Doc. 300.1.2

Date: 13.03.25

Higher Education Institution's Response

- **Higher Education Institution: University of Limassol**

- **Town:** Limassol

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

  In Greek:

  Πτυχίο στην Προδημοτική Εκπαίδευση (4 yrs, 240 ECTS)

  In English:

  Bachelor in Early Childhood Education (4 yrs, 240 ECTS)

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

- **Programme's status:** New
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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.*

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
Stakeholders are clearly involved through formats of exchange and cooperation, however currently in less formalised ways.	Here are some ways we involve our stakeholders: 1. Established formal stakeholder engagement mechanisms. Our stakeholders participate in our advisory boards, committees for curriculum review, research collaboration, industry partnerships with diverse stakeholder participation and annual consultations. 2. Partnerships with schools and other educational institutions. We have developed school-university partnerships to align teacher education programmes with real classroom needs. We have also established student teaching collaborations with schools to provide hands-on training for future educators (see **Annex 1**). 3. Enhanced stakeholders' involvement by encouraging them to participate in guest lectures, workshops, and advisory roles. We have already scheduled a series of guest lectures in our existing modules of Spring semester for the MSc in Educational Leadership. 4. Actively engaging policymakers and government Agencies, by establishing formal collaborations with pedagogical institutions to ensure alignment with national education policies. We have close collaboration with the Cyprus Pedagogical Institute, and two of these members were present during the accreditation meeting. Our stakeholders are involved in departmental forums, conferences, workshops and public events. 5. Using digital tools for stakeholder engagement such as the online University stakeholder feedback form (see **Annex 2**) to encourage constructive feedback and allows for ongoing engagement with our stakeholders. We are also using social media, newsletters, and webinars to maintain continuous communication and engagement.	Choose level of compliance:
Learning objectives are clearly defined, and are explicitly related to different fields of research and practice, thereby following the institutional strategy of firmly integrating research and teaching. The matching of learning objectives and teaching methodologies	Thank you for this suggestion. In response to your comment, a pre teaching planning meeting was scheduled to coordinate the teaching methodologies and activities of our modules so we can avoid repetition. During this meeting we mapped the learning objectives and teaching methodologies of the first term's modules.	

within each course as well as the usage of teaching methodologies across courses is mapped only to a limited extent.	See **Annex 3.** The mapping process will be revised and updated regularly based on students' feedback and instructors' expertise and experiences. These pre teaching meetings will take place prior to the beginning of other semesters in order to map the relevant modules (learning objectives and teaching methodologies).	
Students' involvement in quality assurance could be expanded beyond student evaluations of courses, for example in having student representatives in (some of the) Programme committee meetings.	Formal student representation is established as described in the university's charter document which focuses on the creation of student advisory committees that provide feedback on curriculum development, teaching methods, and department policies (see **Annex 4** pages 19, 20, 21, 39). We have fostered a stronger departmental Community by organising regular student-faculty networking events, roundtable discussions, and informal gatherings.	Choose level of compliance:
Clearer procedures are recommended regarding stakeholders' involvement in quality assurance, for example by assigning to them clearer roles regarding programme review, learning objectives and teaching contents and methodologies, etc. This needs to be done in balanced ways as to not overburden stakeholders with tasks	Our stakeholders are involved in the quality assurance procedures of our Department of Education to ensure that programmes remain relevant, responsive, and impactful. We have established formal stakeholder engagement mechanisms by asking them to participate in our advisory boards, committees for curriculum review, research collaboration, industry partnerships with diverse stakeholder participation and annual consultations. To ensure a balance on the stakeholders' engagement and input on our programmes, we organise these meetings to happen on a termly basis. We are also using	Choose level of compliance:

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beyond their own professional responsibilities.	digital tools for stakeholder engagement such as the online University stakeholder feedback form (see **Annex 2**) to encourage constructive feedback and allows for ongoing engagement with our stakeholders. We are also using social media, newsletters, and webinars to maintain continuous communication and engagement.	
Given the awareness of the challenges emanating from GenAI, it is recommended to integrate the process of text production/academic writing more systematically into course work to be done by the students. Measures such as writing logs, mutual peer-review of work in progress, uploading work in progress as well as reflections on how to build on this work could be used to adequately address these challenges; as well as measures to instil joy in creating and writing.	Thank you for this valuable recommendation. Instilling the joy of writing in an era where GenAI is readily available, but it requires a balance between leveraging it as a tool and fostering authentic creativity. Some practical uses we are employing are the following: 1. We focus on writing as a creative process by emphasising the joy of discovery, personal expression and storytelling as activities to our modules. This can also be used as reflective writing or a form of freewriting which allows students to explore their thoughts. 2. Currently using AI as a writing companion, and not a replacement where we ask students to use AI for brainstorming and idea generation. 3. Encourage experimentation with style and voice by helping students to find their unique voice by experimenting with different styles of writing (e.g. have students write in different voices such as writing a scene from the perspective of a child, then a detective, then a historian). 4. Cultivate a culture of writing for an audience, by asking students to know that their work will be read by real people. We found that this way students care more for their writing, as we may then ask them to publish their work on the University's blog. Click or tap here to enter text.	Choose level of compliance:

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
The information/data collected during the practicums by means of observation and interviews could be presented in the form of student research seminar series or conferences and could also pave the way towards well-designed large-scale data collections. Conferences are great ways to promote student agency and achievement.	This is a great suggestion and thank you for this comment. Yes, we have provided for this; students to be required to anonymise the data collected and present it in seminars within the modules or conferences organised by the Department. Students who want to take their studies further (e.g. Postgraduate degree), will also be able to use the data collected during their Undergraduate studies.	Choose level of compliance:
Since formative assessment is brought to the forefront of student assessment, we would like to point out that integrating Duckor's and Holmberg's framework (2017) for formative assessment (Mastering Formative Assessment Moves: 7 High-Leverage Practices to Advance Student Learning) could further enrich the methods the Faculty uses.	This is a great framework indeed. Reading through this framework we have decided as a team that integrating Duckor and Holmberg's (2017) formative assessment framework into the faculty's assessment strategy can enhance student learning by fostering engagement, providing real-time feedback, and supporting differentiated instruction. Their 7 High-Leverage Practices, such as eliciting, noticing, and probing student thinking can help us offer a structured approach to formative assessment, ensuring deeper understanding and continuous improvement. We already use strategies such as open-ended questioning, iterative feedback cycles, and learning portfolios which help us track student progress effectively.	Choose level of compliance:
Since the landscape of educational assessment in different domains is constantly evolving, external or internal trainings should be held for assessors/teachers to familiarize themselves with innovative testing and examination methods and receive support in developing their own skills in this field.	We agree. Given the constantly evolving landscape of educational assessment across various domains, the Department has provided for its staff to undergo ongoing external and internal training which is essential for assessors and teachers. This training, would help us stay updated on innovative testing and examination methods while they will also offer support to developing our own assessment skills. By integrating new approaches, digital tools, and formative assessment techniques, we become able to enhance the effectiveness of student evaluation and learning outcomes. Regular professional development opportunities that the University provides ensure that assessment strategies remain relevant, fair, and aligned with best practices in education. An example of the above is:	Choose level of compliance:

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	• Faculty-led assessment innovation workshops, where faculty members or external experts present new assessment techniques such as competency-based assessments, digital assessments, or AI-assisted grading. This collaborative approach allows our team to share experiences and refine their methods based on best practices.	

