

Date: 16/3/2020
Doc. 300.1.2

External evaluation report

- Higher education institution:
Open University of Cyprus
- Town: Nicosia
- Programme of study (Name, ECTS, duration,
cycle)

In Greek: Μέσα Επικοινωνίας στο Σύγχρονο
Σχολείο (90 μονάδες ECTS, 1.5 ακαδημαϊκά έτη)

In English: Media in Contemporary School (90
ECTS, 1.5 years)

- Language of instruction: Greek
- Programme's status
New programme: Yes
Currently operating: No

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

This part includes basic information regarding the onsite visit.

B. External Evaluation Committee (EEC)

Name	Position	University
Julian McDougall	Professor	Bournemouth University
Kari Anden-Papadopoulos	Professor	Stockholm University
Bradley Wiggins	Professor	Webster Vienna Private University
Santi Caballe Llobet	Professor	Open University of Catalonia
Stephanie Nicolaou	Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The assessment of study programmes follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements. For each assessment area, the report must include the following:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:*
 - 1 – 4: Non-compliant*
 - 5 or 6: Partially compliant*
 - 7 or 8: Substantially compliant*
 - 9 or 10: Fully compliant*
- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*
- ***The parts of the report written in blue font must be erased when drafting the report, so that each assessment area consists of the standards, the description of the way in which the standards are met (findings, strengths, areas of improvement and recommendations) and the justified scores of the quality indicators (criteria).***
- ***The report may also address other issues which the EEC finds relevant.***

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the program of study:*
 - *has a formal status and is publicly available.*
 - *supports the organization of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

- *The program of study:*
 - *is designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the program*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the program of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*

- *the teaching, learning and assessment procedures*
- *the pass rates*
- *the learning opportunities available to the students*
- *graduate employment information*

You may also consider the following questions:

- *What is the procedure for quality assurance of the program and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *Who is involved in the study program's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *Please evaluate a) whether the study program remains current and consistent with developments in society (labor market, digital technologies, etc.), and b) whether the content and objectives of the study program are in accordance with each other?*
- *How is coherence of the study program ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study program?*
- *How does the study program support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of practical training in the study program (where appropriate)?*
- *What are the scope and objectives of the foundation courses in the study program (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study program been compared to other similar study programs when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study program analogous to other European programs with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *What are the opportunities for international students to participate in the study program (courses/modules taught in a foreign language)?*
- *Is information related to the program of study publicly available?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Comments made by the External Evaluation Committee

1.5 (4) & 1.6 (4), 1.8.6 (4) and 1.8.7 (3) The panel were concerned about the status of the thesis as optional and the lack of a practical equally weighted alternative and recommend that the team review the advice and guidance to encourage take-up of the thesis, or consider a project alternative so that students have the option of a more developed application of knowledge in a practical (educational) context.

1.11 (4) and 1.12 (4) The panel were not convinced that the most current media literacy research is integrated into the programme. The medium specific focus (eg cinema literacy, TV literacy, separation from the internet from older media) combined with a lack of academic attention to transmedia literacy and learning may undermine the ability of students to engage with the latest developments in the field.

1.8.2 (3) and 1.15 (3) The panel have some concerns about sequencing and in particular how the module on the practical application in media literacy is taken before the more generic, theoretical social science modules. We discussed this in the site visit meeting and it was agreed that merging the modules on cinema and television literacy, combined with the consideration of a new project module (see above, 1.5 and 1.6) would resolve this. In addition, the panel were not satisfied that the unit descriptions for the two units relating to the internet, e-learning and school management were consistent with the verbal explanation during the on-site visit of the distinction between the two units. The panel recommend the unit titles and descriptions are reviewed so it is clear that one unit is about the internet, teaching and learning and the other unit is about the internet and school management.

1.16 (4) Related to 1.15, the panel are concerned about the incremental development of learning outcomes, given the issue stated above.

1.17 (4) Electives have 15 ECTS but teaching hours are only 2-3 hours compared to compulsory courses which have 10 ECTS and 2 hours. The panel consider this a disproportionate increase of 50% for one more hour. We suggest this is discussed, perhaps at a broader institutional level.

Findings: the panel were provided with comprehensive documentation about this new programme and during the on-site visit, the specific needs of the regional student market were made clear, with regard to the decision to deliver the programme in Greek and the nature of media education in the region which determines some of the curriculum design. This was not stated in the documentation so whilst it was very helpful to find out about this on site, perhaps a more directed rationale in the documentation would have enhanced the application.

