

Higher Education Institution's Response

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

- **Town:** Nicosia / Patra

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

In Greek:

Ολυμπιακές Σπουδές: Πολιτισμός, Αθλητισμός και Εκπαίδευση
(1,5 έτη/ 90 ECTS, Μάστερ, Εξ Αποστάσεως,
Διαπανεπιστημιακό Πρόγραμμα Σπουδών με το Πανεπιστήμιο
Πατρών)

In English:

Olympic Studies: Culture, Sports and Education (1,5 years/90
ECTS, Master of Arts, E-Learning, Joint Programme with the
University of Patras)

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

- **Programme's status:** New

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

We take note of the comments and recommendations by the External Evaluation Committee (EEC) emanating from their understanding for further improvement of our programme.

We also note that the EEC has concluded that the program is fully compliant in the areas of “Teaching staff”, “Student admission, progression, recognition and certification” and “Learning resources and student support”, for most of the criteria in the areas of “Study programme and study programme’s design and development” and “Student – centered learning, teaching and assessment”.

Below you will find detailed responses to all recommendations.

1. Study programme and study programme’s design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The master's program in Olympic Studies reveals critical flaws affecting its integrity and efficacy related to core curriculum's structure, the faculty's alignment with Olympic Studies, and the program's engagement with essential Olympic educational bodies</p>	<p>The criticism addressed to the proposed programme of studies depends on the reviewers’ very specific stand regarding “Olympic Studies”, and is therefore by and large not relevant to our conception of the MA programme as we proposed. We would like to strongly emphasize our stand that there is no such scientific discipline or field as “Olympic Studies”. “Olympic Studies” is an interdisciplinary subject combining a number of areas, mainly Culture, Sports and Education. From its conceptual bases, it was never the intention of the MA programme by the University of Patras & the University of Nicosia (UNIC) to provide training in sports management (which already exists as a BA Programme at UNIC see https://www.unic.ac.cy/sports-management-bba-4-years/). Instead, its aim is to provide a new, innovative, multidisciplinary theoretical educational plan, drawing on thematic material from various disciplines in the field of Culture, Sports and Education such as history, philosophy, ethics, literature, the arts, education, athletics, anthropology, archaeology, heritage studies, communication and administration, as well as current, cutting-edge topics that are related to contemporary professional market and industry, such as digital culture, sports communication and international sports management.</p> <p>To conclude, as evidenced by its description and objectives (see p. 10 of the application), the MA Programme in Olympic Studies: Culture, Sports and Education serves a new educational/academic domain in Olympic Studies, completely aligned with the fundamental principles of Olympism as mentioned in Olympic Charter: “Olympism is a philosophy of life [...] blending sport with culture and education” (see: https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf). Moreover, this MA programme will open up new research interests on the field from a deep humanistic and educational perspective.</p> <p>Regarding the criticism referring to the suggested bibliography, of course we welcome suggestions for additions to the programme’s proposed specialised reading list, but it must be made clear that the absence of specific names from this list is not a result of ignorance, since even an elementary Google search would result in relevant hits. Instead, it is the result of a conscious selection on the part of each course instructor, based on the specific needs and content of</p>	<p>Choose level of compliance:</p>

their courses. For example, we are criticized for not consulting Conrado Durántez's works. We would like to simply reply that the rich publication list of Conrado Durántez was naturally not included since it is almost exclusively in Spanish. Additionally, the EEC's comments regarding the not inclusion of the work of scholars such as N. Müller is not valid since Norbert Müller's book is a core text of the course MOS 560.

The claim that there are "thousands" of scientific publications not included in the proposed bibliography is indeed an exaggeration. This is especially true when there is in fact only ONE book mentioned as an example (namely Naul et al. 2017, instead of which the edited volume on the very same topic, i.e. Olympic Education by D. Chatziefsthathiou & N. Müller, was included), only ONE journal article (published in 2023), and only ONE conference proceedings (from an institution called "Japanese Centre for Research on Women in Sport", <https://research-center.juntendo.ac.jp/jcrws/en/>). Especially striking is the criticism that there is no mention of the "Olympic World Library", when in fact the website itself admits that half of the topics it aims to cover have not been published yet. (<https://library.olympics.com/Default/essential-readings.aspx#Theme1>). Regarding the suggestion of taking into consideration "The 67 Centers of Olympic Study in the world, all of them linked to universities on the five continents" with a link provided (<https://stillmedab.olympic.org/media/Document%20Library/OlympicOrg/Olympic-Studies-Centre/Academic-Activities-and-Network/Olympic-Studies-monitoring/Academic-Olympic-Studies-and-Research-Centres-in-the-world.pdf>), which, when followed, leads to a pdf document listing Centers by country, but does not include either Cyprus or Greece.

