

<b>Course title</b>	Workshop Presentation & Feedback				
<b>Course code</b>	PSY812				
<b>Course type</b>	Core				
<b>Level</b>	PhD				
<b>Year / Semester</b>	Year 3 / Semester 1				
<b>Teacher's name</b>	New Hire - Team-taught by multiple professors, each delivering expert lectures based on their research specialization.				
<b>ECTS</b>	10	<b>Lectures / week</b>	1	<b>Laboratories / week</b>	None
<b>Course purpose and objectives</b>	This course provides doctoral students with the opportunity to present their research progress in a formal academic setting. It aims to foster critical discussion, receive expert and peer feedback, and enhance students' academic communication skills. The course also emphasizes academic integrity, transparent communication, and responsible use of digital and AI tools in academic presentations.				
<b>Learning outcomes</b>	<p>Upon successful completion of this course, students will be able to:</p> <p>CILO1: Present research effectively to academic audiences using appropriate structure and language.</p> <p>CILO2: Defend methodological choices and preliminary findings with clarity and critical insight.</p> <p>CILO3: Engage constructively with feedback from peers and faculty.</p> <p>CILO4: Integrate feedback into the refinement of the dissertation project.</p> <p>CILO5: Demonstrate confidence and professionalism in academic communication.</p> <p>CILO6: Demonstrate transparency and academic responsibility in preparing and delivering presentations, including ethical use of digital and AI-assisted tools.</p>				
<b>Prerequisites</b>	Completion of PSY811 (Findings & Interpretation).	<b>Required</b>	None		
<b>Course content</b>	This course involves periodic workshops where students present components of their dissertation research, including findings, interpretation, and methodological approaches, followed by in-depth feedback sessions.				

	<p>Workshop Schedule (12 Weeks):</p> <ul style="list-style-type: none"> <li>• Week 1: Introduction to Academic Presentation Best Practices – Includes guidance on transparency in slide and script development using generative AI tools (e.g., ChatGPT, Canva, Copilot).</li> <li>• Weeks 2–4: Preparing Content for Academic Communication</li> <li>• Weeks 5–6: Structuring Effective Narratives and Visual Aids</li> <li>• Weeks 7–9: Peer Review and Rehearsals</li> <li>• Weeks 10–11: Final Adjustments and Feedback Integration</li> <li>• Weeks 11–12: Final Workshop Presentations – Students must complete the UoL AI Declaration Form if applicable. Faculty may request a written summary to check for originality and AI attribution.</li> </ul>
<p><b>Teaching methodology</b></p>	<ul style="list-style-type: none"> <li>• Faculty and peer feedback on presentation drafts and rehearsals.</li> <li>• Review of real-world academic presentation examples.</li> <li>• Guided rehearsal sessions.</li> <li>• Faculty-led discussions on ethical and transparent integration of AI in academic presentations.</li> <li>• Review of attribution standards and AI Declaration protocols.</li> </ul>
<p><b>Bibliography</b></p>	<p><b>Guidelines and Templates</b></p> <p>University of Limassol Presentation Guidelines.</p> <p>Suggested readings and resources will be provided based on students' presentation topics and communication goals, including style guides, presentation software tutorials, and academic storytelling references.</p>
<p><b>Assessment</b></p>	<p>This course is assessed on a pass/fail basis, contingent on the following requirements:</p> <ul style="list-style-type: none"> <li>• Participation and Rehearsals (20%)</li> <li>• Peer Review Contributions (20%)</li> <li>• Final Presentation (60%)</li> </ul> <p>Note: If students use generative AI tools to create slides, speaker notes, or presentation content, this must be declared via the UoL AI Declaration Form. Undeclared use constitutes academic misconduct. Faculty may request documentation of sources and use and may check presentation scripts via Turnitin.</p>
<p><b>Language</b></p>	<p>English</p>