Strengths: The commitment of the course team and their academic and pedagogic profiles are all impressive and the distance learning methodology is suitable, with training and support for this mode of delivery. During the site visit, the panel were made aware of the specific regional context for media literacy and the important role the Programme Coordinator is playing in this project, in addition to an explanation of why the language of instruction is Greek, despite the limitations this presents in recruitment and in the currency of some of the literature available to students. It is clear that there is a need for a Greek language programme of this nature and that the programme is tailored to a specific cohort, although this was less clear in the documentation (ie the cohort are teachers who are also parents, citizens etc, as opposed to separate sub-cohorts). The Programme leader's passion for this programme was evident and she was reflective and open to recommendations, so the panel discussion was productive. The panel considered the integration of knowledge from science in some elective units to reinforce an interdisciplinary approach as a positive aspect.

Areas for improvement and recommendations: see above. We have phrased the justification of scores in relation to deficiencies as recommendations.

OUC Response

As far as 1.8.7 goes, regarding the structure of the programme, it has been updated and modules are now merged as you will see in the newly proposed structure. Still, there are two academic paths: the first is the choice to undertake and submit a Master Thesis (30 ECTS), and the second option of a student who will not opt for the thesis is to attend two elective modules **MES611** and **MES612** with 15 ECTS each. Please bear in mind that new M.A. is offered in the Faculty of Humanities and Social Sciences, thus a Master Thesis is not obligatory for all students. Still, students that want to follow an academic or research career or that wish to improve their research skills will be encouraged to take-up the Master Thesis path. Also, please note that both elective 15ECTS modules (MES611 and MES612) have a practical orientation.

The first elective module instead of Master Thesis I is MES611 "Teaching and School Leadership in the New Technology Era" and the second is MES612 "Audiovisual Literacy in the Digital Era".

The module **MES611** raised from the combination of the initial two modules **MES611** (focused in teaching) and **MES612** (focused in leadership).

They have been merged as one new elective module named MES611 "Teaching and School Leadership in the New Technology Era".

Plus, the initial modules **MES613 "TV literacy"** and **MES614 "Cinema Literacy"**, have been merged as one named MES612 "Audiovisual Literacy in the Digital Era" focusing in the use and creation of Audiovisual Media in the digital era and this is also an elective module instead of Master Thesis II. Merging the initial two modules on cinema literacy and tv literacy into a new module on audiovisual

literacy in the digital era came as a result of the panel’s comment that “the medium specific focus combined with a lack of academic attention to transmedia literacy and learning may undermine the ability of students to engage with the latest developments in the field” as mentioned in **quality indicators 1.11 (4) and 1.12 (4)**, which we considered and accepted as justified. We do believe that the new MES612 “Audiovisual Literacy in the Digital Era” will ease the panel’s concerns.

PREVIOUS STRUCTURE INITIALLY PROPOSED IN THE APPLICATION FORM:

8 COMPULSORY MODULES (thesis and non-thesis master’s degree)		90 ECTS
1st SEMESTER MODULES (Compulsory)		30
END511	Contemporary World: The Political Condition	10
END512	Understanding Media: The message	10
MES511	Media Literacy and Media Education	10
2nd SEMESTER MODULES (Compulsory)		30
END521	Contemporary World: The Social Condition	10
END522	Understanding the message: The Effects	10
MES521	Media Literacy and Media Education in practice	10
3rd SEMESTER MODULES (Elective)		30
MES611	Strategic Communication and School Unit management in practice	15
MES612	Technologies and Internet Services in Education	15
MES613	Television Literacy	15
MES614	Cinema Literacy	15
MES701A & MES701B	Master Thesis (it is equivalent to two elective, scientifically related Modules of the Master’s Programme, 3 rd Semester)	30

NEW STRUCTURE AFTER TAKING INTO CONSIDERATION THE COMMENTS MADE BY THE EXTERNAL EVALUATORS:

8 COMPULSORY MODULES (thesis and non-thesis master's degree)		90 ECTS
1st SEMESTER MODULES (Compulsory)		30
END511	Contemporary World: The Political Condition	10
END512	Understanding Media: The message	10
MES513	Media Literacy and Media Education	10
2nd SEMESTER MODULES (Compulsory)		30
END521	Contemporary World: The Social Condition	10
END522	Understanding the message: The Effects	10
MES523	Media Literacy and Media Education in practice	10
3rd SEMESTER MODULES (Elective)		30
MES611	Teaching and School Leadership in the New Technology Era	15
MES612	Audiovisual Literacy in the Digital Era	15
MES701A & MES701B	Master Thesis (it is equivalent to the two elective modules (MES611 and MES612) of the Master's Programme, 3 rd Semester)	30

Please note that the modules with code END are the ones that are offered in the framework of the already existing OUC M.A. Programme "Communication and New Journalism". The modules with code MES are unique for this newly established M.A. Programme "Media in Contemporary School".

As far as 1.11 (4) and 1.12 (4) go, the programme has been updated and two initial modules MES613 "TV literacy" and MES614 "Cinema Literacy", as mentioned previously, have been merged as one named MES612 "Audiovisual Literacy in the Digital Era". This module focuses in the use and creation of Audiovisual Media in the Digital Era, so its content has been enriched to the transmedia literacy and provides students the ability to engage with the latest developments in the field.

As far as 1.15, 1.5 & 1.6, 1.8.6 and 1.8.7 go, regarding the research orientation of the programme, please note the following, bearing in mind that this new M.A. is offered in the Faculty of Humanities and Social Sciences, thus a Master Thesis is not obligatory.

Students are introduced to research from the first Thematic Unit (i.e. module) of the first semester in END511. The learning unit "Introduction to Academic Research" of the Module END511 focuses on the basic tools for academic research and writing, including bibliography. In addition, the second learning unit of END511 focuses on informal logic and argumentation that enriches further students' research

skills. Students are also taught how and where to search for academic references, which sources are academic how to distinguish between reliable and unreliable research articles and material. These elements prepare students to conduct a thorough “research and dissertation, a crucial section for any research project. In the same philosophy, the first learning unit of module END512 focuses on “Research methodology”, where students are introduced in processes of operationalization of a theory, which is how a theory can be used to construct research tools, e.g. code sheets and causal relations. This leads to the “interpretation” of the results, where students are asked to interpret the findings based on the literature review, they have already conducted. This approach, the “operationalization” of every theory taught, runs through the next two learning units (6.2 and 6.3) of END512 where students are asked to operationalize the theories taught and to interpret their results. In the next learning unit (6.4) students are introduced to more qualitative research tools (Content Analysis, Thematic Analysis and Interpretative Phenomenological Analysis) and to basic quantitative statistical tests (x2) in order to enrich their research capabilities. All the above methodological tools are crucial for the whole Programme with the ambition that students that complete END511 and END512 will have a sound knowledge of the crucial parts of a dissertation or any research project: The process of writing a solid literature review, the formulation of research questions or hypotheses, the methodological tools, the results and the interpretation of these results based on the literature review.

According the Panel’s recommendations, the new structure of the Programme has two options. The first option of studying in this postgraduate programme includes the implementation of a Master thesis.

The second option of a student who will not select the thesis version is to attend two elective modules MES611 and MES612 with 15 ECTS each. The module MES611 “Teaching and School Leadership in the New Technology Era” includes four (4) implementation projects, which will:

1. help the students apply the theory into practice with concrete methods
2. combine research and evaluation elements such as the SELFIE evaluation tool, integrated educational projects in blended mode - in person and via the Internet.

Please refer to the new description of MES611, attached, as Annex 2 of the application form.

Furthermore, the module MES612 “Audiovisual Literacy in the Digital Era” includes the implementation of two (2) digital projects. So, if one student selects the second option (no thesis, and enrolment in Module MES611 and MES612), he/she will get a vast practical experience combined with numerous research elements.

As far as 1.15 goes, i.e. the structure of the programme and sequencing of its Thematic Units (modules), regarding the distinction between the initially proposed modules MES611 and MES612, titled “Strategic Communication and School Unit management in practice” and

“Technologies and Internet Services in Education” respectively, they have been merged as one new elective module named MES611 “Teaching and School Leadership in the New Technology Era”.

The new module combines the use of new Internet services and Media in both education and leadership of the school unit.

The module approaches the use of Media and internet technologies/services in regard with two axes: 1. Axis “Teaching” and 2. Axis “Leadership”.

