

**Name of Program: Education Sciences:
Educational Management and
Leadership
(MASTER OF ARTS)**

Degree: Master of Arts

The Master of Arts program Education Sciences: Educational Management and Leadership is designed for offering a comprehensive program in Educational Management and Leadership as well as for providing the students with knowledge and skills and also for creating the appropriate conditions that will enable them to become managers/leaders of education.

GENERAL OBJECTIVES:

The course aims to:

- the provision of a comprehensive program regarding Educational Management and Leadership
- the provision of knowledge and skills for creating the appropriate conditions that will enable students to become managers/leaders of education
- the provision of knowledge and skills in the research field of Educational Management and Leadership

SPECIFIC OBJECTIVES:

The course aims to:

- The preparation of students for effectively organising and managing schools and education system
- The preparation of executive education managers who act creatively and productively
- The enhancement of students' knowledge and skills for conducting, studying and critically evaluating research projects and research models in the field of Educational Management and Leadership for being able to dynamically exercise their role as educational leaders and researchers of international renown.
- The provision of students with knowledge, attitudes, and skills for being able to offer their services to the wider educational community

LEARNING OUTCOMES:

By the end of the program, students are expected to:

- Design, complete and present small or large scale educational research
- Analyse and evaluate research studies that adopt quantitative and/or qualitative approaches within the field of Education leadership.
- Complete postgraduate research on a specialised topic of Educational Management and Leadership
- Analyse and explain the relation among philosophy and education or understand institutions, procedures and results of the contemporary educational systems from a sociological perspective or comment concerning the theories and research findings of educational psychology and apply different psychological theories in educational practice or to develop attitudes that are necessary to teachers for being able/capable to meet the needs of cultural diversity
- Develop a broad understanding of the educational organisation as part of the social system, realise the dynamic environment in which the school and the educational system operate and familiarise themselves to analyse basic operations of management and how these can be applied to the school unit level.
- Be aware of the characteristic elements of a leaders' behaviour, understand the aspects of the leadership's phenomenon in relation to the micro-society of school

- and relate leadership with the effectiveness of the educational unit.
- Gain knowledge in areas concerning motivation, conflict management, successful communication, organisation climate/culture and the management of human and materialistic-technical resources.
- Understand the need of introducing innovations within an educational organisation for its constant improvement, describe the steps for successfully introducing innovations and realise the educator's role, especially the principal's of the school unit in introducing innovations in schools.
- Understand the basic principles of educational policy, distinguish the difference among the theoretical dimension and its practical application, recognise the 'pressure groups' that influence educational policy in Cyprus and critically delineate the basic features of the international educational discourse.
- Distinguish the factors that influence school effectiveness, gain knowledge regarding theoretical models for improving school effectiveness, study the results of quantitative and qualitative research that shed light on the factors which affect the effectiveness of an organisation and on the improvement procedure of school effectiveness.
- Utilise technology as a mean for administrative organisation and modernisation of the school unit.

EMPLOYMENT OPPORTUNITIES:

School management, Administration of School System. Additional qualification for promotion to the whole educational spectrum (Pre-Primary, Primary, Secondary, Technical)

DEGREE REQUIREMENTS	CREDITS	ECTS
All students pursuing the Master degree in "Education Sciences: Educational Management and Leadership" must complete the following requirements:		
CORE COURSES	6	16
SPECIALIZATION COURSES	9	30
ELECTIVE COURSES	9	24
MASTER THESIS <u>or</u> Selection of <u>two</u> courses	6	20
TOTAL REQUIREMENTS	30	90

Core Courses		6	16
EDG599	Educational research methodology	3	10
EDG609	Socio-cultural educational issues	3	6
Specialization Courses		9	30
EDG610	Educational Management and School Organisation Management	3	10
EDG612	School improvement	3	10
EDG613	Leadership in Education	3	10

Elective Courses Selection of three (3) courses:		9	24
EDG605	Comparative Education	3	8
EDG608	Contemporary issues in Education Leadership	3	8
EDG615	Human Resource Management	3	8
EDG616	Evaluation of Educational Work	3	8
EDG617	Introducing Innovations in Education	3	8
EDG618	Quality Assurance in the School Unit	3	8
EDG627	Educational Policy	3	8
EDG629	Multicultural Education	3	8
Elective course from the available Elective courses from another program of the MA Education Sciences or other Master of Arts of the School of Arts and Education Sciences (with an equivalent number of credits and ECTS)		3	8
EDG695 MASTER THESIS or Selection of <u>two</u> courses, as below:		6	20
Selection of one (1) Research course		3	12
EDG681	Quantitative Research Approaches in Education Sciences or	3	12
EDG682	Qualitative Research Approaches in Education Sciences	3	12
AND			
one (1) ELECTIVE COURSE		3	8

For the successful completion of the master program and the awarding of the postgraduate title is expected from the student that s/he will complete the program's requirements as shown above (total 30 credits, 90 ECTS) and have an average (G.P.A) 2.5. or more according to the University regulations.