Another, in our view, unjustified criticism has to do with the lack of connection with the "officially accredited" Olympic Organizations, local and international. It is one of the basic aims of the MA Programme to adopt a **critical, objective and unbiased scholarly analysis of the Olympic phenomenon**. Connections to administrative bodies deeply involved in the concrete organization of the Games would deprive the Programme of basic instruments of academic freedom, research, such as impartiality, objectivity, critical thinking, interdisciplinarity and plurality.

In any case, although the Olympic Organizations are not involved in the academic mainly humanistic design of the curriculum, the University of Nicosia has strong links with the Cyprus National Olympic Committee and its Olympic Academy through consultancies, organization of workshops, invitations of speakers from both sides, and submission of European funded projects. Organizing events and workshops with the CyNOC and the Olympic Academy offers students numerous benefits. It enhances their leadership and organizational skills, providing hands-on experience in planning and executing large-scale events. Students gain a deeper understanding of the Olympic values of excellence, friendship, and respect, fostering a sense of global citizenship and cultural awareness. Additionally, students can network with athletes, industry professionals, and peers, opening doors for future career opportunities. Exposure to diverse perspectives and ideas promotes personal growth and inspires a commitment to physical fitness and healthy lifestyles, aligning with the Olympic spirit.

Indicatively, very recently Mr. Korellis, the Head of the Education and Training Department of the Cyprus Olympic Committee, also serving as the deputy chair of the Development and Cooperation Committee of the European Olympic Academies, gave a lecture at the University of Nicosia. Additionally, the most recent project, "Promoting Olympic values to enhance inclusivity diversity in the school environment" was submitted in March 2023; among its partners was/is

	<p>the University of Nicosia, the Cyprus National Olympic Committee and the International Olympic Academy. The content of the project is directly linked to the MA philosophy and Dr Yiapanas, a lecturer of the MA programme in Olympic Studies, is leading the research proposal and the research team. Furthermore, the clear intention of the MA Programme is to approach the subject less from a historical and more from an anthropological and social point of view, focusing on the critical dialogue that has developed over the last fifteen years mainly in the USA and Canada regarding the contemporary dimensions of the Olympic Games. Therefore, the interconnection of the MA Programme with institutions inextricably linked to the organization of the Olympic Games would deprive a large part of the scientificity and objectivity when studying the phenomena at the postgraduate level.</p> <p>In the same vein, the preferences, desires and choices of the Olympic bodies themselves are actually irrelevant to the proper academic study of the Olympic phenomenon. Nor is the existence of other graduate programmes a serious obstacle to the launching of a new, wider and more inclusive MA Programme by universities that in fact have a much higher academic standing (as is evidenced by recent rankings, e.g. those of the Times Higher Education World University Ranking 2024). The student community, and the academic community in general can only benefit from the availability of multiple approaches to the Olympic phenomenon; exclusivity, and the effective monopoly by the national or international Olympic bodies (which do not even form part of the academic community) can only be detrimental to high-level scholarly study. It is not at all clear why the particular two existing European MA programmes should be the model of a new and innovative MA in Olympic Studies with a fresh philosophy and scope.</p> <p>Last but not least, the Memorandum of Cooperation with the Municipality of Ancient Olympia signed by the two collaborating Universities, should not be ignored. The mayor of Olympia stated that this was the first official participation of an organization of the Local Government in a higher education program: https://www.unic.ac.cy/el/ta-panepistimia-leykosias-kai-patron-ypografoyn-mnimonio-synergias-me-ton-dimo-archaias-olympias/</p>	
<p>There is a need to understand the profile of prospective students and employability opportunities following completion of the proposed programme by researching the market in both Cyprus and Greece, and internationally if applicable.</p>	<p>The proposed programme by University of Patras and UNIC aims to attract a much wider audience compared to other existing programs. Inclusivity is one of the main ideals of Olympism as demonstrated by the Olympic symbol on the Olympic flag. The proposed distance learning Programme is addressed to any student who wish to pursue a career in the fields of the Humanities, Education, the Arts and Sports and aspire to be actively engaged in research and education on Olympic studies, or plan to seek admission to a Ph.D. programme in related fields. The potential employment domains extend much beyond Cyprus and Greece and certainly much beyond the conventional 4 years Olympic Committees and other Olympic bodies.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Lack of coherence across proposed courses. This needs a new structure and content of courses.</p> <p>Absence of fundamental subjects such as Pierre de Coubertin ideal, the structure of the Olympic Movement, its governance and law should be included.</p>	<p>The criticism addressed to the course structure is too general to be answered concretely. What specifically is so problematic that needs to be changed? In a similar vein, the criticism levelled at the proposed teaching methodology in some occasions verges on the absurd. For example, “The program fails to incorporate or leverage a variety of pedagogical tools that are fundamental to effective value-based education, such as moral dilemmas, experiential learning, storytelling and role models, project-based learning, Socratic dialogue, value clarification exercises, and autobiographical writing”. We honestly fail to see how the lack of incorporation of Socratic dialogue and autobiographical writing constitutes an insuperable obstacle to the implementation of an MA programme.</p> <p>The EEC has also mentioned that the founder of the Modern Olympics, Pierre de Coubertin, is not honoured by a full course, or that there is no provision for the legal and administrative aspects of the Games. However, both “omissions” were conscious decisions at the planning stage: a) Pierre de Coubertin could not of course be absent from any discussion of the Olympic concept, but his contribution is discussed in a multi-faceted, multi-disciplinary way, in several different courses, rather than in a single “biographical/linear” one and b) as already stated above, the proposed MA Programme has a more general outlook, targeting sports management and cultural aspects of sports in general, rather than the structure of a specific sports organization (such as the national and international Olympic Committees). In any way, Coubertin's contribution is taught in an entire week of the course MOS 520, while his writings and ideas are also studied in various courses, something that may have escaped the committee's attention.</p> <p>Moreover, the EEC considers the discussion of the politics and the economy of the Games as Marxist, and claims that “it does not agree well with the concept that is presented later, that of the Commercialization of Games, a term associated with the most exacerbated economic liberalism”. Although we strongly refute any such outdated labels as “Marxist economics”, we disagree that it is contradictory for an allegedly Marxist outlook (which by definition views culture as a superstructure on economy) to discuss the commercialization of the Games.</p> <p>The perception put forward by the EEC, that the History of the Olympic Games ought to be taught linearly through a conventional and conservative chronological approach, is in contrast to the modern anthropological approach that characterizes the courses of the proposed MA Programme , according to which the phenomena are examined thematically and dialectically, while crucial parameters are discussed and new challenges of the Olympic Games such as commercialization, the anti-Olympic movement, even the Olympic Games in the era of social movements, rights claims and inclusiveness.</p> <p>We also disagree that there is no relationship of the course “Digital cultural environments: Virtual Exhibitions and Competitions” with the Olympic Games, since this innovative course covers the topics of studies of digital applications developed in the archaeological site of the cradle of the Olympic Games, ancient Olympia.</p>	

