημείωσε την **ερευνητική πρωτοβουλία και δραστηριότητα του εκπαιδευτικού προσωπικού, τις δημοσιεύσεις τους και τη συμμετοχή τους σε συνέδρια και τέλος, την ενσωμάτωση της έρευνας στα μαθήματα και στους οδηγούς σπουδών των μαθημάτων. Απλώς υπήρξε εισήγηση για περαιτέρω βελτίωση.** Ταυτόχρονα, σημειώνουμε ότι η ΕΕΑ βαθμολόγησε το συγκεκριμένο κριτήριο με 4, που αντιστοιχεί στο ισχύει σε **πολύ ικανοποιητικό** βαθμό. Αντιλαμβανόμαστε ότι η ΕΕΑ στο σχόλιο της 1.3.2.2 «αφού αναγνωρίζει την εναρμόνιση της στρατηγικής με τη βασική και εφαρμοσμένη έρευνα» κάνει εισήγηση για περαιτέρω βελτίωση έτσι ώστε να επιτύχουμε ακόμη υψηλότερη βαθμολογία, δηλαδή το 5. Οπότε το σχόλιο 1.3.2.2 είναι θετικό (και όχι αρνητικό) και συνάδει με τη βαθμολογία. Σημειώνουμε επίσης άλλα σχετικά αυτούσια σχόλια από την έκθεση της ΕΕΑ τα οποία στηρίζουν τη θέση της ΕΕΑ για την υψηλή βαθμολογία 4 στο κριτήριο 1.3.2.2. "*The committee noted a number of research initiatives and saw evidence of research initiatives of such research incorporated into updated course study guides, which would further improve the content of the programme. 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 by current research debates.” page 10, “The committee noted the research active status of staff and their publications and conference attendances” page 10.

1.3.7)

Το κριτήριο και σχόλιο αυτό σχετίζεται άμεσα με το κριτήριο και σχόλιο 1.3.1 το οποίο σχολιάσαμε πιο πάνω και βαθμολογήθηκε με 4. Σημειώνουμε ότι το κριτήριο 1.3.7 βαθμολογήθηκε με 3 δηλαδή με το ισχύει σε **ικανοποιητικό** βαθμό. Όπως προαναφέραμε η εισήγηση της ΕΕΑ για περαιτέρω βελτίωση είναι πολύ σημαντική και θα αποτελέσει κριτήριο για το στόχο μας προς την αριστεία.

2.1.6)

Η θέση του ΣΦ, όπως αυτή διαφαίνεται από το εν λόγω σχόλιο αλλά και όπως αυτή μας διαμηνύθηκε από διάφορες ΕΕΑ, δηλαδή ότι το μαθησιακό υλικό για όλα τα χρόνια διάρκειας του υπό αξιολόγηση προγράμματος (τέσσερα στη περίπτωση πτυχίου) θα πρέπει να είναι έτοιμο κατά το χρονικό διάστημα της αξιολόγησης, μας βρίσκει αντίθετους. Ως εκ τούτου αντιλαμβανόμαστε πως προήλθε ο προβληματισμός της συγκεκριμένης ΕΕΑ αλλά και άλλων ΕΕΑ ως προς το θέμα αυτό. Δε θεωρούμε ότι υπάρχει κάποιος λόγος ετοιμασίας του μαθησιακού υλικού για τα επόμενα τέσσερα έτη τη στιγμή που στο πρόγραμμα θα προσφερθούν τρία μαθήματα κατά το πρώτο εξάμηνο φοίτησης. Επιπλέον, με την εξέλιξη του κάθε επιστημονικού πεδίου, αλλά και της παιδαγωγικής προσέγγισης και τεχνολογίας, το θεωρούμε αντιπαραγωγικό να ετοιμάζεται εκπαιδευτικό υλικό για μάθημα το οποίο θα προσφερθεί σε τέσσερα χρόνια από σήμερα. Σημειώνουμε ότι η ΕΕΑ βαθμολόγησε το συγκεκριμένο κριτήριο 2.1.6 με 4, που αντιστοιχεί στο ισχύει σε **πολύ ικανοποιητικό** βαθμό. Τέλος η όλη θεματική ενότητα 2.1 στην οποία ανήκει το εν λόγω κριτήριο βαθμολογήθηκε με μέσο όρο 4.7 (δύο κριτήρια με βαθμό 4 και πέντε κριτήρια με βαθμό 5).