**Name of Program: Education Sciences:
(Special) Inclusive Education
(MASTER OF ARTS)**

Degree: Master of Arts

This course aims at providing knowledge regarding the pedagogical, political, philosophical, theoretical and historical aspects of special integrative and inclusive education and also at providing knowledge and skills for identifying, evaluating and effectively responding to the needs of children with disabilities (special needs).

GENERAL OBJECTIVES:

The course aims to:

- Provide knowledge regarding the pedagogical, political, philosophical, theoretical and historical aspects of special integrative and inclusive education within the local context of Cyprus and also within an international context.
- Provide knowledge and skills for identifying, evaluating and effectively responding to the needs of children with disabilities in the mainstream school.
- Provide knowledge and skills in research in the field, of Special (Inclusive) Education.

SPECIFIC OBJECTIVES:

The course aims to:

- Provide knowledge and encourage critical thinking related to the different philosophies that prevailed during time regarding the education of children with disabilities.
- Provide knowledge and encourage critical thinking related to the policy applied for the education of children with disabilities.
- Provide knowledge and skills for the effective education of all children within the context of Inclusive Education.
- Provide knowledge and skills that will make students capable of managing different cases of children with disabilities that are included in the mainstream school.
- Enhance students' knowledge and skills for conducting, studying and critically evaluating research projects and research models in the field of Special (Inclusive) education in order to have a dynamic role as educators and/or researchers.
- Cultivate participants' positive attitudes regarding the education of children with disabilities in the mainstream school.

LEARNING OUTCOMES:

By the end of the program, students are expected to:

- Design, conduct and present educational research on a master's degree level and evaluate research projects within the field of inclusive education.
- Deepen their understanding in designing research and analysing data with statistical techniques that are utilised in research within the field of Inclusive Education or designing, conducting and presenting advanced qualitative research.
- Complete postgraduate research on a specialised topic of Inclusive Education.
- Analyse and explain the relation among philosophy and education or understand institutions, procedures and results of contemporary educational systems from a sociological perspective or examine/comment/discuss theories and research findings of educational psychology and apply different psychological theories in educational practice or develop attitudes that are necessary to teachers in order to meet the needs of cultural diversity.
- Understand and analyse the factors which lead to the construction of disability concepts, which are created from society and are transferred to the educational system as well as the political, historical and sociological aspect of the evolution of Inclusive Education in Cyprus and abroad, and also the basic characteristics of

children with different disabilities and of children who constitute minority/ies in a school.

- Differentiate with regards to teaching practices and teaching material having as an axis the effective support of all students in an inclusive classroom.
- Design programmes which will meet the individual needs of children with disabilities and the needs of the curriculum and its approach towards inclusive education.
- Analyse and apply contemporary educational approaches for children with physical and sensory disabilities, and/or respond to the needs of children with intellectual or cognitive disabilities, within the school context or/and understand the characteristics of children with psycho-emotional difficulties and design/ apply techniques for early identification and intervention.
- Develop further counselling and communication skills for effective collaboration with the parents of children with disabilities.
- Analyse and discuss contemporary theoretical views, trends and practices or/and specialized issues concerning or/and impact on the theory and practice of inclusive education in Cyprus and abroad.
- Use technology as a mean for differentiating learning and instruction in an inclusive classroom and the overall pedagogical process as it is organised within the school and also as a tool for accessibility in helping people with disabilities to access the society of knowledge.
- Become familiar with the educational setting of Inclusive Education and acquire school experience through the practical application of the content of their studies.

EMPLOYMENT OPPORTUNITIES:

Education of children with disabilities in all aspects and levels of education. This constitutes an advantage for the promotion of the teacher.

