



# SHSS Newsletter

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# SHSS

## NEWSLETTER

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## CONTENTS

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*Editorial* 4

*SHSS news and activities* 5

*Department of Design and Multimedia* 6–7

*Department of Languages and Literature* 8–14

*Department of Social Sciences* 15–20

*SHSS news and activities* 21–24

# EDITORIAL



Dear Readers,

The 10th edition of the SHSS Newsletter marks the end of the first half of the academic year 2025-2026 and highlights the remarkable achievements, activities, and contributions of the School of Humanities and Social Sciences at the University of Nicosia. This edition showcases the dedication of faculty and students in advancing research, fostering international collaborations, and engaging in community-based projects.

This edition presents key activities, including programme accreditations by CYQAA and HAHE, the expansion of the BSc Psychology programme to the UNIC Athens campus, and the results of the SHSS 2025 elections, with new leadership appointments across the School and Departments.

The School's Departments have been actively involved in impactful projects, such as the IBEQuA research initiative funded by the European Commission, and the ERASMUS+ funded project Bridges by Mentors, through which seven students had the opportunity to receive specialised mentoring training in Bulgaria. Other highlights include

participation in international conferences and festivals, student visits to companies and museums and the publication of the *Zealos* journal.

I would like to thank faculty and students who contributed to this edition of the SHSS Newsletter. I remain hopeful that upon reading the contributions of our SHSS academic community, more colleagues will be inspired to share their experiences and achievements in the next editions of the Newsletter. This edition of the SHSS Newsletter is a testament to the School's unwavering dedication to academic excellence, research innovation, and community engagement. It serves as an inspiring record of the collective achievements of the SHSS community, which should be showcased and celebrated.

With best wishes for a healthy and prosperous New Year 2026,

Professor Ioulia Papageorgi  
SHSS Newsletter Editor  
Associate Dean of School

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIC is recognised as one of the leading universities in the field of Social Sciences, ranked among the Top 401-500 universities in the world, #103 in the European Union, #1 (joint 1<sup>st</sup> place) in Cyprus and Greece, for Social Sciences by the 2025 Times Higher Education World University Rankings by Subject.

The School of Humanities and Social Sciences offers a wide range of on-campus and distance learning programmes of study at the Bachelor's, Master's and Doctoral levels. Its Departments and programmes cover a range of disciplines, from art and design to psychology, from literature to communication studies, and from architecture to comparative theology.

UNIC is also recognised as one of the leading universities in the subject area of Psychology, ranked among the Top 301-400 universities in the world, #81 in the European Union, and #1 (joint 1<sup>st</sup> place) in Greece and Cyprus for Psychology by the 2025 Times Higher Education World University Rankings by Subject.

The diverse community of faculty and students is engaged in work that addresses pressing social and humanitarian

challenges, harnesses emerging technologies –such as artificial intelligence and virtual reality– and deepens our understanding of the complexities of human psychology.

The School's programmes emphasise critical thinking as a tool for interpreting the world and human experience, engaging in a variety of creative activities, exploring languages and cultures, and making a meaningful contribution to society.

Courses are taught by an international faculty with an outstanding research record, extensive teaching experience and strong professional qualifications.

Teaching takes place in purpose-built facilities, state-of-the-art studios and laboratories equipped with a range of professional equipment and cutting-edge technology.

The School's global links and partnerships with other leading universities and professional organisations provide opportunities for international research collaboration, student training and the development of joint and dual degree programmes.

UNIC is recognised as one of the leading universities in the field of Social Sciences, ranked among the Top 401-500 universities in the world, #103 in the European Union, #1 (joint 1<sup>st</sup> place) in Cyprus and Greece, for Social Sciences by the 2025 Times Higher Education World University Rankings by Subject.

The diverse community of faculty and students is engaged in work that addresses pressing social and humanitarian



### SHSS EXTERNAL EVALUATION VISITS

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA/ΔΙΠΙΑΕ) evaluates and accredits our School's Departments and programmes on an ongoing basis. Below is a list of visits that took place after the summer holidays.

In September, the CYQAA External Evaluation Committee (EEC) assessed the BA Interior Design programme.

In October, the Department of Design and Multimedia was evaluated, along with the BA programmes in Graphic and Digital Design and in Interactive Media and Animation.

In December, the CYQAA EEC visited to evaluate the Department of Languages and Literature and its programmes, namely the BA in English Language and Literature and the MA in Teaching English to Speakers of Other Languages (TESOL).

We have been informed that the next CYQAA EEC visit is expected to take place in February 2026.

In September 2025, the Hellenic Authority for Higher Education (HAHE/EΘΑΑΕ) accredited the Distance Learning (DL) MA programme in Teaching Greek to Speakers of Other Languages (TGSOL). This joint degree is offered in collaboration with the University of Patras and the programme began immediately after the accreditation process concluded. The programme was also accredited by the CYQAA during a separate visit.

Similarly, the joint DL MSc programme in Child and Adolescent Protection, which is offered in collaboration with the University of Patras, received its accreditation

report from HAHE in December 2025. The programme has already been evaluated and accredited by the CYQAA.

Finally, at the end of September 2025, the Department of Social Sciences and the BSc in Psychology were evaluated by HAHE in Athens. Following accreditation, we began offering our BA in Psychology courses at our UNIC Athens campus (see p. 15).

### SHSS 2025 ELECTIONS

Student elections for Department Council representatives took place in November 2025. Elections were also held for the positions of School Dean, Associate Dean and Head of Department. The results for the SHSS are shown below:

SHSS Dean, Professor Ioulia Papageorgi | unopposed

SHSS Associate Dean, Professor Marios Constantinou

Head of the Department of Architecture  
Markella Menikou | unopposed

Head of the Department of Communications  
Dr Nicos Philippou | unopposed

Head of the Department of Design and Multimedia  
Professor Paschalis Paschalis | unopposed

Head of the Department of Languages and Literature  
Professor Rossie Artemis | unopposed

Head of the Department of Social Sciences  
Dr Marios Adonis | unopposed

Head of the Department of Theology  
Professor Christos Economou | unopposed

Elections for Associate Heads of Department will follow shortly.

# DEPARTMENT of

## FACULTY EVENTS AND ACTIVITIES

### Dr Maria Christoforou

#### 1. Art festival participant

Participation in the Sound Installation Festival “The Art of Noise”, organised by EKATE and funded by the Deputy Ministry of Culture, featuring the artwork “The Suitcase.”