	<p>Moreover, the teaching of legal subjects is not included in the objectives of the proposed MA Programme, since it is offered under the Faculty of Education and has a clear purpose to connect the Olympic Games with Humanities, Arts, Cultural Studies and Education.</p> <p>Finally, the optional course "Digital Sports Communication" aims to analyze communication strategies in the field of sports in the digital era and does not aim to review the means of communication and promotion available exclusively to the Olympic Games, such as the Olympic Channel and the audiovisual rights of the Games. We do not consider it wise to limit the teaching material to the practices of the Games and not to spread it to the wider field of sports, since we aim to offer our students the possibility to work in the field of communication of major sports events if they chose to do so.</p>	
Marking criteria should be clearly stated and explained for all marked assignments and accompanied by a marking rubric.	These criteria are included on the last two pages of all Study Guides.	
The study guide template of DLU should be used to improve the presentation and readability of study guide content.	The DIPAE template was used.	
Clear and detailed instructions need to be provided to students as to how to take part in weekly interactive activities such as online discussions, role playing and forums.	Each weekly activity includes clear instructions, which are detailed in the Interactive Activities appendix and will be further detailed when they appear on Moodle.	
Self-assessment activities and a self-correction guide need to be used across all courses.	The Programme includes a large number of self-assessment activities, such as quizzes, role-playing, simulations etc. However, as the interactive activities are already numerous on a weekly basis, we would not wish to add more workload, as students are already systematically tested and assessed.	
Innovative online tools such as games, simulations and virtual museum tours should be considered.	Such activities have been included in almost all courses. Please refer to the Interactive Activities Appendix.	

<p>Material should be integrated in the body of Moodle, creating a seamless learning experience by navigating within a single window.</p>	<p>Shortly after the EE visit this suggestion was adopted in Moodle for the sample course that was presented to the EEC. The suggestion will be implemented in all Moodle courses of the programme.</p>	
<p>The optional offering of student internships would enhance connections to the job market and facilitate future employment.</p>	<p>We appreciate the comment and we acknowledge the importance of internships. However, according to the Cypriot law, internships are optional and suggested to students who are not working, and have not had relevant experience through the Erasmus Training Programme.</p>	