DEGREE REQUIREMENTS	CREDITS	ECTS
All students pursuing the Master degree in "Education Sciences: Special (Inclusive) Education" must complete the following requirements:		
CORE COURSES	6	16
SPECIALIZATION COURSES	9	30
ELECTIVE COURSES	9	24
MASTER THESIS <u>or</u> Selection of <u>two</u> courses	6	20
REQUIREMENTS	TOTAL	90

Core Courses		6	16
EDG599	Educational Research Methodology	3	10
EDG609	Socio-cultural Educational issues	3	6
Specialization Courses		9	30
EDI610	Disability in Society and in School	3	10
EDI612	Inclusive education: Disability and Differentiation	3	10
EDI630	Education of Children with Disabilities: From Theory to Practice	3	10

Elective Courses Selection of <u>three</u> (3) courses:		9	24
EDI604	Physical and Sensory Disabilities	3	8
EDI605	Disabilities related to Intellectual and Cognitive Development	3	8
EDI606	Psycho-emotional Disabilities	3	8
EDI608	Contemporary Issues in Inclusive Education	3	8
EDI614	School Family Collaboration and Counselling Parents of Children with Disability	3	8
EDI627	Technology and Disability	3	8
EDI629	Multicultural Education	3	8
EDI632	Curriculum Development and Inclusive Education	3	8
EDI647	School Practice I	3	8
Elective course from the available Elective courses of another concentration of the MA Education Sciences or other Master of Arts of the School of Arts and Education Sciences (with an equivalent number of credits and ECTS)*		3	8
EDI 648	School Practice II**	6	20
EDG695 MASTER THESIS <u>or</u> Selection of <u>two</u> courses, as below:		6	20
Selection of one (1) Research course		3	12
EDG681	Quantitative Research Approaches in Education Sciences <u>or</u>	3	12
EDG682	Qualitative Research Approaches in Education Sciences	3	12
AND			
one (1) ELECTIVE COURSE		3	8

*Overall only one (1) course of this provision may be selected by the student throughout the completion of the program requirements.

**The student may register to this course over and above his/her three (3) Elective courses and over and above the 30 Credits/90 ECTS which are required for the successful completion of the master program and being granted the postgraduate degree diploma.

For the successful completion of the master program and the award of the postgraduate title the student is expected to complete the program's requirements as shown above (total 30 credits, 90 ECTS) with a grade point average (G.P.A) of 2.5, or higher, according to the University regulations.

**Name of Program: Education Sciences: Early
Childhood Education
(MASTER OF ARTS)**

Degree: Master of Arts

The Master of Arts program Education Sciences: Early Childhood Education focuses on the education of children 3-8 years old and is oriented to the market. The program provides the educators with the potential of a profound understanding and specialisation in the field of Early Childhood Education, by creating the appropriate circumstances that enable the teachers to redefine their professional identity or/and have the potential to continue their studies on a doctoral level through: (a) the specialised understanding of theories and the in depth study of research related to learning and early childhood education (b) research engagement based on the current developments and trends (c) learning how to take a critical stand and contribute to discussions and practices on a local and international level.

GENERAL OBJECTIVES:

The course provides the educators with the potential of a profound understanding and specialisation in the field of Early Childhood Education, by creating the appropriate circumstances that enable the teachers to redefine their professional identity or/and have the potential to continue their studies on a doctoral level.

SPECIFIC OBJECTIVES:

The course aims to:

- the comprehensive and specialized understanding of theories and the profound study of research related to the field of Early Childhood education
- research engagement based on current developments and trends
- urge the students to take a critical stand and contribute to discussions and practices on a local and international level

LEARNING OUTCOMES:

By the end of the program, students are expected to:

- evaluate and redefine in a dialectical and reflective way their professional and research identity and the content of Early Childhood Education on a local and international level through (a) the continuous expansion of their knowledge about issues concerning the early childhood education on a theoretical, philosophical, and practical level (b) a deep understanding of the young child
- design , complete and present small or large scale educational research which mostly focuses on qualitative methodological approaches
- manage the everyday practice as educators researchers in the context of a continuous process of professional development
 - get informed and receive further training concerning the general, specified and specialised issues of pedagogical and methodological approaches within the field of early childhood education through a wide range of sources.
 - collect and analyse data based on their practice
- identify issues/problems and apply/implement action plans for solving these issues and improving their practice
- manage their practice in a reflective way
- be scientifically qualified in issues concerning design, conducting and critical readings of educational research
 - evaluate research results which are available at school or in other educational contexts by critically reading these results
 - engage in designing and conducting research on a classroom level, school level and/or in a wider context aiming to answer specific research questions
- be familiarised with the contemporary trends in discussing fundamental issues of the pedagogical science in general and the different education sciences in particular,

through the prism of different fields such as sociology, anthropology, history and comparative education.