“The Suitcase” is an art installation that explores immersive storytelling. Combining emotional sound effects and music with narrative, it examines the burdens people carry, with a focus on women’s experiences. Adopting a feminist perspective, the piece suggests that many of these burdens, such as stereotypes, guilt and fears, arise from intergenerational trauma and entrenched patriarchal norms. The installation is dedicated to women who seek to empty their “suitcase,” freeing themselves from inherited constraints and disrupting the cycle.

By blending the voices of a mother and daughter, the installation encourages listeners to speak out and release

the guilt and expectations that weigh them down. It features an old suitcase illuminated by theatrical lights and accompanied by immersive storytelling, sound, and music designed to evoke empathetic emotions.

#### 2. Students visit Wargaming

BA in Interactive Media and Animation programme



On 1 December, students from the BIMA programme visited the Wargaming headquarters in Nicosia. This was organised as part of the Interactive Narrative course, taught by Dr Maria Christoforou. During the visit, the students attended engaging presentations, learned about internship opportunities and met with 2D and 3D artists.



They also explored new trends in game experiences.

After the welcome meeting and tour of the offices, during which they explored the various departments, the students attended a series of short presentations:

- Elena Saloum, Early Careers Programme Manager, Topic: “Brief introduction to courses and internships”.
- Andreas Kyprianou, CRM Lead Manager, Topic: “Level up: Using CRM to improve player experience”.
- Alexander Yatsukevich, VFX Artist, Topic: “Art Professions in Game Development”.
- Andreas Stavrakis, 2D Artist and Paraskevas Constantinou, 3D Artist, Topic: “Leveling up: How we went from students to full-time at Wargaming”.



## Professor Klimis Mastoridis

### Visit to the Leventis Municipal Museum

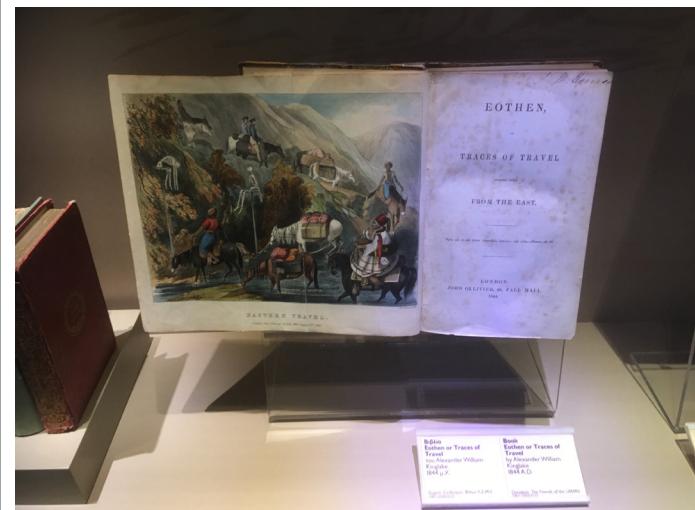
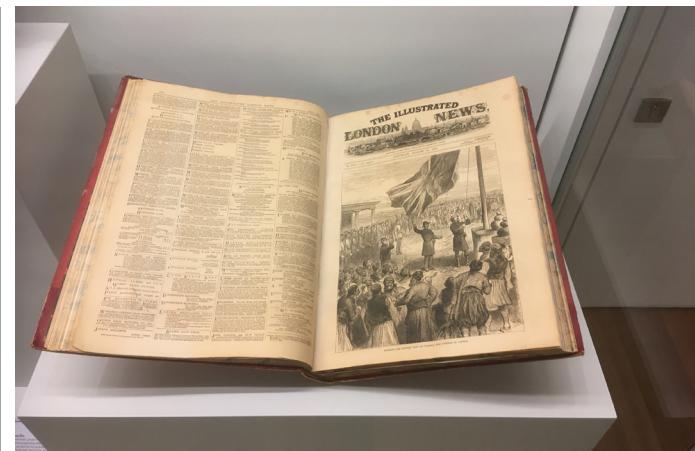
As part of their History of Graphic Communication course, fourth-year Graphic and Digital Design students visited the Leventis Municipal Museum in the Old City. This visit gave them an invaluable opportunity to examine original printed artefacts, including books, maps and ephemera, first-hand.

Working directly with historical material enables students to develop a deeper understanding of scale, texture, typography and production methods, moving them beyond digital reproductions.

Handling printed artefacts encourages close observation and critical thinking, revealing design choices that often go unnoticed on screen and fostering an appreciation of printing as a material and cultural practice.

The visit formed the basis of a structured assignment in which students were encouraged to ask questions, discuss and analyse graphic and typographic conventions within their historical context.

Through this process, they gained practical insight into the evolution of visual communication, while strengthening their analytical and research skills.



# DEPARTMENT of

## FACULTY EVENTS, PUBLICATIONS AND SCHOLARLY ACTIVITIES

**Dr Antroulla Papakyriakou, Dr Agni Stylianou**  
A new project approved for the Department of Languages and Literature



The Department of Languages and Literature proudly announces the approval of a new research project with the title "An Inclusive Bilingual Education Quality Assurance Framework: Ensuring Quality CLIL for all/IBEQuA".

The project has received funding from the European Commission (Cooperation partnerships in school education, KA220-SCH, passing rate in 2025: only 11%). It began on 1 September 2025 and will conclude on 31 August 2028.

The proposal was submitted by the following institutions: the University of Jaén (Spain – coordinating institution), the University of Nicosia (Cyprus), the University of Vienna (Austria), the University of Leiden (the Netherlands) and Örebro University (Sweden).

The consortium also includes associated schools from the five countries, as well as associated institutions from other European countries and beyond (e.g. Monash University in Australia, J-CLIL in Japan, ICBERG in the USA, CARLEE in Spain and GO! in Belgium).

The project will be supported by a strong team of principal investigators in all countries: Prof. María Luisa Pérez Cañado, Dr Antroulla Papakyriakou, Prof. Christiane Dalton-Puffer, Dr Tessa Mearns and Ms Ida Andersson-Norie.

IBEQuA's aim is to design and empirically validate the first European quality assurance framework for inclusive bilingual education across our continent and beyond.

The project aims to provide all stakeholders involved in CLIL programmes (including teachers, coordinators, school leaders, teacher trainers, gatekeepers and researchers) with scientifically valid quality control indicators that define successful, diversity-sensitive CLIL practice at all curricular and organisational levels.

The outcomes will include an empirically validated quality assurance framework for inclusive CLIL as well as surveys, interview and observation protocols for quality assessment. There will also be an interactive guidelines manual for adequate CLIL implementation, two repositories of videos showcasing good practices and tips, and original materials designed for teacher training.