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The absence of research experience in coordinators and professors is not something that can be addressed in the short term. This is a fundamental structural problem that decisively determines the quality of the program content.</p> <p>The recommendation would be to reformulate the program by seeking association with a new European university with expert researchers in Olympic Studies. The University of Nicosia has consolidated experience in online teaching and should seek, together with the University of Patras, a partnership with another European university with experts in Olympic Studies. Otherwise, we do not see this program as viable as it is formulated due to the lack of expertise in its teaching staff</p>	<p>The EEC’s position that the teaching staff CVs do not exhibit any connection to Olympic Studies is simply contrary to fact, and seriously misrepresents the academic staff profile. To give a few concrete examples:</p> <ol style="list-style-type: none"> 1. Two funded research projects on the creator of the Athens 2004 ceremonies and internationally acclaimed artist, Dimitris Papaioannou managed by the MA coordinator, A. Xepapadakou. 2. The article MOS 530: Pateraki Mimina, <i>Performances of Greekness in international sports events: Celebrating the winning with the cinematic Zorba’s dance</i>, which studies the ritualistic aspects of victory celebrations in the Olympic games. 3. The research project “Promoting Olympic values to enhance inclusivity and diversity in the school environment” implemented by the University of Nicosia, the Cyprus National Olympic Committee and the International Olympic Academic. Dr Yorgos Yiapanas participates as leader of the research team. 4. 4-year-long professional managerial activity and experience by the MA coordinator in the “Athens 2004” Games. 5. Coordination of the <i>Olympic Paralympic Flame Relay (2004)</i> by the instructor of MOS 530. 6. Participation of the MA coordinator, Prof. E. Karakantza in two International Scholars Symposium ‘Sports, Society, and Culture’ in Ancient Olympia: a) July 2017 with the contribution “In Athletics We Remember; The Phaeacians Games and the (Re)Construction of Odysseus Lost Identity in Book 8 of the <i>Odyssey</i>” and b) in July 2023, dedicated to “Female Athletes, Women’s Sport, and the Olympic Experience” with the contribution: “Sapphic poetry as (ant)agonistic paradigm in the male sympotic world of excellence”. <p>To conclude, the academic staff of the proposed MA in Olympic Studies: Culture, Education and Sports has research experience in subjects related to the three scientific disciplines/fields of the Programme (Culture, Sports, Education). In support of the above, we would like to refer to the CVs that have been submitted, as well as the profiles of the academic staff in international databases such as Scopus and Google scholar.</p> <p>The EEC’s suggestion to cooperate with a third European university, which has expertise in Olympic Studies, worries us, given that very few institutions internationally offer studies in this field, which are mostly very low in international rankings.</p> <p>This MA Programme proposes a more open, inclusive and critical approach to the subject.</p>	<p>Choose level of compliance:</p>

regarding research in Olympic Studies		
A plan should be in place to ensure all staff involved in teaching the programme attend to online training and this is repeated/rephrased every couple of years.	All full-time faculty members of the programme are required to complete the 36-hour (12-week) "UNIC Faculty Training and Development Seminar on Teaching and Learning." Additionally, the University constantly monitors the faculty training needs through the "Faculty Training and Development Unit" and offers every semester trainings to update the knowledge and skills acquired by the faculty members through the teaching and learning Seminar mentioned above. The schedule of these trainings for several semesters was provided to the EEC the day after the visit.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Forums should be systematically used in teaching as a core means of communication and collaboration between students.	The offered courses include at least 120 Forum discussions. Please refer to the Interactive Activities Appendix.	Choose level of compliance:
Regarding the learning progression, a student support policy should be formulated to ensure students are regularly monitored by their tutors and support is provided on a timely manner.	The DL unit already has advisors that help the students throughout their studies. We will additionally implement the tutor-tutee system. Each student will be assigned to a full staff faculty that will be the point of contact for any issue he/she may face, or for any help needed.	Choose level of compliance:

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The use of innovative tools, such as online games, simulations and virtual museum tours, would benefit the online delivery of this programme.	They are already included in the proposed activities. Please see the Appendix "Interactive Activities".	Choose level of compliance:
Students' mobility within and across institutions should be specified for this programme and encouraged.	No physical mobility is predicted in the framework of the proposed e-learning MA programme.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The program presents two major weaknesses that we consider fundamental: the total absence of expert teaching staff in Olympic Studies and, therefore, a very poor design of the study program, a consequence of this lack of specialization on the part of the coordinators and teachers of this master</p>	<p>See Section 1, 2 & 3</p> <p>Moreover, please find a selective list of bibliographical sources that were utilized for the preparation of the content of the MA Programme and which constitute its teaching material:</p> <ol style="list-style-type: none"> 1. Albanides, E. & Karasimopoulou, S. (2014). <i>Implementation of Olympic education in Greece</i>. In Chatziefstathiou, D., & Müller, N. (Eds.), <i>Olympism, Olympic Education and Learning Legacies</i>. Cambridge Scholars Publishing 2. Ancient Olympia. Common Grounds. https://unlocked.microsoft.com/ancient-olympia-common-grounds/ - Accessed on 19 February 2023 3. Anderson, E., Magrath, R., & Bullingham, R. (2016). <i>Out in sport: The experiences of openly gay and lesbian athletes in competitive sport</i>. Routledge. 4. Bale, John (2008), "From the Anthropological Days in the Anthropological Olympics", in <i>The 1904 Anthropology Days and Olympic Games. Sports, Race and American Imperialism</i>, Susan Brownell (ed), Lincoln: University of Nebraska Press, pp. 324-349. 5. Billings, C. Andrews (2008), <i>Olympic media. Inside the biggest show on television</i>, Routledge: New York. 6. Bourgeois, Robyn (2009), "Deceptive inclusion: the 2010 Vancouver Olympics and violence against First Nations people", <i>Canadian woman studies</i> 27, no 2/3 (2009): 39-44. 7. Boykoff, Jules, (2014), <i>Activism and the Olympics: Dissent at the Games in Vancouver and London</i>, New Brunswick: Rutgers University Press. 8. Brandt, S., ed. (2021). <i>The Modern Heritage of the Olympic Games. Historic Sports Sites between Conservation and Conversion</i>. Berlin: Hendrik Bäßler. 9. Brittain, I. (2016). <i>The paralympic games explained (2nd edn.)</i>. Routledge. 10. Brownell, Susan I. (2008), "Introduction", in <i>The 1904 Anthropology Days and Olympic Games. Sports, Race and American Imperialism</i>, Susan Brownell (ed), Lincoln: University of Nebraska Press, pp. 1-58. 11. Burns, J. (2020). The participation of people with intellectual disabilities in parasports. <i>Journal of Paralympic Research Group</i>, 13, 41-60. 12. Chatziefstathiou Dikaia & Ian P. Henry (2012), <i>Discourses of Olympism. From the Sorbonne 1894 to London 2012</i>, Basingstoke: Palgrave Macmillan. 13. Chatziefstathiou, D., & Muller, M. (2014), <i>Olympism, Olympic Education and Learning Legacies</i>. Cambridge Scholars Publishing. 14. Chroni, S.A. & Kavoura, A (2022), "From Silence to Speaking Up About Sexual Violence in Greece: Olympic Journeys in a Culture that Neglects Safety", <i>Front. Psychol.</i> 13:862450. doi: 10.3389/fpsyg.2022.862450. 	<p>Choose level of compliance:</p>

