

Course Title	BASIC ACADEMIC AND RESEARCH SKILLS				
Course Code	SSACA111-1				
Course Type	MANDATORY				
Level	BSc (Level 1)				
Year / Semester	1st / Fall				
Teacher's Name	Dr Garyfallos Anagnostou				
ECTS	3	Lectures / week	2	Laboratories / week	-
Course Purpose	<p>The aim is for students to develop their skills and competencies in research management. Emphasizing academic skills, the course encourages the development of personal goals and time management. At the same time, it focuses on the adoption of efficient study and preparation methods, while promoting inductive and reductionist thinking. The course will also emphasize the importance of following sound research ethics in the design and implementation of research.</p>				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. To successfully transition to the academic community, to know the structure, services, and institutions of Frederick University and become familiar with their rights and obligations as members of the academic community of Frederick University. 2. To develop academic, personal and social skills, necessary for the academic and personal success of students. 3. To strengthen students' commitment to their academic goals. 4. To be trained in the methods of cultivation and presentation of oral and written academic speech. 5. To develop knowledge of the use of basic rules of reference and link library use with teaching and research. 6. To develop inductive and reductionist thinking skills, summarizing and generalizing the topics taught. 7. To acquire skills in searching and valuing scientific knowledge. 8. To link teaching with research both in theoretical courses and in those of application. 				

Prerequisites	No	Corequisites	No
Course Content	<ol style="list-style-type: none"> 1. Introduction: Acquaintance with the structure, procedures, regulations and services of Frederick University 2. Description of the University's structure, the academic and administrative bodies, and the services offered through the Studies and Student Welfare Service. 3. Understanding of student evaluation procedures and mechanisms applied at Frederick University, GPA and CGPA calculation. 4. Knowledge of the ECTS credit system and the use of electronic services. 5. Role, duties, and utilization of the institution of the Academic Advisor. 6. Development and assessment of academic and study skills. 7. Setting individual goals for attendance, time management and achievement control. 8. Implement appropriate strategies and practices for efficient study and preparation for written tests, exams, presentations, etc. 9. Development of inductive and reductive thinking skills so that they can summarize and generalize the topics taught in the course. 10. Methods of cultivation of both oral and written academic language. 11. Utilization of search engines and databases to find bibliographic sources in various taught topics and courses. 12. Use of the basic rules of reference of bibliographic sources both within the text and at its end, i.e. in the section where the bibliography is cited. 13. Linking library use with teaching and research and acquaintance with textual coincidence control programs. 		
Teaching Methodology	<p>Theory</p> <p>The teaching of the course includes lectures to provide the theoretical background. Detailed notes with PowerPoint and material rich in images and videos are used in teaching. Methods such as case studies, clinical scenarios, discussion, questions/answers are used in the teaching methodology depending on the course's nature. In addition, workshops and site visits with hands-on experiences are provided to deliver the practical background of course content. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>		
Bibliography	<p>Cottrell, S. (2011). <i>Οδηγός επιτυχίας για φοιτητές</i>. Εκδόσεις Παπασωτηρίου.</p>		

	<p><u>Additional bibliography:</u></p> <p>APA (2020). <i>Manual of the American Psychological Association</i>, 7th edition, Publication American Psychological Association.</p> <p>Small, B., & Fowlie, J. (2009). <i>How to succeed at university. An essential guide to academic skills and personal development</i>. London: Sage Publications.</p> <p>Doyle, T. (2023). <i>Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education</i>. Taylor & Francis.</p> <p>Smale, B., & Fowlie, J. (2015). <i>How to Succeed at University: An Essential Guide to Academic Skills, Personal Development & Employability</i>. Sage</p> <p>Χρήσιμες Πληροφορίες (2021). Εκδ. Πανεπιστήμιο Frederick</p> <p>https://www.skills4studycampus.com/</p> <p>https://www.educationcorner.com/study-skills.html</p> <p>https://www.learning-styles-online.com/overview/</p> <p>https://www.apa.org/gradpsych/2011/11/study-smart</p> <p>https://www.apa.org/ed/precollege/psn/2017/09/soft-skills</p> <p>https://www.apa.org/gradpsych/2010/01/procrastination</p>
Assessment	<ul style="list-style-type: none"> • Written midterm exam (a) 10% and b) 15%) and consists of multiple choice, short answer, open-ended questions and/or essay questions, which are aligned with the learning outcomes, in order to assess the theoretical knowledge acquired. Questions ensure that students demonstrate a deep understanding of the subject and apply their knowledge to problem-solving or scenario analysis • The assignment (25%) concerns a literature review of a topic and provides opportunities for students to apply their theoretical knowledge in a practical way. The work is designed in a way that requires critical thinking, research, analysis, and synthesis of information. The work is individual and must be aligned with the learning outcomes. Students are assessed on the quality of their work, the depth of understanding they demonstrate and their ability to explain their ideas effectively. • Final exam (50%): Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.



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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Language	Greek / English