All of these resources will be made available as a comprehensive digital Open Education Resource (OER) pool, which will serve as an online one-stop shop and will continue to be accessible long after the project has ended.

The University of Nicosia team consists of Dr Antroulla Papakyriakou (Department of Languages and Literature) and Dr Agni Stylianou (Department of Education).

### Professor Maria Economidou-Kogetsidis

#### 1. Erasmus+ TCA Experience in Stockholm



Professor Maria Economidou-Kogetsidis from the Department of Languages and Literature was one of the two scholars in Cyprus selected to represent both the University of Nicosia and Cyprus at the Erasmus+ Training and Cooperation Activity (TCA) on "Internationalisation and International Mobility within Teacher Training Programmes in Higher Education", held in Stockholm, Sweden, from 7 to 9 October 2025.





Prof. Kogetsidis joined academics and administrators from across Europe to explore the role of internationalisation in shaping the future of teacher education. The seminar, hosted by the Swedish Council for Higher Education, focused on enhancing global perspectives in teacher training, fostering intercultural understanding, and promoting mobility as a key component of modern higher education.

More specifically, throughout the three-day event, Professor Kogetsidis participated in a series of keynote sessions, workshops, and networking activities centred on inclusion, sustainability, and innovative approaches to international collaboration.

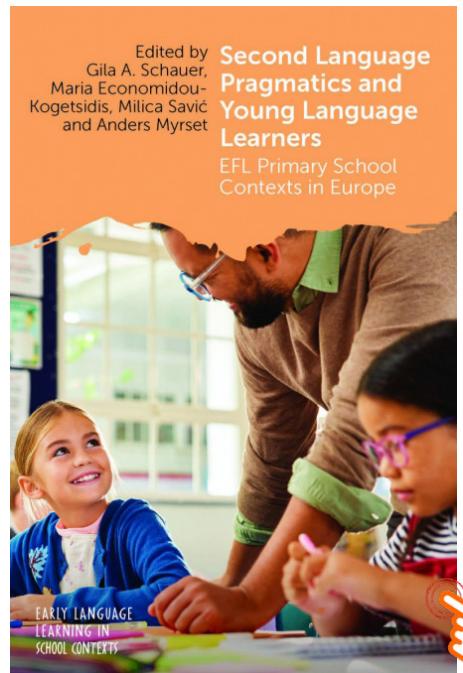
Highlights included thematic discussions on internationalisation at home, virtual exchanges, and strategies for increasing student and staff mobility.

Her participation provided valuable insights and new partnerships that will contribute to strengthening the University of Nicosia's engagement in international co-operation and advancing the shared educational goals of Cyprus within the European academic community.

## 2. New edited volume publication

Second Language Pragmatics and Young Language Learners EFL Primary School Contexts in Europe  
Edited by Gila A. Schauer, Maria Economou-Kogetsidis, Milica Savić and Anders Myrset. Series: Early Language Learning in School Contexts, De Gruyter Brill, 2025, eBook ISBN: 9781836681700

A new edited volume titled *Second Language Pragmatics and Young Language Learners: EFL Primary School Contexts in Europe* has been published by Multilingual



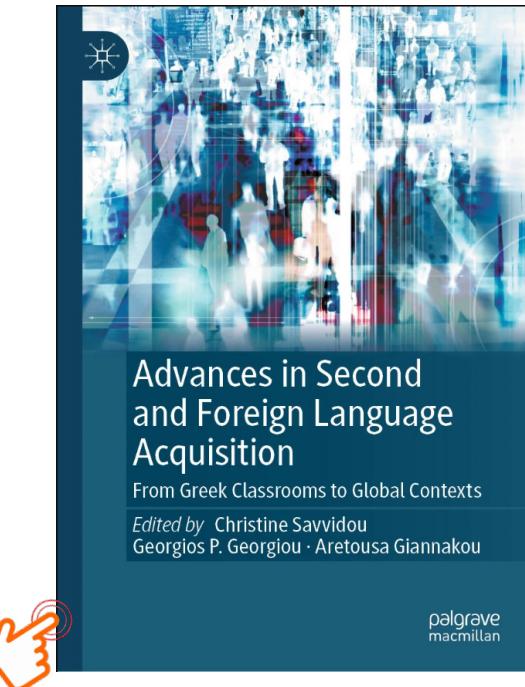
Matters (2025). Edited by Professor Maria Economou-Kogetsidis from the Department of Language and Literature, the book brings together research on second language pragmatics in the underexplored context of EFL primary classrooms, with studies from Croatia, Cyprus, Germany, Norway, Spain, and the Netherlands.

The volume offers an in-depth exploration of topics such as learners' pragmatic performance, awareness and development; learners' and teachers' perspectives on pragmatic instruction; and investigations into materials use and lesson planning. Drawing on a wide range of data sources –including animated films, arts-based instruction, classroom discourse, narrated picture-based tasks, questionnaires, and interviews– the book showcases diverse approaches to engaging young learners with pragmatics.

As the first edited collection to provide a comprehensive overview of the rapidly growing field of young learner pragmatics, this volume will be of particular interest to researchers, graduate students, and language educators.

# DEPARTMENT of

Dr Christine Savvidou, Dr Georgios P. Georgiou, Dr Aretousa Giannakou  
Publication of the second ASeFoLA volume



The Department of Languages and Literature is delighted to announce the publication of the second volume in the 'Advances in Second and Foreign Language Acquisition' (ASeFoLA) series. *Advances in Second and Foreign Language Acquisition: From Greek Classrooms to Global Contexts*, co-edited by Dr Christine Savvidou, Dr Georgios P. Georgiou and Dr Aretousa Giannakou, is now available. The book has been published by Palgrave Macmillan (2025).

The new volume draws extensively on research in Greek educational contexts, making it particularly relevant to the department's long-standing expertise in teaching Greek as a second language.

Several chapters focus on innovative approaches to Greek language pedagogy, learner identity, and classroom practice, directly complementing the department's MA in Teaching Greek as a Second/Other Language (TGSOL) and further embedding Greek language education in international research debates.

Building on the success of the first two volumes, Palgrave Macmillan has now commissioned a third ASeFoLA volume, to be dedicated to heritage languages, scheduled for publication in 2026. This commissioning underscores the impact and scholarly value of the ASeFoLA project, recognising it as a key contributor to the advancement of international research in second and foreign language acquisition.