15. Chung, Insun (2021), "Olympic Film between Nationalism and Cosmopolitanism: The 1964 Tokyo Olympiad and the Postwar Mass Mobilization". *The Journal of Arts Management, Law, and Society*. V.51, N.6, 365-378.
16. Davidson, Judy & Mary G. McDonald (2018), "Rethinking human rights: The 2014 Sochi Winter Olympics, LGBT protections and the limits of cosmopolitanism", *Leisure Studies* 37/1 (2018): 64-76.
17. Diffrient, David Scott (2005), "An Olympic Omnibus: International Competition, Cooperation, and Politics in Visions of Eight". *Film & History*. V. 35, N.2.
18. Downing, Taylor (2012), "The Olympics on Film". *History Today*. August.
19. Downing, Taylor (2012), *Olympia*. BFI Publishing.
20. Fournaraki, E. & Papakonstantinou, Z. (2011). *Sport, Bodily Culture and Classical Antiquity in Modern Greece*. London: Routledge
21. Fournaraki, Eleni (2010), "Bodies that Differ: Mid- and Upper-Class Women and the Quest for 'Greekness' in Female Bodily Culture (1896-1940)", *The International Journal of the History of Sport*, 27/12, August 2010, 2053-2089.
22. Frawley, A. and Adair, D. (2013). *Managing the Olympic Games*. Springer
23. Gaitatzes, A., Christopoulos, D., & Papaioannou, G. (2004). The Ancient Olympic Games: Being Part of the Experience. *Proc. of the 5th International Symposium on Virtual Reality, Archaeology and Cultural Heritage VAST*, 1–10.
24. Gaitatzes, A., Christopoulos, D., & Papaioannou, G. (2005). Virtual Reality Systems and Applications: The Ancient Olympic Games. *Proc. of the Panhellenic Conference on Informatics: Advances in Informatics*, 155–165.
25. Golden, Mark (2012), "The Ancient Olympics and the Modern: Mirror and Mirage", in *The Palgrave Handbook of Olympic Studies*, H. J Lenskyj, St. Wagg (eds), Basingstoke: Palgrave Macmillan, pp. 15-26.
26. Graeme, Hayes & John Karamichas (2012), "Introduction: Sports Mega-Events, Sustainable Development and Civil Societies", in *Olympic Games, Mega-Events and Civil Societies*, Basingstoke: Palgrave Macmillan, pp. 1-30.
27. Guegold, William (1996), *100 Years of Olympic Music: Music and Musicians of the Modern Olympic Games 1896-1996*, Mantua, OH: Golden Clef.
28. Hayes, Graeme (2012), "What Happens When Olympic Bids Fail? Sustainable Development and Paris 2012 Olympic Games", in *Mega-Events and Civil Societies Globalization, Environment, Resistance*, Gr. Hayes & J. Karamichas (eds), Basingstoke: Palgrave Macmillan, pp. 176-195.
29. Howe, P.D. (2008). *The Cultural Politics of the Paralympic Movement: Through an Anthropological Lens*. Routledge.
30. Hughson, John (2010), "The Friendly Games—The 'Official' IOC Film of the 1956 Melbourne Olympics as Historical Record". *Historical Journal of Film, Radio and Television*. V. 30, N. 4, 529–542.

