



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

HELLENIC REPUBLIC

ΕΘ.Α.Α.Ε.

H.A.H.E.

ΕΘΝΙΚΗ ΑΡΧΗ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

HELLENIC AUTHORITY FOR HIGHER EDUCATION

University of West Attica

School of Health and Care Sciences

Department of Biomedical Sciences

Biomedical methods and Technology in diagnosis

Course Outline

Postgraduate thesis



ATHENS 2023

COURSE OUTLINE**(1) GENERAL**

SCHOOL	of HEALTH and CARE SCIENCES		
ACADEMIC UNIT	BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	POST GRADUATE		
COURSE CODE	IA10	SEMESTER	3-4
COURSE TITLE	Thesis (dissertation)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
	Thesis (dissertation)	20	30
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	Skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-		
COURSE WEBSITE (URL)	https://moodle.uniwa.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The purpose of the postgraduate thesis is to review the knowledge acquired so far, to define and study a problem, to interpret a phenomenon or situation and to combine the above, depending on the topic and the student's ability to analyze, to synthesize and to process logically the data. The most common thesis approaches are literature reviews, experimentst, case studies and surveys.</p> <ul style="list-style-type: none"> • The intended goals of postgraduate thesis are the following: • the enhancement of the post graduate student's ability to deal with a problem, • the enhancement of learning, through the study and processing of a significant problem and the acquisition of new knowledge derived from the study. • the strengthening of the post graduate student's ability to be able to provide a complete and correct solution to the problems that may arise,

<ul style="list-style-type: none"> • the post graduate student's practice in searching, investigating, selecting, using and recording information from bibliographic sources, • the postgraduate student's practice in writing and presenting a text with data and bibliographic sources, without changing the meaning of the information of the original source, • the training of the post graduate student in the ability to write not only a thesis but any type of text that needs to include scientific thinking, presentation of positions and proposals, submission of new ideas and directions and in general, any type of text that serves the scientific value of its editor and the promotion of the student's ideas and suggestions. 	
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<ul style="list-style-type: none"> • Search, analyze and synthesize data and information using the necessary technologies • Autonomous work. • Work in an interdisciplinary environment. • Team work. • Generation of new research ideas. • Promotion of free, creative and inductive thinking. • Adaptation to new situations. 	

(3) SYLLABUS

<ol style="list-style-type: none"> 1. The thesis' process contains the following: 2. Collection of the required information by studying the available literature. 3. Experimental part, if this is required by the subject of the degree. 4. Writing a text that will condense in a thorough manner the conclusions derived by the study of the literature, and/or the data obtained from the experimental process. 5. The minimum number of words is set at 20,000 excluding bibliography, figures, tables, etc. Specialized topics may be covered with a smaller text size. Each thesis is supervised by two lecturers, one of whom is the main supervisor. Students are considered ready' to present their thesis if they are successfully graded from
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three different progressions. The thesis' text is graded separately from the presentation through weighted criteria.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Writing of the thesis and regular communication with the main supervisor.															
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in writing and analyzing of data, communication with students															
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th data-bbox="695 660 1054 689">Activity</th> <th data-bbox="1061 660 1361 689">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 698 1054 728">Study and review of literature</td> <td data-bbox="1061 698 1361 728">40</td> </tr> <tr> <td data-bbox="695 736 1054 766">Elaboration of study</td> <td data-bbox="1061 736 1361 766">100</td> </tr> <tr> <td data-bbox="695 775 1054 804">Writing of thesis</td> <td data-bbox="1061 775 1361 804">40</td> </tr> <tr> <td data-bbox="695 813 1054 842">Educational visits</td> <td data-bbox="1061 813 1361 842">20</td> </tr> <tr> <td data-bbox="695 851 1054 880">Independent study</td> <td data-bbox="1061 851 1361 880">40</td> </tr> <tr> <td data-bbox="695 889 1054 918">Course total</td> <td data-bbox="1061 889 1361 918">240</td> </tr> </tbody> </table>		Activity	Semester workload	Study and review of literature	40	Elaboration of study	100	Writing of thesis	40	Educational visits	20	Independent study	40	Course total	240
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	There is information about the student's thesis evaluation in the official thesis guide.															

(5) ATTACHED BIBLIOGRAPHY

1. Gastel B, Day RA. How to write and publish a scientific paper. Greenwood 2016.
2. Hall GM, Z Sestak Z, Blackwell W. How to write a paper, Willy Third Edition 2003.
3. Jane Webster and Richard T. Watson. Analyzing the Past to Prepare for the Future: Writing a Literature Review. MIS Quarterly Vol. 26, No. 2 (Jun., 2002), pp. xiii-xxiii.
4. Reflections on how to write and organise a research thesis, Nurse Researcher 2005, 327-39
5. Leite D, Auxiliadora MS Soares, Cecatti J. Approaching literature review for academic purposes: The Literature Review checklist. Clinic 2019, pp 1-8.