## Dr Chris Alexander

New issue of *The Journal of Teaching English with Technology* (TEwT)



The Journal of Teaching English with Technology

The *Journal of Teaching English with Technology* continues its upward trajectory in 2025 with an important milestone. The November 2025 Scopus CiteScore is approaching 8.5, up from 4.7 in May. This remarkable growth reflects the journal's expanding international recognition, methodological rigour, and relevance to practice in the field of technology-enhanced English language teaching. It also stands as a tribute to our authors, reviewers, and readers, whose scholarship and engagement have helped shape TEwT into a leading forum for research at the intersection of pedagogy, innovation, and digital transformation. To sustain this progress and ensure our processes reflect current developments in the field, the reviewer board has been strategically realigned and expanded.

We have invited reviewers with expertise in key areas of AI in TESOL, including artificial intelligence for language learning, data-driven pedagogy, educational analytics, and research ethics in human-AI collaboration. This allows the journal to handle AI-related submissions with greater precision and insight while improving review efficiency and timeliness. Editorial workflows have been refined: initial screening and triage are more transparent, review criteria for AI in TESOL manuscripts have been clarified, and manuscripts are now matched with reviewers whose expertise most closely fits the subject matter. These measures ensure that reviews remain rigorous, constructive, and swift.

In line with our commitment to transparency and ethical publishing, *Teaching English with Technology* now requires all manuscripts to include an Author Contributions section after the Acknowledgements and before the References. This section must include: (1) full author details (name, affiliation, country, institutional email, and ORCID if available); (2) a funding statement either listing the funding body or, if applicable, the sentence "This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors"; (3) a conflict of interest statement: "The authors declare no conflict of interest"; (4) an ethics approval statement, specifying the approving institution and date (for example, Faculty of Tourism, University of Maribor, January 2024); and (5) brief contribution notes outlining each author's role (encouraged). These requirements strengthen transparency, accountability, and credibility, ensuring

that all published work meets international publishing standards.

The four papers in this issue collectively explore the pedagogical and ethical dimensions of technology integration and artificial intelligence in TESOL. They consider how emerging tools –from speech-to-text translation to Generative AI– can support learner engagement, writing development, and critical thinking, while highlighting the need for thoughtful and ethical implementation. The first paper, *Bridging Language Gaps in Real Time: Investigating University Students' Self-Initiated Use of Speech-to-Text Translation in English Language Classrooms*, by Napattanissa Sangkawong and Junifer Leal Bucol (Walailak University, Centre for Language Teaching and Learning, Thailand) and Rozelda Luciano (Philippine Christian University, School of Graduate Studies, Philippines), explores how Thai university students independently use speech-to-text translation (STTT) tools during English lessons and how these tools affect comprehension, motivation, and participation. Drawing on a mixed-methods design with 224 students, the authors validate a two construct model of comprehension and engagement/participation through exploratory and confirmatory factor analyses. The results reveal strong reliability ( $\alpha = .95$ ) and generally favourable perceptions ( $M = 4.19$ ,  $SD = 0.572$ ). STTT use was found to enhance vocabulary recognition, teacher clarity, and lecture comprehension, while promoting learner confidence and participation. Students, however, noted challenges such as translation inaccuracies, accent recognition issues, and unstable internet connections. Grounded in cognitive load and sociocultural theories, the study highlights the complex interplay between learner agency and assistive technologies, showing how STTT tools can foster inclusivity and equitable participation in EFL classrooms, particularly in low-resource settings.

The second paper, *Decoding the Human–AI Relationship Using the AIDUA Model: Appraisal Outcomes and EFL Students' Intentions*, by Nga Thuy Nguyen, Huong Thi Thu Le, Hue Thi Kim Duong, Hue Thi Kim Tran, and Ha Hoang Thi Bui (Hanoi University of Industry, School of Languages and Tourism, Hanoi, Vietnam), investigates the emotional and cognitive factors influencing students' willingness to use artificial intelligence in English language learning. Employing the AIDUA framework and analysing data from 1,118 EFL students through PLS-SEM (SmartPLS 4.0.9.8), the authors find that primary appraisal factors significantly affect students' willingness to use AI but have minimal impact on their resistance to it. The study reveals that affective attitude can simultaneously encourage acceptance and evoke emotional hesitation, while cognitive attitude mitigates reluctance

and strengthens willingness. The findings contribute to understanding the psychological and emotional dynamics shaping AI adoption in TESOL and highlight the importance of addressing both rational and affective responses in designing effective AI-mediated learning experiences.

The third paper, *Exploring ChatGPT's Impact on ESL Writing Proficiency: An Experimental Approach*, by Mihaela Franjić and Biljana Božinovski (University of Maribor, Faculty of Tourism, Brežice, Slovenia), examines ChatGPT as a pedagogical support tool for writing in English as a Second Language. In an experiment involving 47 students of varied proficiency levels, the authors found that ChatGPT use significantly improved learners' grammar, vocabulary, organisation, and coherence, particularly for lower proficiency students. Interestingly, the intervention also increased writing time, suggesting deeper cognitive engagement or iterative revision behaviour that merits further study. The authors argue that ChatGPT should serve as a scaffold for writing development rather than a replacement for human reasoning or linguistic effort, and that teacher mediation remains critical for responsible and effective use. The paper concludes with a call for longitudinal research to investigate the sustainability of second language development through AI in TESOL writing instruction.

The fourth paper, *Enhancing ESP Student Critical Thinking Skills and Vocabulary Acquisition through a GenAI-Based Project*, by Jorden Smith (Department of Education and Educational Innovation, Faculty of Law, Education and Humanities, Universidad Europea de Madrid), responds to UNESCO's (2023) call to prioritise human agency and responsible engagement with Generative AI in education. The paper describes a five-stage GenAI-based project implemented with Sports Science English for Specific Purposes (ESP) students, designed to develop critical thinking and vocabulary through the creation of multimodal promotional texts. Survey results from 42 participants show that 95.2% of students recognised the importance of critical thinking when using chatbots and emphasised verifying AI-generated information. Moreover, 85.7% reported learning new topic-based and general vocabulary, suggesting both intentional and incidental vocabulary gains. The study demonstrates that GenAI-based projects, when carefully designed to foreground analysis and reflection, can enhance both language learning and critical reasoning in TESOL contexts. We extend our sincere thanks to our contributors for their innovative and carefully executed research, to our reviewers for their expertise and professionalism, and to our readers for their continued engagement and thoughtful feedback. Looking ahead, we particularly encourage submissions that explore AI in TESOL through class-

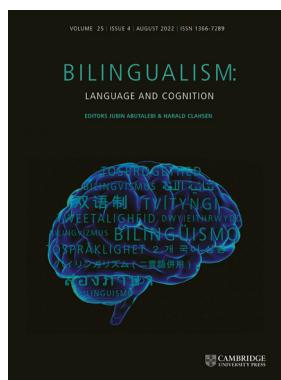
# DEPARTMENT of

room-based inquiry, teacher training, and curriculum design; that report replication or null findings to strengthen evidence-based practice; that examine assessment, feedback, and learner autonomy in AI-mediated environments; and that address cultural and ethical dimensions of human-machine collaboration in English language education. We look forward to continuing to support research that keeps pedagogy, integrity, and human learning at the heart of technological innovation in TESOL.