31. Humphreys, Lee and Christopher J. Finlay (2008), "New Technologies, New Narratives", in Monroe Price & Daniel Dayan (eds.) *Owning the Olympics: Narratives of the New China*. University of Michigan Press.
32. Karamichas, John (2012), "Olympic Games as an Opportunity for the Ecological Modernization of the Host Nation: The Cases of Sydney 2000 and Athens 2004 Olympic Games", in *Mega-Events and Civil Societies Globalization, Environment, Resistance*, Gr. Hayes, J. Karamichas (eds), Basingstoke: Palgrave Macmillan, pp. 151-176.
33. Kerr, S. & P. D. Howe (2017), "Using Disability Studies to Ground High-Quality Paralympic Research", *Diagoras: International Academic Journal on Olympic Studies*, 1, 117-134. Retrieved from <http://diagorasjournal.com/index.php/diagoras/article/view/10>
34. Keys, Barbara (2012), "The Early Cold War Olympics, 1952-1960: Political, Economic and Human Rights Dimensions" in *The Palgrave Handbook of Olympic Studies*, H.J. Lenskyj, St. Wagg (eds), Basingstoke: Palgrave macmillan, pp. 72-88.
35. Kim, Jae Kyoung (2016), *International Theatre Olympics: The Artistic and Intercultural Power of Olympism*, Singapore: Palgrave Macmillan, 26-28.
36. König, J. (2005), *Athletics and Literature in the Roman Empire*. Cambridge: Cambridge University Press.
37. König, J. (2009), 'Training athletes and interpreting the past in Philostratus' *Gymnasticus*', in Bowie, E.L. & Elsner, J. (eds.), *Philostratus*. Cambridge: Cambridge University Press: 251-283.
38. König, J. (2017), 'Athletes and trainers', in Richter, D. & Johnson, W. (eds.), *The Oxford Handbook of the Second Sophistic*. Oxford: Oxford University Press: 155-167.
39. Koulouri, Ch. (2004) (ed.). *Athens Olympic City 1896-1906*, Athens: International Olympic Academy
40. Koulouri, Ch. (2006). "The First Modern Olympic Games at Athens, 1896 in the European Context", *European Studies* 5: 59-76.
41. Koulouri, Ch. (2006). "The First Modern Olympic Games at Athens, 1896 in the European Context", *European Studies*, vol.5, Tokyo: Zentrum für Deutschland- und Europastudien - University of Tokyo.
42. Kovar, P. (2014). Implementing Values. In D. Chatziefstathiou & N. Müller (Hrsg.), *Olympism, Olympic, Education and Learning Legacies*. Cambridge Scholars Publishing.
43. Large Clay, David (2012), "The Nazi Olympics Games: Berlin 1936", in *The Palgrave Handbook of Olympic Studies*, H.J. Lenskyj, St. Wagg (eds), pp. 60-71.
44. Lenskyj, Helen Jefferson (2013), *Gender Politics and the Olympic Industry*, Basingstoke: Palgrave Macmillan.
45. Lenskyj-Jefferson, Helen (2008), *Olympic Industry Resistance. Challenging Olympic Power and Propaganda*, Albany: State University of New York Press.
46. Loukos, C. (2004). "The Greek Capital, 1890-1912", in C. Koulouri, ed. *Athens, Olympic City 1896-1906*: 55-98.
47. Lyras, A. (2021). Olympism for humanity theory and praxis: A

