



Cyprus University of Technology – Tallinn University

Interaction Design (2 academic years, 120 ECTS, Master (MSc))

According to the recommendations of the EEC and the decision of the Agency, both Institutions should provide evidence and data confirm compliance with the following, no later than the end of the Fall semester 2023-2024:

1. Considering the large number of part time students identify the possible causes of the high dropout rate and address them. It is required 1) to adopt a more structured and detailed annual monitoring student progression approach, 2) to develop rubrics of the learning achievements for each course, so during midterm exams, exercises gradually check what the students have to achieve in the final exams and 3) use the learning analytics tools in the online learning environment.

We have investigated the main factors that contribute to the students' ability to complete the programme through adopting a structured and detailed annual monitoring questionnaire (implemented in 2022 and 2023). The main factors identified were: personal motivation and determination, programme structure, supportive faculty, family (non-financial) support. We have also looked into the main reasons for drop out which were a) family-related (66,7%) and b) work related (33,3%). We also note that 55% attend the program primarily full-time, 33% part-time and 11% mixing part-time and full-time teaching during their studies. Regarding the financial aspects, 44% mentioned that financing their education was a moderate challenge and personal earnings or savings were the largest source of finance (66,7%).

We have introduced more detail in the curriculum of all courses and made these detailed curriculums available online through our website (see also suggestion no 5) and at the beginning of each course in our Google Classroom learning environment. This is to allow students to check what they have to achieve at each bi-weekly session, manage their time and expected workload better since now they can anticipate work from the beginning of the term and therefore reduce anxieties due to workload. We have developed rubrics of the learning objectives for each course, and provided opportunities for students to check themselves across the learning objectives during the course development. We

strengthened the existing network of students through online networking opportunities (using Slack) and introducing an annual programme gathering to coincide with student graduation inviting all students, alumni and graduates along with teaching staff to come together. The Annual Meeting of 2023 happened in Cyprus and was attended by 30 students and alumni that traveled across the globe to meet, leaving extremely positive feedback. We are aiming to repeat this in 2024 and every year after.

2. Enhancing further consistency of the programme set up an introductory course on how to use the digital technologies/platforms for online teaching and learning.

We have set up an introductory segment on courses on using the platform and technology that includes an instructional video, and we have also created a welcome page for students: <https://www.idmaster.eu/welcome/> as an one stop shop for information in relation to key information for the programme.

3. Provide to the faculty members 1) continuous technical support and assistance for the production of audio-visual teaching materials and 2) professional development around distance and online learning (including webinars) as a structured professional accreditation programme. In order to increase motivation in attending and participating in such events a micro-credentials approach could be helpful.

Both universities have allocated technical support and assistance resources to the teaching staff for production of audio-visual teaching materials. Specifically, the Cyprus University of Technology has offered use of personnel and facilities of CUTing Edge <http://cutingedge.cut.ac.cy/> it's media production arm and Tallinn University of Technology has done the same.

Tallinn University and CUT have a support center to help the faculty members.

TLU E-learning Centre that provides individual counseling workshops, training, and multimedia services www.tlu.ee/en/elearningcentre and CUT has the Learning Development Network: <https://ldn.cut.ac.cy/> Access to the resources of both has been provided to all teaching personnel including webinars. Both Universities are now looking at a higher level through a collaboration of the Learning Development Network and E-Learning Centre to create a joint structured professional accreditation programme open

to the public. In Spring the teaching staff will undertake a Learning Experience Design Training offered by TLU, a Blended Intensive Programme (BIP) under Erasmus+.

4. Improve equipment and infrastructure so the induction in the online environment becomes compulsory for all students.

We fully adopted this recommendation by making the introduction to the online environment a compulsory part of commencing a course under our programme.

5. All modules seem to have the same generic short description under the “Teaching Methodology” heading. We recommended to enhance this description by providing some additional content on the specific methods that teachers employ in each module and ensure that students are exposed to and are able to fully engage with a broad range of real world scenarios and authentic assessment approaches during their study.

The descriptions on the modules have been updated and enhanced with additional content as per the advice of CYQAA. All the course descriptions with the updated information have been made available to access at <https://www.idmaster.eu/course-structure-2/> and also in each respective course page on Google Classroom.