## Dr Aretousa Giannakou

### New academic publication

Greek across the Americas: Heritage Greek in English- and Spanish-dominant child language development



I am pleased to share the publication of our article, "Switching the majority language: The case of heritage Greek in North and South America," now available in *Bilingualism: Language and Cognition* (Cambridge University Press). This study focuses on Greek-speaking child bilinguals growing up in two distinct linguistic environments: Greek-English bilinguals

in North America and Greek-Spanish bilinguals in South America, and examines how the surrounding dominant language shapes their developing heritage grammar.

A key question we investigate is whether lexical and structural overlap between the dominant language and heritage Greek can lead to facilitation effects. By comparing English-dominant and Spanish-dominant contexts, the study sheds light on how similarities and differences across the children's languages influence their production patterns, and how majority-language features may support or challenge heritage Greek development. More on these findings can be found in our BLC paper.

I would like to highlight that this publication emerged from an enjoyable and rewarding collaboration with colleagues whose professionalism and rigor supported each stage of the project: Evangelia (Lila) Daskalaki, Vasiliki (Vicky) Chondrogianni, and Christina Haska. Working together, from early data discussions to analysis, interpretation, and writing, was a smooth and productive process. I am sincerely grateful for the thoughtful exchanges that helped refine the final study.

The study has already attracted considerable interest among researchers in heritage bilingualism and language acquisition. We have presented the work at major international conferences in 2024–2025, including the 17th International Conference on Greek Linguistics (2025,

University of Cambridge), the 72nd Annual Conference of the Canadian Linguistic Association (Montreal), the Bilingualism Matters Symposium 2025 (University of Edinburgh), the 49th Annual Boston University Conference on Language Development, GALA 16 (NOVA University Lisbon), the LAGB 2024 Annual Meeting (Newcastle University), the XVI International Congress for the Study of Child Language (Charles University, Prague), and the XX Congreso Internacional de ALFAL (Universidad de Concepción, Chile), among other invited talks. These events provided valuable opportunities to share the findings with specialists working on child bilingualism, heritage languages, and language acquisition more broadly.

Looking ahead, the work will also be presented in Greek at the 1st DELEXO Conference in February 2026. For this event, we plan to involve the children's parents as well, recognising their crucial role in shaping the linguistic environment of heritage-language families. Their participation will enrich the discussion and strengthen the connection between our empirical findings and the everyday realities of families raising bilingual children.

The article is available through Cambridge University Press at <https://doi.org/10.1017/S1366728925100722>

## Dr Georgios (George) Georgiou



### Publications, Journals

1. Journal article: Identification of perceptual phonetic training gains in a second language through deep learning (published by AI – Scopus)

I developed a deep learning model to detect perceptual gains in L2 phonetic training. The results showed that subtle learner improvements can be tracked algorithmically, paving the way for adaptive, personalized language learning.

The full paper:

Georgiou, G. P. (2025). Identification of perceptual phonetic training gains in a second language through deep learning. *AI*, 6(7), 134. doi: 10.3390/ai6070134

## LANGUAGES AND LITERATURE

### 2. Journal Article: Exploring acoustic overlap in second language vowel productions (published by *International Journal of Applied Linguistics* – Scopus)

We examined how Cypriot Greek learners produce English vowels, finding systematic acoustic overlaps in difficult contrasts. This supports an L2 sounds “overlap–no overlap” framework, refining our understanding of L2 vowel acquisition challenges.

The full paper:

Georgiou, G. P., & Savva, E. (2025). Exploring acoustic overlap in second language vowel productions. *International Journal of Applied Linguistics*. doi: 10.1111/ijal.12859

### 3. Journal Article: Can AI mimic the human ability to define neologisms? (published by the *International Journal of Speech Technology* – Scopus)

I compared human and AI definitions of Greek neologisms (blends, compounds, derivatives), finding fair agreement for blends and derivatives but none for compounds. The results underscore both AI's progress and its limitations in handling complex word formation.

The full paper:

Georgiou, G. P. (2025). Can AI mimic the human ability to define neologisms? *International Journal of Speech Technology*. doi: 10.1007/s10772-025-10216-x

### 4. Journal Article: Clinical application of machine learning in biomedical engineering for the early detection of neurological disorders (published by *Annals of Biomedical Engineering* – Scopus)

I explored how speech- and language-based machine learning can aid early diagnosis of neurological conditions. The study highlights both opportunities and limits for integrating ML into clinical decision-making.

The full paper:

Georgiou, G. P. (2025). Clinical application of machine learning in biomedical engineering for the early detection of neurological disorders. *Annals of Biomedical Engineering*. doi: 10.1007/s10439-025-03820-0

### 5. Journal Article: Understanding age-related differences in grammar perception among children with developmental language disorder (published by *Advances in Neurodevelopmental Disorders* – Scopus)

We showed that younger children with DLD lag in grammar perception but older ones perform closer to peers, suggesting grammar as a diagnostic marker and pointing to developmental compensatory mechanisms.

The full paper:

Georgiou, G. P., & Theodorou, E. (2025). Understanding age-related differences in grammar perception among children with developmental language disorder. *Advances in Neurodevelopmental Disorders*. doi: 10.1007/s41252-025-00463-z

### 6. Journal Article: Transforming speech-language pathology with AI: Opportunities, challenges, and ethical guidelines (published by *Healthcare* – Scopus)

This review paper outlines core applications, emerging opportunities, and major challenges in applying AI to speech-language pathology and proposes ethical principles for its responsible use.