The module has 15 ECTS and includes the implementation of four (4) projects.

More specifically, and based on the Panel’s recommendation that Thematic Unit/Module titles and descriptions are reviewed so it is clear that one unit is about the internet, teaching and learning and the other unit is about the internet and school management, we choose to rename the new module MES611 to “Teaching and School Leadership in the New Technology Era”, reconstructing the individual learning units as such:

1. Introduction to Educational Technology and Internet Educational Environments (3 weeks)
2. Introduction to the participatory web (2 weeks)
3. Web 2.0 Applications in Education (2 weeks)
4. Design, Technologies, Standards and Evaluation of Internet Educational Environments – Integrated educational project for evaluation of the digital capacity of the school unit (2 weeks)
5. Integrated educational project for the development of actions at the school unit (1 week)
6. Integrated educational project for the development of actions at the school community via the Internet (1 week)
7. Integrated educational project for the development of actions at the school community in blended modes (in person and via the Internet) (1 week)

Please refer to the new description of MES611, attached, as Annex 2 of the application form.

In response to the comment that “The panel have some concerns about sequencing and in particular how the module on the practical application in media literacy is taken before the more generic, theoretical social science modules”, we clarify that the social sciences thematic units/ modules with codes END are not just social sciences modules but modules connected directly to Media Literacy and are taken in the first and second semester, before or at the same time with the more practically-focused Thematic Units with codes MES.

As far as 1.17 goes, we have discussed and increased teaching and studying hours for both elective modules MES611 and MES612 that are awarded with 15 ECTS instead of 10 ECTS as the rest of the modules. So now, we have equilibrated students' workload with 15 ECTS. (check modules in the application in English).

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*

- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study program? What is student feedback on the content and arrangement of practical training?*
- *Are students actively involved in research? How is student involvement in research set up?*
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organized?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Comments made by the External Evaluation Committee

2.9 (3) The panel were not convinced that the most current media literacy research is integrated into the programme. The medium specific focus (eg cinema literacy, TV literacy, separation from the internet from older media) combined with a lack of academic attention to transmedia literacy and learning requires urgent review. We recognise the need to prioritise Greek translation in reading lists but there is still room for refreshing the conceptual and academic focus of the teaching materials.

2.11 & 2.12 (4) The panel have some concerns about the optional thesis and it is unclear how the options will be presented. It appears that students can choose electives over the thesis without the opportunity for a more developed application of knowledge in a practical context, in the form of an equally weighted project (ie a double module). The panel are also concerned that there is a lack of research methods training for students who opt for the thesis in the programme content, as a result the documentation provided does not demonstrate a research skills trajectory within the programme itself.

Findings: during the site visit the teaching team and e-learning team gave detailed presentations about the pedagogic, assessment and e-learning elements of programme delivery. It is clear that there is robust support for e-learning delivery.

Strengths: There is a clear need for this programme in the region. Whilst this is a new programme and therefore we did not meet students, the panel is confident that the same pedagogic, assessment and communication methodologies will be implemented from the existing programme which we reviewed and there is therefore no concern over student engagement or overall satisfaction with teaching and learning. See Section 6 regarding the e-learning platform. The educational activities planned will facilitate practical, experimental and collaborative learning.

Areas for improvement and recommendations: see above. We have phased the justification of scores in relation to deficiencies as recommendations. The points relating to scores of (4) are for consideration and review, the points related to score of (3) concern currency of literature and research and are more urgent.

OUC Response

As far as 2. “Teaching, learning and student assessment” goes regarding the strengths, we appreciate the comment made by the EEC, and especially for the fact that the panel was entirely satisfied with the educational activities planned, which will facilitate practical, experimental and collaborative learning.

As far as 2.9 goes, regarding the initial two modules MES613 “TV literacy” and MES614 “Cinema Literacy”, they have been merged as one named MES612 “Audiovisual Literacy in the Digital Era”.

Its content has a new approach towards digital and new audiovisual media and their use/creation in school education. Please refer to the new description of MES612, attached, as Annex 2 of the application form.

The object of this Thematic Unit/module is to give the opportunity to students to approach television and cinema as mass Media, to understand their special nature and their special characteristics and then to approach ways of using the TV, the cinema and their digital formats in the educational environment.

