

Form 300.1.4/1

## REPORT IN COMPLIANCE WITH THE RECOMMENDATIONS

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|---|--|-----------------------------|
| Ref. No:  | 07.14.336.141  | Evaluation/Accreditation of |
|   |  | Programme                   |
| Department  | Languages and Literature/Philology   |                             |
| Programme of study:<br>Name (Duration, ECTS, Title) | Teaching Greek to Speakers of Other Languages (1,5 years/90 ECTS, Master of Arts, E-Learning, Joint Programme with the University of Patras) |                             |
| Institution:  | University of Nicosia/University of Patras   |                             |

| NUM. | RECOMMENDATIONS   | ACTIONS TAKEN BY THE INTITUTION  | COMPLIANT / PARTIALLY COMPLIANT / NON-COMPLIANT |
|------|---|--|---|
| 1.   | Αποστολή επεξηγηματικού/ διευκρινιστικού σημειώματος αναφορικά με τις λεπτομέρειες συνεργασίας των δύο ιδρυμάτων με βάση το υπογραφέν μνημόνιο συνεργασίας. | We attached the agreement between the two Universities in Appendix 10 in our previous response.  |   |
| 2.   | Ενσωμάτωση/ ενίσχυση της τεχνικής της παιχνιδοποίησης (gamification) με στόχο την ενεργή εμπλοκή των φοιτητών/ τριών στη διαδικασία της μάθησης.            | The program coordinator has informed all lecturers to update their study guides by incorporating gamification techniques aimed at enhancing student learning. These techniques include quizzes (e.g., TGSOL-621, TGSOL-612)*, prediction activities (e.g., TGSOL-633), creation of activities or comics using online tools and digital storytelling (e.g., TGSOL-635)** , interactive slides or posters developed through platforms like CANVAS (e.g., TGSOL-612), role-playing activities (e.g., TGSOL-622), and others. The effectiveness of these gamification techniques will be reviewed during program meetings, where faculty will provide feedback, suggest improvements, and propose additional activities for consideration. |   |

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|------|-----------------|--|---|
|      |                 | <p>*For example, week 7 includes an interactive quiz for self-assessment, which includes questions about the teaching models under investigation. Each question is graded and students get a final grade together with feedback (i.e., correct response) after the end of the quiz. The quiz can be found here:<br/> <a href="https://courses.unic.ac.cy/mod/quiz/view.php?id=2896105">https://courses.unic.ac.cy/mod/quiz/view.php?id=2896105</a><br/>           and screenshots of it are also included in the attached pdf file (Quiz_Example_WEEK 7).<br/>           For instance, one question of the quiz is “Βασικό στοιχείο του μοντέλου ΔΕ είναι η διεκπεραίωση ρεαλιστικών επικοινωνιακών δραστηριοτήτων (tasks) που ανταποκρίνονται στις ανάγκες και τις δυνατότητες των μαθητών/ριών”, and students need to select either true or false; this question is marked with 1 point out of a total of 8 points for the quiz. Please also see the relevant study guide in Appendix 3 - Study Guides (pp. 183-184)<br/>           **For example, week 10 asks students to create short comics using digital comic creation tools like Toondoo, Pixton, and Witty. Then, students are prompt to describe interactively which tool they consider the most user-friendly, and which one they would adopt in their own language classes and why. For more information, see the relevant study guide in Appendix 3 - Study Guides (pp. 432-434)</p> |   |

The present document adheres to the European Standards and Guidelines, in particular Standard 2.3 (Implementing Processes) and its guidelines, which provide that “Agencies have a consistent follow-up process for considering the action taken by the institution”.