The full paper:

Georgiou, G. P. (2025). Transforming speech-language pathology with AI: Opportunities, challenges, and ethical guidelines. *Healthcare*, 13(19), 2460. doi: 10.3390/healthcare13192460

### 7. Journal Article: Mapping the ethical discourse in generative artificial intelligence: A topic modeling analysis of scholarly communication (published by *Language, Technology, and Social Media*)

I used topic modelling to trace six core themes in GenAI ethics (e.g., bias, governance, education). Findings call for transparent, fair, and accountable frameworks to align innovation with societal values.

The full paper:

Georgiou, G. P. (2025). Mapping the ethical discourse in generative artificial intelligence: A topic modeling analysis of scholarly communication. *Language, Technology, and Social Media*, 3(2), 250–265. doi: 10.70211/ltsm.v3i2.230

### 8. Journal Article: Differentiating between human-written and AI-generated texts using automatically extracted linguistic features (published by *Information* – Scopus)

This paper shows which linguistic features reliably differ between human and AI-generated texts using automatic NLP extraction. The findings highlight the value of automated tools for efficient language assessment and the need for improved training methods to help AI produce more human-like text.

The full paper:

Georgiou, G. P. (2025). Differentiating between human-written and AI-generated texts using automatically extracted linguistic features. *Information*, 16(11), 979. doi: 10.3390/info16110979

### 9. Journal Article: Envisioning the future of machine learning in the early detection of neurodevelopmental and neurodegenerative disorders via speech and language biomarkers (published by *Acoustics* – Scopus)

This paper envisions the future of ML in the early detection of neurodevelopmental disorders like autism spectrum disorder and attention deficit/hyperactivity disorder, and neurodegenerative disorders, such as Parkinson's disease and Alzheimer's disease, through speech and language biomarkers.

The full paper:

Georgiou, G. P. (2025). Envisioning the future of machine learning in the early detection of neurodevelopmental

# DEPARTMENT of LANGUAGES AND LITERATURE

and neurodegenerative disorders via speech and language biomarkers. *Acoustics*, 7(4), 72. doi: 10.3390/acoustics7040072

10. Journal Article: Occupational noise exposure and age as predictors of disabling hearing loss in Pakistan (published by *Language, Technology, and Social Media*)

This study aimed to assess the prevalence, severity, and functional impact of hearing loss (HL) in Rawalpindi and Islamabad, Pakistan. The findings also demonstrate the importance of occupational noise control and workplace interventions to reduce the risk of HL in high-noise environments.

The full paper

Hanif, H., Thakur, I., Georgiou, G. P., & Binos, P. (2025). Occupational noise exposure and age as predictors of disabling hearing loss in Pakistan. *Language, Technology, and Social Media*, 3(2). doi: 10.70211/ltsm.3026-7196.275

*Publications, Book chapter*

11. Book chapter: An examination of Greek vowel production by adult Albanian speakers of Greek as a second language (published in the volume *Advances in second/foreign language acquisition: From Greek classrooms to global contexts*)

We compared vowel productions of Albanian learners and Greek natives, showing both similarities and persistent L1–L2 interference. The findings enrich cross-linguistic phonetic research.

The full chapter:

Kaskampa, A., & Georgiou, G. P. (2025). "An examination of Greek vowel production by adult Albanian speakers of Greek as a second language". In C. Savvidou, G. P. Georgiou, & A. Giannakou (Eds.), *Advances in second/foreign language acquisition: From Greek classrooms to global contexts*. Palgrave MacMillan.

## Awards

*Assistant Professor George Georgiou among the top researchers in the field of Linguistics*

Assistant Professor of Linguistics at the University of Nicosia, Dr Georgios P. Georgiou, has received significant recognition from the prestigious Scholar GPS, an AI-driven platform that evaluates over 30 million researchers from more than 120.000 institutions worldwide based on the impact of their publications.

Scholar GPS ranks Dr Georgiou in the top 0,07% of researchers globally in the broader field of Linguistics, placing him 21st out of 27.477 researchers. In the field of speech perception, he ranks 1st worldwide among 2.078 researchers. Notably, he is also ranked in the top 0,17% of researchers across all scientific fields, with the ranking based on publications from the past five years.



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UNIVERSITY  
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**UNIC ATHENS**

**Ψυχολογία**  
(BSc, 4 έτη)

Διάρκεια Σπουδών	4 έτη
Τίτλος Σπουδών	Πανείο στην Ψυχολογία
Επίπεδο Τίτλου Σπουδών	Πανείο (Ιος Κύκλος Σπουδών)
Γλώσσα Διδάσκαλίας	Ελληνική
Μέθοδος Φοίτηρης	Πλήρης ή Μερική Φοίτηρη
Ελάχιστες Ευρυματικές Σπουδαϊκές Μονάδες (ECTS)	240

**Το τετραετές προπτυχιακό πρόγραμμα σπουδών στην Ψυχολογία της Σχολής Ανθρωπιστικών Σπουδών και Κοινωνικών Επιστημών του UNIC Athens, της ακαδημαϊκής και ερευνητικής έδρας του Πανεπιστήμιου Λευκωσίας στην Ελλάδα**

Το UNIC Athens ξεκίνησε τη λειτουργία του τον Νοέμβριο του 2025, προσφέροντας καινοτόμα προγράμματα σπουδών, έρευνα αιχμής και σύγχρονα τεχνολογικά εργαλεία, με στόχο την εκπαίδευση των επαγγελματιών του μέλλοντος.

Στα προγράμματα σπουδών που ήδη προσφέρονται στην Αθήνα -Ιατρική, Φαρμακευτική, Διοίκηση Επιχειρήσεων και Νομική- περιλαμβάνεται και η **Ψυχολογία** (Τμήμα Κοινωνικών Επιστημών, Σχολή Ανθρωπιστικών Σπουδών και Κοινωνικών Επιστημών). Τα μαθήματα πραγματοποιούνται στις υπερσύγχρονες εγκαταστάσεις του πανεπιστημίου, συνολικής έκτασης 12.500 τ.μ., στον Δήμο Ελληνικού-Αργυρούπολης, σε άμεση γειτνίαση με το The Ellinikon.

Το UNIC Athens εισάγει στην Ελλάδα ένα ακαδημαϊκό πρότυπο υψηλών προδιαγραφών, με έμφαση στην έρευνα

αιχμής και στην αξιοποίηση σύγχρονων τεχνολογικών εργαλείων για την παραγωγή καινοτόμου επιστημονικού έργου, με απώτερο στόχο τη βελτίωση της ανθρώπινης ζωής. Ενδεικτική της ποιότητας και της διεθνούς αναγνώρισης του ιδρύματος αποτελεί η κατάταξη του Πανεπιστημίου Λευκωσίας μεταξύ των κορυφαίων πανεπιστημίων παγκοσμίως (θέσεις 501–600), σύμφωνα με την πιο πρόσφατη κατάταξη Times Higher Education World University Rankings (THE WUR) 2026.