The Module focuses on the:

1. Theoretical approach of television and cinema, and their impact on viewers and particularly on childhood.

2. The historical evolution of television and cinema media in relation with other mass media.
3. The utilization of television and cinema in the context of educational environment.
4. The “language” of television media and analysis of television “text”.
5. Television news: its theoretical framework and its pedagogical approaches.
6. Television advertising: its theoretical framework and its appropriate learning strategies.
7. Cinema both is the type of mass media and art
8. The language and the significant and influential systems of cinema
9. The theoretical approach of cinema literacy
10. Films creation in the educational environment
11. Learning strategies and practices, which are adopted during the production of cinema in educational environment.

Regarding reading lists (mandatory and elective bibliography), they have been updated with more current sources, focusing on the digital era. Please refer to the updated descriptions of all modules submitted as Annex 2 of the programme’s application form.

As far as 2.11 & 2.12 (4) go, regarding the optional Master thesis, we have proposed a vast practical experience combined with research elements, developing application of knowledge in a practical context as they have been mentioned in the 1st section of our response, i.e. “Study Programme and Study Programme’s Design and Development”.

3. Teaching Staff (ESG 1.5)

Standards

- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).
- Recognised visiting teaching staff participates in teaching the study programme.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.

You may also consider the following questions:

- How are (novice) members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?
- How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?
- Is teaching connected with research?
- Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?
- What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?
- Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Comments made by the External Evaluation Committee

3.1 (3) and 3.6 (4) The panel consider the staffing to be outside of compliance with the statement below regarding special / permanent teaching staff.

Findings: in reviewing the preparatory material and during the site visit, the panel were entirely satisfied with the profiles and expertise of the teaching team. Visiting Professors do not appear to be included in delivery.

Strengths: The external networks and partnerships are strong. Teaching staff's profiles are impressive and the criteria for appointment are robust, in terms of pedagogic, professional and research experience required. The support for teaching through e-learning is comprehensive. The Programme Coordinator's profile as a leading voice in media literacy in the region ensures a high level of professional and educational relevance and academic rigour.

Areas of improvement and recommendations: see above, our only recommendation is to review the staffing against the criteria below.

OUC Response

We appreciate all comments made by the EEC, and especially for the fact that the panel was entirely satisfied with the profiles and expertise of the teaching team. Please note that based on the Law governing the operation of Open University of Cyprus, Visiting Professors is not an option. Moreover, Open University of Cyprus only employs 24 Faculty members at the moment, and as mentioned in our application form for accreditation, we work with Adjunct Faculty in all our programmes of study. This is the case for the newly proposed M.A. Programme in "Media in Contemporary School", as the Academic Coordinator, Associate Professor Sofia Iordanidou, is the only faculty member in the relevant fields, and is also the academic coordinator of the existing M.A. Programme in "Communication and New Journalism". As mentioned in our application form, all academics involved in the design of the new M.A. MES will apply for the Adjunct Faculty (Tutors) positions when announced by the University given their intention to teach the modules they have designed.

We also appreciate the fact that the EEC considers the procedure for appointing adjunct faculty and the relevant selection criteria to be robust in terms of pedagogic, professional and research experience required.

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study program? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study program? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study program, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study program and outside of it?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study program on their employment and/or continuation of studies?*

- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Comments made by the External Evaluation Committee

Findings: the panel's understanding from the preparatory material was enhanced by the detailed presentations given during the site visit. We met students from a continuing programme who were very positive about these quality indicators and have confidence that this programme will be equally robust and supportive in this regard.

Strengths: the panel are satisfied that admission requirements, planned evaluation mechanism, mentoring and personalized learning are robust and aligned with external benchmarks for Masters courses. Considering the distance learning environment for the programme, the panel was impressed with the pastoral support which will be available to students.

Areas for improvement and recommendations: none.

OUC Response

We are happy to see that the students who met with the EEC were very positive about the educational aspects of the programme, as well as their employability prospects and adequate use of the degree they have / they will receive. It is one of the key characteristics of this newly proposed M.A. in "Media in Contemporary School", as of the existing M.A. "Communications and New Journalism" offered by Open University of Cyprus the fact that it puts theory into practice and that it provides forum for its students and graduates to advance further, beyond their studies, through internships, involvement in research projects, and participation in local and international conferences in cooperation with the Advanced Media Institute, which is linked to the M.A. Programme.