3.1.3 & 3.1.9)

Το σχόλιο της ΕΕΑ αναφέρει ότι ο χρόνος που κατανέμεται για την ερευνητική μεθοδολογία δεν είναι επαρκής στο συγκεκριμένο μάθημα (SPOR 490). Η συντονιστική ομάδα του προγράμματος αφού μελέτησε ενδελεχώς την σχετική εισήγηση, κατανοεί και υιοθετεί το σχόλιο (The panel was not convinced that a simple course (SPOR 490) had sufficient time allocated to understanding research methods...) και ως εκ τούτου αναθεώρησε και αναβάθμισε το συγκεκριμένο μάθημα σε 20 ECTS για ενίσχυση του χρόνου που κατανέμεται για την ερευνητική μεθοδολογία. Επισυνάπτεται στο Παράρτημα Α το επικαιροποιημένο διάγραμμα μαθήματος.

The study guides ...)

Είναι γεγονός ότι δυσκολευτήκαμε να ερμηνεύσουμε το σχόλιο «... need to aligned more fully to confirm....». Σημειώνουμε ότι οι οδηγοί σπουδών είναι ευθυγραμμισμένοι με τα 7 κριτήρια και τους δείκτες και ακολουθούν πλήρως το σκελετό του κριτηρίου 7 και των υπό-κριτηρίων του.

The Institution ...)

Regarding the support ...)

Τα πιο πάνω σχόλια αναφέρονται στην Ενότητα 5 για την εξ αποστάσεως εκπαίδευση η οποία βαθμολογήθηκε με μέσο όρο 4.5, που αντιστοιχεί σε: **πολύ ικανοποιητικό βαθμό (4)** προς **καλή πρακτική (5)**). Εννέα (9) κριτήρια της Ενότητας 5, βαθμολογήθηκαν με το μέγιστο βαθμό 5, πέντε (5) με το βαθμό 4, και μόλις ένα (1) με το βαθμό 3. Είναι γεγονός ότι τα σχόλια επικεντρώνονται

στα κριτήρια 5.2 και 5.3 των οποίων ο μέσος όρος βαθμολογίας είναι 3.5 που αντιστοιχεί σε: **ικανοποιητικό βαθμό (3) προς πολύ ικανοποιητικό βαθμό (4)**). Τα συγκεκριμένα σχόλια της ΕΕΑ είναι λοιπόν στο πνεύμα περαιτέρω βελτίωσης και ανάπτυξης της εξ αποστάσεως εκπαίδευσης προς την αριστεία. Το Πανεπιστήμιο έχει ήδη λάβει συγκεκριμένα μέτρα (δείτε Παράρτημα Β) τα οποία απαντούν πλήρως στα σχόλια 5.2 και 5.3 και θέτουν τις βάσεις του στόχου της αριστείας. Σημειώνουμε, δε, ότι βάσει του συγκεκριμένου παραρτήματος, άλλα προγράμματα στα οποία είχαν γίνει πολύ παρόμοια σχόλια έχουν ήδη πιστοποιηθεί, και ως εκ τούτου θεωρούμε ότι το ΣΦ έχει ήδη πειστεί ότι οι εισηγήσεις των ΕΕΑ έχουν υλοποιηθεί.