- call for peace and democracy champions of change. *Peace and Conflict: Journal of Peace Psychology*, 27(4), 658–664.
48. MacAloon, John J (1999) “Anthropology at the Olympic games: An overview”, in *Olympic Games as Performance and Public Event: The Case of the XVII Winter Olympic Games in Norway 94*, Arne Martin Klausen (ed), New York: Berghahn Books, pp. 9-26.
 49. MacAloon, John J. (2013), “Introduction: The Olympic Flame Relay. Local knowledges of a global ritual form”, in *Bearing Light: Flame Relays and the Struggle for the Olympic Movement*, John J. MacAllon (ed.), New York: Routledge, pp. 15-34.
 50. Matheson, Catherine M. & Rebecca Finkel (2013), “Sex trafficking and the Vancouver Winter Olympic Games: Perceptions and preventative measures”, *Tourism Management* 36 (2013): 613-628.
 51. Meyer, Katja (2016), “The Opening Ceremonies of Munich 1972 and Athens 2004 – A Comparative Structural Analysis”, in *Cultural Views of the Olympics ‘citius, altius, fortius, pulchrius, humanius’*, N. Müller & M. Messing & K. Schormann (eds), Kassel: Agon Sportverlag, 159-172.
 52. Miller, S. (2004). *Ancient Greek Athletics*. New Haven: Yale University Press
 53. Mol, Arthur P. J. & Lei Zhang (2012), “Sustainability as Global Norm: The Greening of Mega-Events in China Olympic Games”, in *Mega-Events and Civil Societies Globalization, Environment, Resistance*, Gr. Hayes, J. Karamichas (eds), Basingstoke: Palgrave Macmillan, pp. 126-151.
 54. Müller, N., Messing M. & Schormann, K., eds. (2016). *Cultural Views of the Olympics: ‘citius, altius, fortius, pulchrius, humanius’*. Kassel: Agon
 55. Newby, Z. (2005), *Greek Athletics in the Roman World: Victory and Virtue*. Oxford: Oxford University Press.
 56. Niven, William John (2018), “Riefenstahl’s Film of the 1936 Berlin Olympics”, in *Hitler and Film: The Fuhrer’s Hidden Passion*. Yale University Press.
 57. Nollert, A., ed. (2022). *Designing for the Olympics*. Cologne: König
 58. Opening Ceremony Media Guide, Games of the XXVIII Olympiad, Friday August 13, 2004. Athens: ATHOC: <https://library.olympics.com/Default/doc/SYRACUSE/47787/opening-ceremony-media-guide-games-of-the-xxviii-olympiad-friday-august-13-2004-athens-2004-organisi?lg=en-GB>
 59. Osterwalder, M. (2020). *Olympic Games – The Design: From Athens 1896 to Tokyo 2020*.
 60. Panagiotopoulou, Roy (2016), “The Cultural Olympiad of the Athens 2004 Olympic Games: A Tribute to Culture, Tradition and Heritage”, in *Cultural Views of the Olympics ‘citius, altius, fortius, pulchrius, humanius’*, N. Müller & M. Messing & K. Schormann (eds), Kassel: Agon Sportverlag, 133-157.
 61. Parezo, Nancy J. (2008), “A ‘Special Olympics’, Testing Racial Strength and Endurance at the 1904 Louisiana Purchase Exposition”, in *The Anthropological Olympics in The 1904 Anthropology Days and Olympic Games. Sports, Race and*

American Imperialism, S. Brownell (ed), Lincoln: University of Nebraska Press, pp. 59-126.


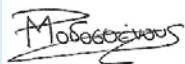


62. Radaković, Srđan (2020), "Another Footnote to the History of Riefenstahl's *Olympia*". *Film History*. V.32, N.2, 100–120.
63. Reid, H. (2012). The Soul of an Olympian. Olympism and the Ancient Philosophical Ideal of *Aretē*, In H. Reid and M. Austin (eds.), *The Olympics and Philosophy*. University of Kentucky Press, pp. 88-100.
64. Robinson, L. (ed) (2020) *Managing Olympic Sport Organisations*. International Olympic Committee, Olympic Solidarity
65. Rolf, J. N. (2021). Olympism, cosmopolitanism, nationalism: the many face(t)s of the Olympics, *Journal of Political Ideologies*, 2021, pp.1-19.
66. Schantz Otto & Keith Gilbert (2012), "The Paralympic Movement: Empowerment or Disempowerment for People with Disabilities?", in *The Palgrave Handbook of Olympic Studies* H.J. Lenskyj, St. Wagg (eds), Basingstoke: Palgrave macmillan, pp. 358-380.
67. Segrave, Jeffrey O. (2005), "Pietro Metastasio's *L'Olimpiade* and the survival of the Olympic idea in 18th century Europe", *Olympika: The International Journal of Olympic Studies*, 14, 1-28.
68. Segrave, Jeffrey O. (2008), "The special case of Pietro Metastasio's *L'Olimpiade* and the story of the Olympic Games", in *Sporting Sounds: Relationships between Sport and Music*, Anthony Bateman & John Bale (eds), London & New York: Routledge, 115-123.
69. Smith, Andrew (2012), "An Introduction to Events and Urban Regeneration", in *Events and urban regeneration: The strategic use of events to revitalise cities*, New York: Routledge, pp. 1-28.
70. Sommerfeldt, J. (2022). The Case for Archaeogaming and Affectiveness: Olympia as a Case Study in Assassin's Creed Odyssey. Kingston, Ontario, Canada: Queen's University
71. Squire, M. (2011). *The Art of the Body: Antiquity and Its Legacy*. London: Bloomsbury
72. Stocking, C. H. (2014). "Greek Ideal as Hyperreal: Greco-Roman Sculpture and the Athletic Male Body". *Arion: A Journal of Humanities and the Classics* 21.3: 45-74.
73. Swaddling, J. (2004). *The ancient Olympic Games*, 3rd edition. London: The British Museum Press.
74. Swaddling, J. (2004). *The Ancient Olympic Games*. 3rd edition. London: The British Museum Press
75. Takeshi, Nakaji (2019), "Olympic Films and Public Memory". *International Journal of Japanese Sociology*. N.28.
76. Teetzel, S.J. (2012). Optimizing Olympic education: a comprehensive approach to understanding and teaching the philosophy of Olympism, *Educational Review*, 64 (3), 317–332.
77. Timms, Jill (2012), "The Olympics as a platform for protest: A case study of the London 2012 'ethical' Games and the Play Fair campaign for workers' rights", *Leisure studies* 31/3 (2012): 355-372.