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study program.*
** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study program and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Comments made by the External Evaluation Committee

5.2 & 5.7 and 5.10 (4) See below, on the assumption that since the reading lists are out of date, the library might need to be updated/expanded.

5.11 (3) As stated in earlier sections, the panel recommend a thorough review and revision of reading lists to include more current sources on the latest research in media literacy / transmedia literacy. Whilst we understand the need to prioritise Greek language translation for future cohorts, there are still areas where the reading lists are not sufficiently current for such a rapidly changing area of study and professional and educational application.

Findings: the panel was happy with the preparatory information provided and the meeting with staff with regard to library, internal communication and administrative support for the programme but given the distance learning mode of delivery, it was recognised that these functions are distinct from on campus programmes.

Strengths: see findings. The communication platform and support provided by the Laboratory of Educational Material and Methodology are impressive.

Areas of improvement and recommendations: see above, reading lists must be reviewed and updated.

OUC Response

As far as 5.11 goes, we have elaborated the teaching material of all thematic units so as to be up to date. Please refer to the changes in the mandatory and elective bibliography of all TUs, based on the new structure of the proposed programme, in the Module Descriptions of Annex 2 of the revised application form.

More specifically, concrete chapters in books, articles in scientific journals or articles in academic conferences have been added using track changes on the modules' descriptions.

All of them approach more current sources on the latest research in media literacy / transmedia literacy.

6. Additional for distance learning programmes (ALL ESG)

Standards

- **The distance learning methodology is appropriate for the particular programme of study.**
- A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.
- Feedback processes for students in relation to written assignments are set.
- A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.
- Teacher training programmes focusing on interaction and the specificities of distance learning are offered.
- A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.
- Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.
- A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:
 - Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner
 - Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)
 - Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback
 - Self-assessment exercises and self-correction guide
 - Bibliographic references and suggestions for further study
 - Number of assignments/papers and their topics, along with instructions and additional study material
 - Synopsis

You may also consider the following questions:

- Is the nature of the program compatible with distance learning delivery?
- How do the program, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?
- How many students upload their work and discuss it in the platform during the semester?
- Are the academics qualified to teach in the distance learning program?

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Comments made by the External Evaluation Committee

6.5 (4) The University did not show, even if envisaged, any information system to automatically monitor student performance, and the indications provided during the interviews to supervise the learning process in general were manually based.

6.9 (4) The panel recommend a thorough revision of reading list to include more current sources and seminal works.

6.17 (4) According to the study guides provided and the interviews conducted, it is not foreseen weekly assignments, at least formal assignments, as the level of self-assessment lacks of formal assessment and formative feedback from the tutor.

6.20 (4) See above, as the currency of reading lists impacts upon the currency of the e-learning material.

Findings:

The nature of the programme is compatible with distance learning delivery and the methodology provided is appropriate for the particular programme of study.

The university's eClass system supports online teaching, learning and administrative processes. The platform specifically provides synchronous and asynchronous tools to support the interaction needs of students with the tutors, the other students and with the materials. The platform also provides e-assessment procedures through quizzes with automatic feedback in order to assess students' knowledge. The provision of more complex forms of e-assessment to assess competences was not shown. In addition, mobile access to the platform, even if provided, was not proved whether specific pedagogical methods were applied that leverage the unique capabilities of mobile devices for teaching and learning. Finally, a learning analytics component was mentioned to be included in eClass though it was not shown in detail what data is managed and reported to the different stakeholders.

The university has a unit responsible for designing, creating, implementing and evaluating study materials. This unit addresses the requirements for study materials, interactive activities and formative assessment in accordance with state-of-the-art technological advances and own research activities. A proof of concept of advanced materials based on VR and IoT developed by the unit was demonstrated during the on-site visit. Whilst the use of AI, VR and augmented reality were demonstrated at a whole-institution level, it was unclear how media literacy students in particular will work with these new emergent forms in their practical application units.

The panel were not clear on how the recommended study time in the study guides was calculated as these are not consistent in the study guides for modules with equal credits.

Strengths:

The proposed thematic units have a weekly study guide that includes relevant information: synopsis, aims, anticipated results, reviewed literature, and self-evaluation exercises. These weekly self-assessment exercises, though enriched by peers' and tutor's feedback, would be improved through the introduction of tutor assessments and formative feedback.