Εν κατακλείδι, θέλουμε να σημειώσουμε και πάλι ότι η επιχειρηματολογία μας βασίστηκε όχι απλώς στην ανάγνωση αποσπασματικών σχολίων, αλλά σε μια εις βάθος ανάλυση της έκθεσης της ΕΕΑ, των βαθμολογιών των κριτηρίων, των σχολίων στους πίνακες των κριτηρίων και των γενικών σχολίων της έκθεσης. Έχουμε συσχετίσει όλα τα ποσοτικά και ποιοτικά στοιχεία και πιστεύουμε ότι η ολική και σφαιρική αυτή ανάλυση θα βοηθήσει το ΣΦ να πάρει τη σωστή απόφαση πιστοποίησης του προγράμματος.

Σας ευχαριστούμε για τη συνεργασία και ευελπιστούμε και αναμένουμε τη λήψη απόφασης πιστοποίησης του προγράμματος κατά τη διάρκεια της επόμενης Συνόδου του Συμβουλίου του Φορέα, στις 24-25 Ιουλίου 2017.

Καθηγητής Φίλιππος Πουγιούτας
Πρύτανης



Course Code SPOR- 490	Course Title Thesis with Research Methodology	ECTS 20
Prerequisites N/A	Department Hospitality, Tourism and Sports Management	Semester Spring
Type of Course Elective	Field Sports Management	Language of Instruction English
Level of Course 1 st Cycle	Lecturer	Year of study 4th
Mode of Delivery Distance Learning	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- To allow the application of the knowledge that has been acquired to a specific sport management issue.
- To provide an opportunity to students to study a topic, that is of interest and related to them, in a detailed and thorough way.
- To expose students to the principles and process of academic enquiry and research.
- To enable students to demonstrate their ability to think conceptually, as well as develop and communicate structured and rational thinking.

Learning Outcomes:

After completion of the course students will be expected to be able to:

- Develop a comprehensive and critical understanding of the body of knowledge within the chosen Project topic.
- Gain an understanding of the practical application of sport management research.
- Critically analyze information and evidence from both academic and practitioner sources.
- Evaluate and argue alternative approaches to theories and models from their use of applied research.
- Identify and appraise options and make practical recommendations for action and implementation.
- Self-manage their own time and prioritize activities. Have an appreciation of their own competencies and skills in relation to the planning and organization of a research project.

- Work autonomously, exercising initiative and personal responsibility for the achievement of stated objectives
- Conduct an extensive literature review
- Utilize theoretical and conceptual frameworks guiding the research process
- Develop appropriate research questions and hypothesis
- Utilize techniques for conducting qualitative and quantitative research
- Utilize packages for analyzing data and reporting results

Course Contents:

1. **Selecting a Topic.** Students may choose any topic area for their Project as long as it relates to a sport management issue.

2. **Choosing a Title.** For the submission of the proposal students will need a working title which indicates clearly the subject area of their Project. Although they are likely to be thinking in broad terms at the initial conceptual stage, they have to recognize that when they undertake their research of their topic must be feasible and focused.

3. **Develop a Proposal.** Students should write a proposal that identifies the key objectives, methods and resources involved in conducting the research. The proposal is in effect a plan in which they set out a statement of their intended investigation and the methods by which they will conduct the work. The proposal is intended to ensure that they have clearly considered all elements of their intended investigative study prior to commencing actual data collection or writing.

4. **The structure of the proposal.** Students should construct their proposal based on predetermined structured guidelines (i.e. length in words, Project title, research aim and objectives, literature review, methodology, references, appendices, etc.)

5. **Literature Review.** The objective of their Project is to both review and critique existing theoretical knowledge and ideas and to do this they should consult literature of a good quality academic standard. The majority of their references should be drawn from peer-reviewed academic journals and good quality text books.

6. **Types of Research.** The nature of the topic they have chosen and the issue(s) under investigation will affect the type of research approach they need to undertake, and more fundamentally the type of Project they will create. Many alternative research designs exist, however they are most often categorized according to three types: Exploratory research, Descriptive Research, and Explanatory Research.