Τα καινοτόμα προγράμματα σπουδών του UNIC Athens προετοιμάζουν τους φοιτητές για ρόλους και επαγγέλματα που διαμορφώνονται σε ένα περιβάλλον συνεχούς αλλαγής. Εξειδικευμένα εργαστήρια εκπαίδευσης και επιστημονικής έρευνας, καθώς και αίθουσες μάθησης PBL (Problem-Based Learning), επιτρέπουν στους φοιτητές να αποκτήσουν ουσιαστική πρακτική εμπειρία και να απαντύξουν δεξιότητες που ανταποκρίνονται στις σύγχρονες απαιτήσεις της αγοράς εργασίας.

Το πρόγραμμα σπουδών στην Ψυχολογία (BSc) παρέχει κλινική άσκηση, πρακτική κατάρτιση και μια σύγχρονη, επιστημονικά τεκμηριωμένη προσέγγιση στη διδασκαλία επίκαιρων ζητημάτων ψυχικής υγείας.

Σταδιακά, το ακαδημαϊκό προφίλ του UNIC Athens θα εμπλουτιστεί με νέα προγράμματα σπουδών σε τομείς αιχμής και υψηλής διεθνούς ζήτησης, προσφέροντας σημαντικές ευκαιρίες απασχόλησης και ανταποκρινόμενο στις σύγχρονες ανάγκες της κοινωνίας, των επιχειρήσεων και της οικονομίας.

# DEPARTMENT of

## FACULTY EVENTS, PUBLICATIONS AND SCHOLARLY ACTIVITIES

### Dr Despina Cochliou

Dr Despina Cochliou represented Cyprus and the University of Nicosia's Social Work Programme at the European Social Services Index Working Group Meeting, which took place in Brussels, Belgium, on 14–15 October 2025.



The European Social Services Index (SSI | <https://www.esn-eu.org/social-services-index>), launched by the European Social Network (ESN) in 2023, is an initiative designed to improve understanding of, and facilitate comparison between, the state of social services in different European Union (EU) Member States. The meeting brought together members of the SSI Working Group and European Commission officials to discuss the evidence we gathered and assess how it could inform the European Semester.

With the support of our SSI Working Group, ESN gathers national data on social services legislation, expenditure and coverage in several countries each year. In 2025, data was collected from the following 16 countries: Croatia, Cyprus, the Czech Republic, Finland, France, Greece, Ireland, Italy, Latvia, Malta, the Netherlands, Poland, Romania, Slovenia, Spain, and Sweden.

This data helps the European Commission formulate its recommendations for national governments within the framework of the European Semester, which is an annual review of national economic, social, and budgetary policies. The aim is to identify socio-economic challenges in EU Member States and propose ways to address them. ESN is involved in this process to ensure that the European Commission is fully aware of the situation of social services and that its recommendations meet their needs.

### Professor Ioulia Papageorgi

*Bridges by Mentors Project: Mentoring training experience in Bulgaria in December 2025*  
Students' reflection



### Introduction

A group of students from the University of Nicosia in Bulgaria had the opportunity to take part in an international experience through the Bridges by Mentors programme. This five-day training trip, which ran from 28 November to 3 December, was designed to promote cultural exchange opportunities, support personal and professional development, and create lasting connections among participants.

Throughout the programme, the students were involved in a variety of educational and experiential activities, including interactive workshops, group discussions, energisers, icebreaker activities and cultural activities. These activities helped to facilitate self-reflection, collaboration and open-mindedness, while also strengthening the participants' mentoring and communication skills.

Beyond the structured training sessions, the experience provided the students with the opportunity to step outside their familiar academic environment and experience a new cultural context. The trip highlighted the importance of international collaboration and experiential learning, allowing students to connect theory with practice. The following sections reflect on the students' experience during the training, the skills and insights they gained, and the overall impact of this international mentoring initiative.





I had the chance to learn about another culture, surrounded by people who cared about what I was going through. After just one day, we were all able to connect easily thanks to the ice-breaking games, the group energizers, the treasure hunt, during which we had to find a certain place, and many other activities, allowing everyone to feel relaxed and comfortable with each other.

By visiting the different places of interest as a team, we were able to find new experiences and to enjoy learning together. The self-reflection workshops allowed us the chance to look at who we are through a different perspective, while each of us sharing food was a way for us to build bonds with one another, while sharing different thoughts and past experiences we had from our countries.

Our differences brought us all together as we were all very interested in learning new things, that we don't usually get to experience in our home countries, allowing us to expand our horizons to different things.

*Rafaella Polydorou*

I had the opportunity to participate in an international mentor training programme in Plovdiv, Bulgaria organised by Bridges by Mentors, to which I was selected by the University of Nicosia together with six fellow psychology students. The programme brought together participants from several European countries, including Cyprus, Belgium, the Netherlands, and France, creating a dynamic and multicultural learning environment.

The main objective of the training was to deepen our understanding of mentoring by exploring the role and responsibilities of a mentor, the challenges that a mentor might face, as well as practical ways to address them. The training included structured lectures with interactive workshops and activities that encouraged active participation, reflection, and collaboration. Ice-breaking activities on the first day facilitated connection and openness among participants, including group discussions and the

creation of posters through which each country presented its culture, values, and traditions. Practical exercises such as role-playing, where participants alternated between the roles of mentor and mentee, allowed us to apply theoretical knowledge to realistic scenarios and to strengthen our communication and empathy skills. Team-building activities, including a treasure hunt across the city of Plovdiv, helped us become familiar with the local environment while developing cooperation and collaboration. Cultural immersion was further enhanced through shared moments outside the classroom, such as a stroll around the park of Bunardzhik, which offered space for informal dialogue, reflection, and cultural exchange. The programme also included presentations from experienced mentors who shared their professional journeys, enriching our understanding of mentoring in practice.

This programme not only provided academic benefits but also enhanced my personal development, leaving me with a deep sense of appreciation and gratitude for the knowledge gained, the relationships formed, and the unforgettable intercultural experience that will remain a lasting part of my personal and professional journey.