Formative assessment and the corresponding formative feedback to students are provided by teachers through compulsory assignments (twice per semester) plus in live (generally online) meetings. The panel recommend the formative feedback from assignments is provided more regularly, personalized, and in a timely fashion.

The panel recommends the University to consider and eventually incorporate state-of-the-art teaching innovations based on artificial intelligence technologies in order to automatically monitor student to detect just-in-time performance and early dropout issues while providing correction measures and automatic guiding (from intelligent tutoring systems) when required.

Areas for improvement and recommendations:

The proposed thematic units have a weekly study guide that includes relevant information: synopsis, aims, anticipated results, reviewed literature, and self-evaluation exercises. These weekly self-assessment exercises, though enriched by peers' and tutor's feedback, would be improved through the introduction of tutor assessments and formative feedback.

Formative assessment and the corresponding formative feedback to students are provided by teachers through compulsory assignments (twice per semester) plus in live (generally online) meetings. The panel recommend the formative feedback from assignments is provided more regularly, personalized, and in a timely fashion.

The panel recommends the University to consider and eventually incorporate state-of-the-art teaching innovations based on artificial intelligence technologies in order to automatically monitor student to detect just-in-time performance and early dropout issues while providing correction measures and automatic guiding (from intelligent tutoring systems) when required.

OUC Response

As far as 6.17 goes, and the panel's concern that "According to the study guides provided and the interviews conducted, it is not foreseen weekly assignments, at least formal assignments, as the level of self-assessment lacks of formal assessment and formative feedback from the tutor", please note that all Self-Assessment Exercises are mentioned in the Study Guides of all Modules, but only one was provided in English, as the newly proposed M.A. Programme will be offered in Greek. Moreover, all self-assessment exercises will be available for students on the eLearning Platform of Open University of Cyprus. Concerning formative feedback from tutors, please note that a clear formative feedback process from

the tutor has been added to self-assessment activities. Instructions are given to the tutors to provide feedback not only to the assignments but also to the self-assessments activities.

Furthermore, based on OUC Internal Regulations for Studies and Duties & Responsibilities of Adjunct Faculty, all Tutors need to provide students with detailed feedback on their written assignments, providing annotated word files, and not just merely grade students' assignments.

As far as 6.9 (4) and 6.20 (4) regarding reading lists are concerned, please refer to our response in the previous section, i.e. Section 5. Resources. Mandatory and elective bibliography has been revised and updated for all Thematic Units.

Concerning other recommendations made by the Panel regarding the use of eClass and the incorporation of state-of-the-art eLearning tools to support students' learning experience, please note the following: We do appreciate the fact that the External Evaluators' Committee thinks highly of the eLearning resources and the eLearning Platform utilized by the Open University of Cyprus. Please note that the University has set up a Laboratory of Educational Material and Methodology exactly to provide pedagogical support for designing and implementing learning materials for digital environments. This know-how and expertise will be fully exploited for the purposes of this newly-established programme of study. Indeed, OUC has been awarded the Gold Award for 'Best Learning Experience' at the 2019 Cyprus Education Leaders Awards for its entry 'Developing a natural environment simulation application, with gamification and internet of things elements' in distance learning. This is a pilot natural environment simulation application intended to optimize learning experience for the students of the 'Environment Conservation and Management' MSc programme. Thanks to the integration of distance-learning tools, such as the one described, learning experience is improved, and student participation at OUC is actively encouraged.

The OUC eLearning Platform is a state-of-the-art learning tool and it provides a comprehensive virtual learning environment: learning materials are provided in digital form, students use eClass to submit their assignments and receive their grades and detailed feedback, as well as use eClass to undertake their self-assessment exercises, and eClass is used for all e-lectures, which are recorded for offline viewing. Moreover, eClass provides both synchronous and asynchronous communication tools that students and staff use to communicate and interact. Teaching staff also have office hours and communicate with students via other tools, such as skype, email, etc. All these methods and tools encourage student-centered learning.

7. Additional for doctoral programmes (ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

8. Additional for joint programmes (ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the program are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*

- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

D. Conclusions and final remarks

Summary of the findings, strengths, areas of improvement and recommendations for each assessment area. Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the program of study under review may be achieved.

The panel is grateful for the discussions with the University's and Faculty's leadership during the site visit on 12 December 2019. This is a new programme which meets a clear regional need. It will utilize methodologies, approaches and in some cases, curriculum content and assessment design from a continuing programme with which the panel have broad confidence. The passion and dedication of the team and, in particular, the Programme CoOrdinator are commendable.