7. **Research Design.** The research design is the plan that students intend to follow in order to carry out their research study. It covers all stages in the research process including decisions regarding the research method they will use and how they will ultimately analyze their data. They have a series of decisions to make regarding their research design and these will be based

on their research question, the nature of the topic area/phenomenon under investigation and the resource available to them.

8. Research Methodology. Students should be aware of the different research methods within the qualitative and quantitative perspectives and ensure that they can justify their selection within their research design discussion in their Thesis. They should demonstrate an understanding of the methodology they have chosen, providing a critical discussion i.e. discussing both strengths and limitations of the method.

9. Fieldwork. Students should know how to use existing research instruments (e.g. a published questionnaire) but must acknowledge sources at all times. Questionnaires or interview schedules devised by them should have a pilot test in advance of being applied to collect final data. For quantitative surveys, they should aim for a sample size of 75+ completed questionnaires. For qualitative interviews, they should aim to conduct a minimum of 10 and focus groups a minimum of 2. All fieldwork must be carried out in an ethical manner and with due respect for people's privacy.

10. Writing Up Report. Students should comprehend the proper approach to the development of a Project report write up, including all the parts, such as introductory part, main body, tables, graphs, end part, writing style, references and citations, appendices, etc.

Teaching Methods

One-to-One discussion and advising

Assessment Methods:

Project

Assignments:

- Developing a problem statement
- Developing questionnaires
- Preparing a research proposal
- Research article review

Required Textbooks

Authors	Title	Publisher	Year	ISBN
Neil J. Salkind	<i>Exploring Research</i>	Pearson International Edition 2006	2006	0-13-201706-7

Bordens K.S. and Abbott, B.B	<i>Research Design and Methods</i>	McGraw Hill	2008	978-0-07-312906- 8
Andrew, D. Pedersen, P. And McEvoy C.	<i>Research Methods and Design in Sport Management</i>	Human Kinetics	2011	13:9780736073851

Restructuring the Teaching and Learning Units of the University of Nicosia

Rector Pouyioutas

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.

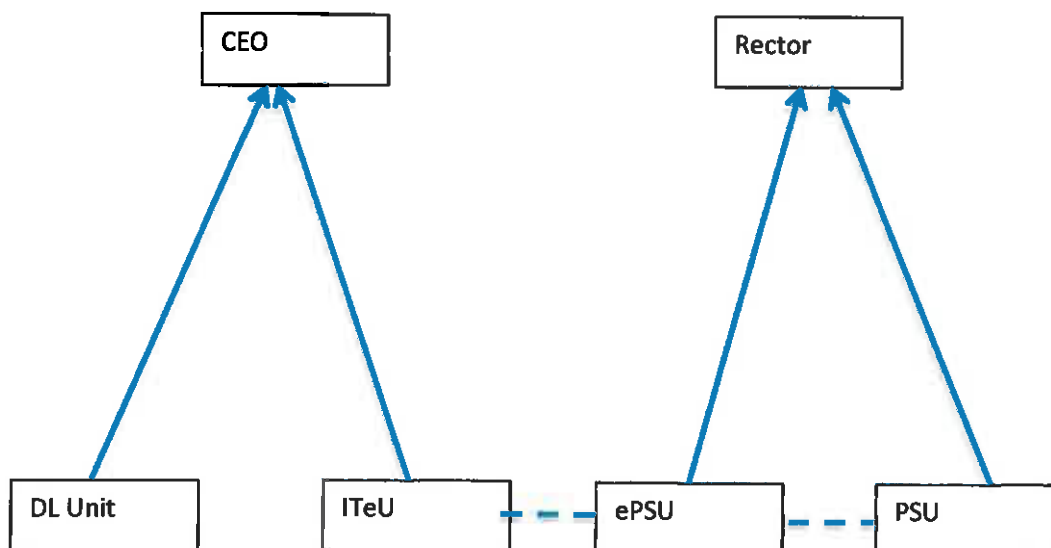
Proposal:

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 re-structuring 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

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. Mr. Andreas Themistocleous
10. Dr. Stravoulla Soukara