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
In addition to nine TRF members (from lecturers to professor emerita), two special teaching staff members would work for the programme.	We are actively recruiting additional staff to join the Education Department. The selection process is under way by the Faculty Selection Committee; the process includes both internal and external members and includes presentation of research papers and formal interviews. Please see the faculty recruitment post available on the University 's website: https://www.uol.ac.cy/el/career/theseis-kathigiton-sto-tmima-epistimon-tis-agogis-sto-panepistimio-lemesou/	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
We do not have any information about the consistency and transparency of the access policies and admission processes since the program has not started yet.	We currently have admission processes into place, however solid data on consistency and transparency will be accumulated after the successful launch of the programme. We have taken special care for this and have put in place strict policies and procedures to ensure consistency and transparency of access and admission that requires clear guidelines, standardised procedures, and open communication. 1. Standardised admission criteria policy. We clearly define minimum academic qualifications, and these will be available on the programme's website to maintain transparency. 2. We regularly review and update our criteria by conducting annual reviews based on feedback from applicants, faculty, and industry trends. We make necessary adjustments while maintaining transparency and continuity.	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
Physical resources such as classrooms, student space, and library fulfil the basic requirements but could be improved considerably. Plans for the new campus were presented and will substantially increase the quality of the physical infrastructure.	Thank you for the suggestion, we are planning to make these changes, so our current premises are more student-friendly and respond to the students' needs. We have invited the Student Union to support us with ideas in this process. It's also important to mention that the University is on the final stage to locate a third building in Limassol (4 in total), while we are on the process of obtaining the master plan planning permit for our Campus in Palodia.	Choose level of compliance:
In general, the teaching staff feel supported, adding, of course, that more training would be even better.	We are constantly organising a series of internal training sessions for all staff to cover all the pedagogical aspects and teaching methodologies. The training series is organised in a workshop format. External and internal experts are invited to give the workshops. For example, all the staff should participate in at least three online workshops per academic year and then share their knowledge with others. In addition, in the coming months as we proceed with our newly established programmes, other related seminars or workshops are taking place: - Students' evaluation and assessment. - Curriculum mapping and constructive alignment using specific models and strategies. - Supporting students' metacognitive development. - AI literacy for education. Faculty members have already registered to the following training and will train the rest of the staff afterwards. https://www.aiforeducation.io/train-the-trainer-institute-genai-literacy-trainer-essentials?ss_source=sscampaigns&ss_campaign_id=67bf38f4acff4a0f97bcd759&ss_email_id=67bf483ddf2f0909bd0bbd7b&ss_campaign_name=Become+a+GenAI+Literacy+Trainer&ss_campaign_sent_date=2025-02-26T16%3A58%3A42Z The University supports our professional development as they offer us a research allowance of 5000 euros, to participate in conferences, or purchase research or teaching equipment.	Choose level of compliance:
AI literacy and ethical and legal frameworks are still on the rise, but the university must be proactive in	As AI literacy and its ethical and legal frameworks continue to evolve, the university is aware and has taken a proactive role in guiding both students and teachers in understanding and using AI responsibly. To address this, the university has bought in the following (GenAI Literacy Trainer Essentials):	Choose level of compliance:

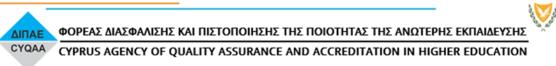|		
helping students and teachers dealing with it. Prompting users to explore without adequate knowledge or purpose may be counterproductive and allow for misconceptions on the use and purpose of AI and GenAI.	https://www.aiforeducation.io/train-the-trainer-institute-genai-literacy-trainer-essentials?ss_source=sscampaigns&ss_campaign_id=67bf38f4acff4a0f97bcd759&ss_email_id=67bf483ddf2f0909bd0bbd7b&ss_campaign_name=Become+a+GenAI+Literacy+Trainer&ss_campaign_sent_date=2025-02-26T16%3A58%3A42Z Training will be provided on how to be AI literated. This will then include workshops from the DLU team, guidelines, and ethical discussions, to ensure that AI tools are used transparently, critically, and effectively in academic and professional settings. Establishing clear policies and structured training will help foster responsible engagement with AI while preventing potential pitfalls, and then faculty members will instill this knowledge to their students too. This can be achieved by streamlined activities in our modules. We are already taking a structured approach that balances exploration with responsible use. This is achieved through AI literacy workshops, where students learn about AI's capabilities, limitations, and ethical concerns, alongside guidelines for responsible academic use. We have a clear AI policy that defines acceptable AI-assisted work, proper citation practices, and academic integrity is essential. **See Annex 5**	
The presented materials and the discussion stressed the importance of international networks and mobility, including some mobility (e.g. conference participation) beyond Erasmus exchange structures. There are also some courses in English for incoming students. Limited detail was provided regarding how the programme will be linked with plans of increasing international mobility.	Here is additional detail on how our programme will be linked with plans of increasing international mobility. As the course is currently offered in Greek, our first key action to internationalise the course is to identify our key recruitment demographic data by reaching out to some communities such as Expat Communities, Hellenic Societies and Cultural Centers, Cypriot embassies, Social media outreach and targeted advertising. Some things we already do and plan to expand further are the below: 1. We promote collaboration with other institutions, (e.g. some are our stakeholders), which help with student internship, knowledge exchange. 2. Establish international exchange programmes, by partnering with foreign universities who will offer study-abroad semesters, or short exchange programmes. 3. In partnership with the UoL Research Centre we will also secure Erasmus+ funding and other mobility grants to support	Choose level of compliance:

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	travel and living costs for our students starting with the very first cohort. 4. Integrate multilingual and cross-cultural training, which will allow us to offer courses in other languages or provide bilingual education modules. We are also planning to include comparative studies on the field from other countries to prepare our students for diverse teaching environments. 5. Align our teaching methodologies and activities with International Standards. By doing this we ensure the programme follows globally recognised frameworks, such as those from UNESCO. 6. International experts were invited as external speakers (e.g. guest lecturers, alumni students) on our current programmes and we are currently encouraging our students to participate in conferences. For example, our students in collaboration with some of our faculty plan to participate at the Panhellenic Student Conference on (Pre)School Pedagogy (https://1synped.conf.uoi.gr/)	
The fact that learning is a social, co-constructive process and not just based on individual effort may need to be communicated to the students more extensively and explicitly, perhaps by including reflections on this on a meta-level and linking this to theories of learning. This should also be important with regard to the fact that many of the students will work as educators themselves in the future. While the students we talked with were aware of the potentially beneficial effect of shared activities in social and emotional terms, they seemed to be less cognizant of	Thank you for this valuable comment. To help our students further recognise that learning is a social, co-constructive process rather than just an individual effort, we are currently and explicitly integrating social learning theories (e.g., Vygotsky, Piaget) into their learning activities and encourage meta-reflections on collaborative learning experiences. We have included structured activities such as peer-to-peer teaching, real life scenarios and case studies, as well as group-based inquiry projects that have been intentionally designed in such a way to reinforce the cognitive benefits of collaboration. We have also incorporated reflection exercises, including guided questions, learning journals, and discussion forums, that help students process their experiences and understand how shared learning enhances comprehension. To link this understanding to their future teaching careers, students during their practicum will observe and design lesson plans that incorporate social learning strategies, preparing them to apply these concepts in educational settings. We are also using and demonstrating the use of technology to support co-constructive learning through collaborative writing tools and group discussions.	Choose level of compliance:

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their effects for learning.		
Further pedagogical training for academic staff is recommended. In addition, AI literacy should be further supported. There are several AI ethics frameworks (e.g., UNESCO's Guidance for GenAI in Education and Research) which could be used university-wide for all programmes. Also, the EU's AI Act specifies the risk levels for different aspects of AI in education and training and can provide useful guidance.	We are constantly organising a series of internal training sessions for all staff to cover all the pedagogical aspects and teaching methodologies. The training series is organised in a workshop format. External and internal experts are invited to give the workshops. For example, all the staff should participate in at least three online workshops per academic year and then share their knowledge with others. In addition, in the coming months as we proceed with our newly established programmes, other related seminars or workshops are taking place: - Students' evaluation and assessment. - Curriculum mapping and constructive alignment using specific models and strategies. - Supporting students' metacognitive development. As AI literacy and its ethical and legal frameworks continue to evolve, the university is aware and has taken a proactive role in guiding both students and teachers in understanding and using AI responsibly. To address this, the university has bought in the following (GenAI Literacy Trainer Essentials): https://www.aiforeducation.io/train-the-trainer-institute-genai-literacy-trainer-essentials?ss_source=sscampaigns&ss_campaign_id=67bf38f4acff4a0f97bcd759&ss_email_id=67bf483ddf2f0909bd0bbd7b&ss_campaign_name=Become+a+GenAI+Literacy+Trainer&ss_campaign_sent_date=2025-02-26T16%3A58%3A42Z Training will be provided on how to be AI literated. This will then include workshops from the faculty team, guidelines, and ethical discussions, to ensure that AI tools are used transparently, critically, and effectively in academic and professional settings. We always keep informed with the UNESCO's Guidance for GenAI in Education and Research, that provides clear principles for responsible AI use and we implement this knowledge in our teaching strategies, methodologies and materials. Additionally, the EU's AI Act, which categorizes AI risk levels in education, will be leveraged to align institutional policies with regulatory standards. The University supports our professional development as they offer us a research allowance of 5000 euros, to participate in conferences, or purchase research or teaching equipment.	
While it is clear that the current premises are only preliminary, more could be done until the final premises	Thank you for the suggestion, we are planning to make these changes, so our current premises are more student-friendly and respond to the students' needs. We have invited the Student Union to support us in this process.	

are established. For example, the design of the interior including walls etc. could reflect more the fact that this is an educational institution, for example by showing works of students and making some fitting visual decorations that make it an educational place. Moreover, the library, even though it is quite limited in space, should be made more inviting for students, responding to the students' needs. Ideally, this could be designed together with the students.	Some of the ideas we have thought and shared with the Student Union are the following: Our current library, despite the limited space, should prioritise inclusivity with adaptive learning tools, multilingual support, and sensory-friendly areas, while promoting sustainability through eco-friendly design and digital-first resources. We would like to integrate community spaces, and café-style discussion areas that will help foster interdisciplinary collaboration and social learning. It's also important to mention that the University is on the final stage to locate a third building in Limassol (4 in total), while we are on the process of obtaining the master plan planning permit for our Campus in Palodia.	
It is recommended to design more detailed strategies regarding internationalisation and international mobility of students, including questions of, for example, compatibility of study abroad with studying the programme, the role of and interaction with incoming students, or when it might be more adequate to focus on "internationalisation at home".	Thank you for the recommendation. We also believe that designing detailed strategies for internationalisation and student mobility requires a well-structured approach that aligns with our university's strategic plan, funding opportunities, and other partnerships. Some things we already do and plan to expand further are the below: 1. We have already developed a strategic plan that includes goals for internationalisation. We promote collaboration with other institutions, (e.g. some are our stakeholders), which help with student internship, knowledge exchange. 2. We align our programme with global education policies (e.g. Erasmus+, UNESCO). 3. Offer diverse international learning opportunities will assist in developing short-term study programmes that can offer summer schools, involvement in research projects. Our Research Centre can help us achieve this. We also plan to implement blended/virtual exchange programmes to make mobility more	

| | | accessible for all students (e.g. a global classroom where students will collaborate with peers from international universities).

4.Alongside with the Student Union, we plan to foster an international culture, where global events, and cultural societies will be formed and promoted (e.g. International Week).

We also ask international guest speakers to come and present or run a seminar in our modules. Students are also presented with learning resources and websites from other countries, so an inclusive and multicultural and multilingual classroom to be promoted. | |