The panel have made several recommendations pertaining to the status of the thesis as optional combined with the lack of a practical alternative, currency of literature on the reading lists, phasing of programme content and the distinction between modules relating to the internet, schools and learning.

The panel encourage the team and broader institution to monitor and review the suitability of sharing 40 ECTS between this new programme and the continuing programme in Communications and New Journalism, when the first cohort have completed their studies in order to ascertain the synthesis between generic social science knowledge and the application in highly specific media literacy and educational contexts. This relates to the issues stated earlier in the report about phasing, as the panel have concerns about the practical application unit being studied before the introductory theory in some cases. The latter point should be considered now, the former point is for ongoing review.

Our understanding is that the physical retreat will be an important element of this hybrid / blended model and this will give teaching staff an essential opportunity to meet and reflect on the programme. As for the continuing programme, we recommend the team do whatever is possible to encourage the highest possible attendance by students at the retreats.

With regard to the EQF criteria and parity with external benchmarks for Masters courses, the recommendations made in relation to these points are mainly for reflection on the part of the programme team (those scored as 4). The points made in relation to scores of 3 are more significant and require amendments. The panel does not consider it an obstacle to approval if the coordinator chooses to review the points scored at 4 without amendments, but we do expect actions with regard to scores of 3.

OUC Response

In closing, Open University of Cyprus and the Academic Team of the newly proposed M.A. Programme "Media in Contemporary School" would like to thank the EEC for the very positive reception of the general philosophy, the aims and intentions of this new programme. The remarks, suggestions and recommendations of the EEC were very constructive and thoughtful, significantly supporting our efforts to shape the new programme in the best possible way. All concerns of the EEC (e.g. regarding the structure of the programme, its research orientation, the important role of English and updated literature, the use of state-of-the-art eLearning Tools and providing formative feedback to students) are definitively

going to be taken into account by both the Academic Team of the new M.A. Programme and the OUC in general. They are highly important suggestions and remarks, crucially enriching the OUC's teaching approach and process.

To sum up, we strongly believe that the proposals of the Committee were taken into consideration and we submit the revised Greek-taught new postgraduate programme "Media in Contemporary School" to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education to be approved. We look forward to a positive decision by CYQAA regarding the accreditation of the programme, as per the recommendation of the EEC.

E. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Professor Sokratis Katsikas	Rector	
Professor Yannis Manolopoulos	Vice-Rector, Chair of the University's Quality Assurance Committee	
Associate Professor Sofia Iordanidou	Academic Coordinator of the newly-established MA "Media in Contemporary School"	
Erato Ioanna Sarri	Coordinator of the University's Quality Assurance Office	

Date: 16/03/2020

**NEW Programme's of Studies Structure
M.A. MEDIA IN CONTEMPORARY SCHOOL**

ENΔ511	Thematic Unit	Semester	Mandatory / Elective	Prerequisite T.U.	Co-requisite T.U.	Workload	
						Hours	ECTS
ENΔ511	Contemporary World: The Political Condition	1	Mandatory			250-300	10
ENΔ512	Understanding Media: The message	1	Mandatory			250-300	10
MES513	Media Literacy and Media Education	1	Mandatory			250-300	10
ENΔ521	Contemporary World: The Social Condition	2	Mandatory	ENΔ511		250-300	10
ENΔ522	Understanding Media: The effects	2	Mandatory	ENΔ512		250-300	10
MES523	Media Literacy and Media Education in practice	2	Mandatory	MES511		250-300	10
MES611	Teaching and School Leadership in the New Technology Era	3	Elective	ENΔ511, ENΔ512, MES511, ENΔ512, ENΔ521, MES521		375-450	15
MES612	Audiovisual Literacy in the Digital Era	3	Elective	ENΔ511, ENΔ512, MES511, ENΔ512, ENΔ521, MES521	MES611	375-450	15
MES701A	Master Thesis I	3	Elective	ENΔ511, ENΔ512, MES511, ENΔ512, ENΔ521, MES521		375-450	15
MES701B	Master Thesis II	3	Elective	ENΔ511, ENΔ512, MES511, ENΔ512, ENΔ521, MES521	MES701A	375-450	15
Total						2250-2700	90



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