	<p>78. Todt, N. S. (2014). Worldwide practices combining Olympic values and Sport: Encouraging transferable life skills to disadvantaged Brazilian communities. In Chatziefstathiou, D., & Müller, N. (Eds.), <i>Olympism, Olympic Education and Learning Legacies</i> (pp. 194-206). Cambridge Scholars Publishing.</p> <p>79. Traganou, J. (2017). <i>Designing the Olympics: Representation, Participation, Contestation</i>. London: Routledge</p> <p>80. Trbic, Boris (2008), "Not Just Sport: Olympic Games in Film and Media". <i>Screen Education</i> Issue 51.</p> <p>81. Turner, Victor (1988 [1969]), The anthropology of performance, in <i>Anthropology of Performance</i>, Victor Turner and Richard Schechner (eds), New York: PAJ Publications, pp. 1-36.</p> <p>82. Turner, Victor, Roger D. Abrahams and Alfred Harris (2017), <i>The ritual process: Structure and anti-structure</i>, New York: Routledge, pp. 94-130.</p> <p>83. Tzanelli, Rodanthi (2008), "The nation has two 'voices'. Diforia and performativity in Athens 2004", <i>European Journal of Cultural Studies</i>, 11(4), 489-508</p> <p>84. Tzanelli, Rodanthi (2013), <i>Olympic Ceremonialism and The Performance of National Character: From London 2012 to Rio 2016</i>, Basingstoke: Palgrave Macmillan.</p> <p>85. Walters, Guy (2006), "Berlin Games. A party in such a house may not be a pleasant Experience" in <i>How the Nazis stole the Olympic Dream</i>, Harper-Colling e-books, 23-64.</p> <p>86. Watt, Paul. "'It's not for us' Regeneration, the 2012 Olympics and the gentrification of East London", <i>City</i> 17/1 (2013): 99-118.</p> <p>87. Willis, W. H. (2014) "Athletic contests in the epic" in Thomas F. Scanlon (ed), <i>Sport in the Greek and Roman Worlds, V. I: Early Greece, The Olympics and Contests</i>, Oxford, pp. 60-90.</p> <p>88. Woff, R. (2000). <i>The Ancient Greek Olympics</i>. Oxford: Oxford University Press.</p> <p>89. Young, D. (1996). <i>The Modern Olympics: A Struggle for Revival</i>. Baltimore: The Johns Hopkins University Press</p> <p>90. Young, D. (2004). <i>A Brief History of the Olympic Games</i>. Malden, MA: Blackwell</p>	
<p>The proposed program lacks the necessary feedback and enrichment that the combination of research in Olympic Studies and its teaching brings. The EEC considers this fact fundamental, as it dramatically affects the structure of the program, the syllabus, and the interactive design offered to future students. As commented in previous sections, the program's design has a total lack of coherence in its</p>	<p>See section 1, 2 & 3</p>	<p>Choose level of compliance:</p>

<p>contents. Probably this is due to the lack of research tradition in the Olympic Movement and Olympic Games of any of the coordinators and professors. As described in the document, none of them can demonstrate any academic publication or teaching experience in Olympic Studies.</p>		
<p>The part dedicated to the synergies of teaching staff between research and teaching occupies a point in section 3.3, but qualitatively it should have a determining weight because this shapes the design of a program in an area of knowledge, in which teachers have not previously worked on. It is a decisive structural issue that seriously questions the quality of the content that is going to be taught. This fact questions its viability as a serious academic project that should be put into practice.</p>	<p>See section 1, 2 & 3</p>	<p>Choose level of compliance:</p>
<p>The absence of research experience in coordinators and professors is not something that can be addressed in the short term. This is a fundamental structural problem that decisively determines the quality of the program content, as we have mentioned. The recommendation would be to reformulate the courses by seeking association with a new European university with expert researchers in Olympic Studies. The University of Nicosia has consolidated experience in online teaching and should seek, together with the University of Patras in classical studies, and a partnership with another</p>	<p>See section 3</p>	<p>Choose level of compliance:</p>

<p>European university with experts in Olympic Studies is fundamental to create a meaningful program. Otherwise, the proposed program will not be viable.</p>		
<p>The program does not adequately describe the job opportunities and employability possibilities of future students, apart from the continuation in doctoral studies.</p>	<p>See section 1</p>	<p>Choose level of compliance:</p>

C. Higher Education Institution academic representatives

Name	Position	Signature
Professor Elena Papanastasiou	Dean of the School of Education	
Dr Marina Rodosthenous	Head of Department of Education	
Dr Avra Xepapadakou	Programme coordinator	
Professor Efimia Karakantza	Programme coordinator	

Date: 14/06/2024