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
N/A	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
As fields for further development, we suggest further building knowledge and best practices regarding pedagogical knowledge in higher education teaching and in particular regarding the use of GenAI.	To enhance pedagogical knowledge in higher education teaching, particularly regarding Generative AI (GenAI), our university has implemented faculty training programmes, including AI literacy workshops and certification courses (GenAI Literacy Trainer Essentials): https://www.aiforeducation.io/train-the-trainer-institute-genai-literacy-trainer-essentials?ss_source=sscampaigns&ss_campaign_id=67bf38f4acff4a0f97bcd759&ss_email_id=67bf483ddf2f0909bd0bbd7b&ss_campaign_name=Become+a+GenAI+Literacy+Trainer&ss_campaign_sent_date=2025-02-26T16%3A58%3A42Z We are actively encouraging research on AI in education through involvement in interdisciplinary projects and conferences. We already have a clear institutional policy aligned with frameworks such as UNESCO's AI in Education Guidelines in order to ensure responsible AI integration in teaching and assessment. In our team meetings, we have regular evaluation of AI's impact on student learning through feedback loops and continuous refinement of AI-driven strategies that ensure sustainable and effective implementation.	Choose level of compliance:
Also, we suggest thinking more systematically about the use of teaching methodologies across the programme, as well as about involving students and stakeholders in processes of quality assurance.	Thank you for this suggestion. In response to your comment, a pre teaching planning meeting was scheduled to coordinate the teaching methodologies and activities of our modules so we can avoid repetition. During this meeting we mapped the learning objectives and teaching methodologies of the first term's modules. The mapping process will be revised and updated regularly based on students' feedback and instructors' expertise and experiences. These pre teaching meetings will take place prior to the beginning of other semesters in order to map the relevant modules (learning objectives and teaching methodologies). See **Annex 3.** To address student engagement more systematically, we established formal student representation as described in the university's charter document which focuses on the creation of	Choose level of compliance:

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	student advisory committees that provide feedback on curriculum development, teaching methods, and department policies. This also includes student representatives in decision-making bodies such as faculty meetings and strategic planning committees (see **Annex 4**, pages 19, 20, 21, 39) To engage our stakeholders in our quality assurance processes: 1. Established formal stakeholder engagement mechanisms. Our stakeholders participate in our advisory boards, committees for curriculum review, research collaboration, industry partnerships with diverse stakeholder participation and annual consultations. 3. Actively engaging policymakers and government Agencies, by establishing formal collaborations with pedagogical institutions to ensure alignment with national education policies. We have close collaboration with the Cyprus Pedagogical Institute, and two of these members were present during the accreditation meeting. Our stakeholders are involved in departmental forums, conferences, workshops and public events. 4. Using digital tools for stakeholder engagement such as the online University stakeholder feedback form (see **Annex 2**) to encourage constructive feedback and allows for ongoing engagement with our stakeholders. We are also using social media, newsletters, and webinars to maintain continuous communication and engagement.	
We would also like to encourage staff to think about building larger data collections, storing (anonymously) e.g. data from practical experiences, student/researcher observations etc.	This is a great suggestion so thank you for this. We have thought of some ways of doing this as soon as our undergraduate students start collecting data while on their practicum. 1. We are currently establishing a clear university-wide policy on ethical data collection, anonymization, and storage, to ensure compliance with GDPR, fair principles, and research integrity standard, implementing the Ethic Code from Cyprus Bioethics Committee. Our students will be provided with guidance on anonymization techniques to protect privacy while maintaining data usability. This is part of their modules (e.g. EDU306 Research Methods in Education). For example, students can create a data	Choose level of compliance:

| | ethics board to review and support research projects involving large-scale data collection.

2. We are in the process of creating a university-managed Research Data Hub via the Research Centre where faculty can securely store and access anonymized data sets for research.

3. We encourage partnerships between departments (e.g. Psychology department) and other universities. This will promote sharing anonymized datasets that can be used for further research.

4. It is in the streamline to organize an educational conference where workshops and networking events will be offered to discuss the best teaching practices. In this conference, students, educational institutions and providers, teachers and faculty will be invited.

5. Integrate data collection into teaching and practical learning. Alongside the Research Centre at the University, we are currently applying for a funded project that will allow us to collect data and use it in our modules. The data will of course be anonymised. | |

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Prof. Theodore Panayotou	Rector	
Prof. Doron Sonsino	Dean of the School of Social Sciences and Humanities	
Dr. Panagiotis Kosmas	Acting Head of the Department of Education	

Dr. Maria Karamanidou	Vice-Chair of the Department of Education/ Director of the Programme	

Date: 13.03.2025