- realise and evaluate the impact that issues emerging from the social dimensions of education has on their everyday practice
- interpret knowledge through the historical, social and cultural contexts in which is produced for generating critical interpretations and perceptions regarding education within and out of school.
- construct knowledge, attitudes and skills that are based on a deep understanding of theories of learning and current issues related to the different cognitive subjects and areas of the Early Ages Curriculum but also to their overall professional competency in a variety/range of educational contexts/frameworks.
 - develop comprehensive/completed plans of educational activities based on the different models, styles and ways of organising learning in early childhood education
 - differentiate their approaches and their teaching material in a way that meets the needs of mixed ability classrooms
 - design and implement educational activities by being aware of the current epistemological and methodological issues that are related to each of them.
 - develop, implement and evaluate programs within different areas of the Curriculum with a research perspective
 - contribute to the wider educational life of the context where they are employed in a way that enables the communication among school – society and offers authentic experiences to the children.

EMPLOYMENT OPPORTUNITIES:

With the completion of their studies the students of this specific program will be able to enhance their employment's potentials in the public service, as educators for the specific sector. Additionally, teachers actively employed at the different levels of Education will enhance the possibilities of their utilization/and or promotion in the public and private service.

DEGREE REQUIREMENTS	CREDITS	ECTS
All students pursuing the Master degree in "Early Childhood Education" must complete the following requirements:		
CORE COURSES	6	16
SPECIALIZATION COURSES	9	30
ELECTIVE COURSES	9	24
MASTER THESIS <u>or</u> Selection of <u>two</u> courses	6	20
TOTAL REQUIREMENTS	30	90

Core Courses		6	16
EDG599	Educational research methodology	3	10
EDG609	Socio-cultural educational issues	3	6
Specialization Courses		9	30
EDE600	Learning in Early Childhood Education	3	10
EDE601	Playing: Educational Dimensions for Young Children	3	10
EDE602	Action research in Early Childhood Education	3	10

Elective Courses Selection of three (3) courses:		9	24
EDE603	Differentiation Practices in Early Childhood Education	3	8
EDE604	Literacy Practices in Early Childhood Education	3	8
EDE605	Contemporary Approaches of Sciences and Mathematics in Early Childhood Education	3	8
EDE606	Art, Styles, Expression and Creativity for Young Children	3	8
EDE607	Musical Development, Learning and Creativity in Early Childhood Education	3	8
EDE608	Contemporary Issues in Early Childhood Education	3	8
Elective course from the available Elective courses from another program of the MA Education Sciences or other Master of Arts of the School of Arts and Education Sciences (with an equivalent number of credits and ECTS)		3	8
EDG695 MASTER THESIS <u>or</u> Selection of <u>two</u> courses, as below:		6	20
Selection of one (1) Research course		3	12
EDG681	Quantitative Research Approaches in Education Sciences or	3	12
EDG682	Qualitative Research Approaches in Education Sciences	3	12
AND			
one (1) ELECTIVE COURSE		3	8

For the successful completion of the master program and the awarding of the postgraduate title is expected from the student that s/he will complete the program's requirements as shown above (total 30 credits, 90 ECTS) and have an average (G.P.A) 2.5. or more according to the University regulations.

**Name of Program: Education Sciences:
Technologies of Learning and
Communication
(MASTER OF ARTS)**

Degree: Master of Arts

The postgraduate program in *Education Sciences: Technologies of Learning and Communication* is oriented to the market. The program aims to offer educators, administrators and other professionals in education deeper understanding and specialisation in the field of new technologies in education, and also to cultivate skills for the design and application of contemporary learning environments, educational tools and educational materials, promoting the utilisation of technology in teaching and learning.

GENERAL OBJECTIVES:

The course aims to:

- Provide theoretical and practical foundations regarding the application of new technologies in the educational process, as a contemporary evolution of education sciences.
- Promote critical thinking in relation to the role of technology in teaching, learning and communication.
- Foster teachers' potential for expanding their horizons to contemporary theoretical and practical approaches of technology in communication and learning.
- Modernize and upgrade the pedagogical field, strengthening the human resources of teaching personnel in issues concerning research and application of new technologies within a broader learning environment (and not only in the narrow confines of the school classroom) at a time of ongoing developments in information and communication technologies.

SPECIFIC OBJECTIVES:

The course aims at the following:

- The provision of a strong theoretical background for utilising new technologies into formulating a contemporary learning environment.
- The development of research skills for studying and improving pedagogical practices with the utilisation of new technologies within the process of learning and communication.
- The deeper understanding of basic and contemporary concepts regarding New Technologies of Learning and Communication and their integration into the learning process.
- The development of optimal practices in utilising the New Technologies of Learning and Communication, through courses that at the same time develop the theoretical background, teaching methodology with the use of technology, but also the design of technological applications that promote learning and interaction in the wider learning environment.
- The development of skills regarding the educational design of multifaceted and online applications of learning and communication.
- The familiarization of students with a wide range of contemporary application and technology tools for designing and developing an interactive learning and communication environment.
- The cultivation of attitudes and skills regarding the role of technology in promoting equality and social justice for realising inclusive education.
- The provision of a strong academic background to students who wish to continue their studies on a doctoral level concerning New Technologies of Learning and Communication.

LEARNING OUTCOMES:

By the end of the program, students are expected to:

- Identify, study and critically analyse literature relevant to the course through research studies and other scientific sources.
- Design, complete and present small- or large-scale educational research.
- Analyse and evaluate research studies that adopt quantitative or/and qualitative approaches especially in the field of new technologies in learning and communication.
- Analyse and explain the relation among theories of learning with the application of new technologies in learning and communication, and the development of a contemporary learning environment.
- Explain the basic concepts of the new technologies of learning and communication and their connection/relation with contemporary evolutions as well as with the historical evolution of technology within the educational context.
- Discuss contemporary applications of new technologies in learning and communication, in the school classroom environment but also in alternative and varied learning environments (e.g. distance education, educational programs in other organisations, virtual environments etc.) and the affordances/advantages of these applications.
- Analyse basic theoretical, social, pedagogical and technological principles of integrating new technologies in the learning process, and promoting interaction.
- Analyse the basic stages and elements of the educational human centric design with the utilisation of technology.
- Design a learning process with the integration of new technologies of learning and communication.
- Integrate applications of new technologies in a learning environment within and outside of the real classroom.
- Design interactive multimodal or/and online educational applications.
- Evaluate critically based on pedagogical, design and technical criteria different educational tools through technological resources in relation to their utilisation in the learning process.
- Analyse and evaluate the utilization of technological tools as a means of promoting social justice, accessibility and equity in learning and communication of all groups of students, regardless of capabilities, disability status, gender, cultural identity, and age.
- Discuss and implement measures to address the potential risks and difficulties in the use of contemporary technologies (such as social networks, Web 2.0, simulations, virtual reality, etc.) by young students.

EMPLOYMENT OPPORTUNITIES:

Upon completion of their studies, students of this specific program will be able to enhance their employability potential in the public sector, either as practicing teachers or as seconded employees in the Ministry of Education and Culture for the development and promotion of programs. Additionally, teachers actively employed in different levels of Education will enhance the possibilities of their employment and promotion in either the public or private sector.

DEGREE REQUIREMENTS	CREDITS	ECTS
All students pursuing the Master degree in "Education Sciences: Technologies of Learning and Communication (Educational Technology)" must complete the following requirements:		
CORE COURSES	6	16
SPECIALIZATION COURSES	9	30
ELECTIVE COURSES	9	24
MASTER THESIS <u>or</u> Selection of <u>two</u> courses	6	20
TOTAL REQUIREMENTS	30	90

Core Courses		6	16
EDG599	Educational research methodology	3	10
EDG609	Socio-cultural educational issues	3	6
Specialization Courses		9	30
EDT600	Theories of learning in New Technologies	3	10
EDT601	New technologies of Learning and Communication	3	10
EDT602	E-learning and distance education	3	10
Elective Courses Selection of <u>three</u> (3) courses:		9	24
EDT603	Design of Educational Multimedia	3	8
EDT604	Online applications in Learning and Communication	3	8
EDT605	Human – Computer Interaction	3	8
EDT606	Technology and Social Justice	3	8
EDT607	Curriculum Development & New Technologies	3	8
EDT608	Contemporary topics in Learning and Communication Technologies		
Elective course from the available Elective courses from another program of the MA Education Sciences or other Master of Arts of the School of Arts and Education Sciences (with an equivalent number of credits and ECTS)		3	8
MASTER THESIS <u>or</u> Selection of <u>two</u> courses, as below:		6	20
Selection of one (1) Research course		3	12
EDG681	Quantitative Research Approaches in Education Sciences <u>or</u>	3	12

EDG682	Qualitative Research Approaches in Education Sciences	3	12
AND			
one (1) ELECTIVE COURSE		3	8

For the successful completion of the master program and the awarding of the postgraduate degree, it is expected from the student that s/he will complete the program's requirements as shown above (total 30 credits, 90 ECTS) and have an average (G.P.A) 2.5. or more according to the University regulations.