*Elpida Pantazopoulou*

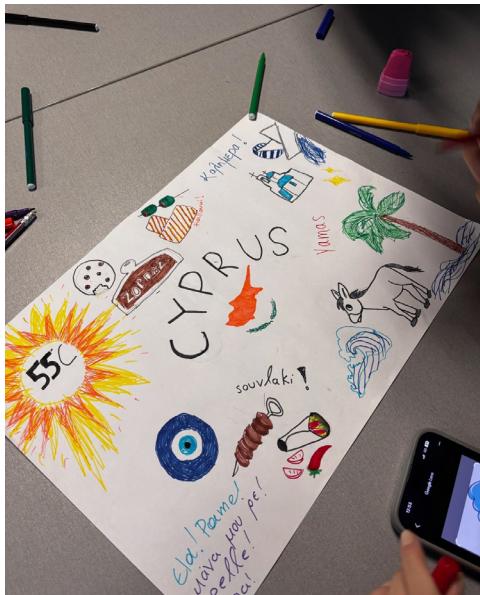
Participating in the Mentor Training Program in Bulgaria was truly an unforgettable and transformative experience.

The program connected individuals from many diverse backgrounds which exposed me to exchanging ideas, perspectives and an understanding of cultures in a meaningful way.

Throughout the duration of the training, we all engaged in interactive icebreakers that strengthened our communication and practical activities that encouraged learning. From discovering the city's history on our first day through a challenging treasure hunt to our emotional goodbye party, each day brought us closer together.

Reflecting, i am grateful to have had this opportunity in a new environment with inspiring people as it has allowed

# DEPARTMENT of



me to grow more open minded and appreciative of culture diversity. I am proud to carry and apply the mentoring skills i gained within my communities and future.

I would like to thank the organisers, trainers, and fellow participants for their dedication, support, and shared commitment. This program has left a lasting impact on both my personal and professional development, and I am truly thankful for the experience.

*Nawal Lulu Samin*

On a personal level, the program allowed in me to reflect on myself and discover new strengths. From an academic perspective, it provided valuable insight into mentoring and offered a broader understanding of its role within an international setting.

*Aikaterini Pontikaki*

The mentoring program trip to Bulgaria was more than we expected, we learned a lot of new information during the training program that we can implement in our mentoring sessions, we got to meet people from different cultures and backgrounds and share our experiences with them as well as having fun and building meaningful connections, overall it was a great trip and an experience that will be remembered.

*Ferial Skafi*

Taking part in the Bridges by Mentors program went better than I could have ever expected. I had so much fun learning and meeting people from different cultures. I met people I wouldn't normally have had the chance to meet, and the program itself was both fun and educational. The activities were unique, and I learned a lot about mentoring.

Overall, the experience was truly inspiring and left a lasting impact on me. It helped me grow both personally and professionally, gave me new perspectives, and strengthened my interest in mentoring.

I would wholeheartedly recommend this program to anyone looking to learn, connect with others, and be part of a meaningful and enriching experience.

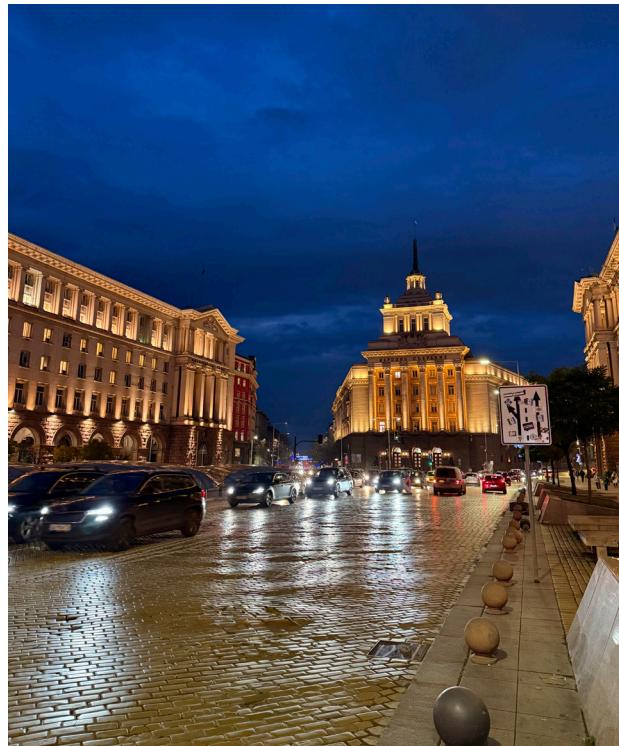
*Zizel Mavromati*

I had the privilege of participating in an international mentor training programme held in Plovdiv, Bulgaria, organised by Bridges by Mentors. My participation followed a selection process conducted by the University of Nicosia,



Taking part in the Bridges by Mentors program in Bulgaria was a truly rewarding experience. Being surrounded by students from many different countries created a welcoming and dynamic environment where communication and cooperation developed naturally.

The icebreakers and group activities, including a treasure hunt, helped us connect quickly and encouraged us to learn from one another. The strong sense of inclusion made it easy to build meaningful relationships and contributed greatly to both personal and academic growth.



through which I was chosen alongside six fellow undergraduate psychology students. The programme brought together participants from various European countries, including Cyprus, Belgium, the Netherlands, and France, fostering a rich and multicultural learning environment.

The primary aim of the training was to enhance our understanding of mentoring by examining the role and responsibilities of a mentor, the potential challenges encountered in mentoring relationships, and effective strategies for addressing them. The programme combined structured theoretical sessions with interactive workshops and experiential activities designed to promote active engagement, reflection, and collaboration among participants.

Introductory ice-breaking activities during the first day facilitated communication and mutual understanding, while group discussions and collaborative poster presentations enabled each country to showcase its cultural identity, values, and traditions. Furthermore, practical exercises such as role-playing scenarios, in which participants alternated between the roles of mentor and mentee, allowed for the application of theoretical knowledge to realistic situations and contributed to the development of communication and empathy skills.

Team-building activities, including a city-wide treasure hunt in Plovdiv, supported the enhancement of cooperation and teamwork while familiarising participants with the local environment. Cultural exchange was further enriched through informal activities outside the training setting, such as a walk through Bunardzhik Park, which encouraged open dialogue, reflection, and intercultural interaction. In addition, presentations delivered by experienced

mentors offered valuable insights into mentoring practices and professional development.

Overall, the programme contributed significantly not only to my academic and professional growth but also to my personal development. It fostered meaningful connections and provided a profound and memorable intercultural experience, for which I remain deeply appreciative, and which will continue to influence my personal and professional journey.

*Dionysia Xanthaki*



## Summary

The first day in Plovdiv began with an interactive treasure hunt that allowed the group to explore the city in a fun and interactive manner. During the treasure hunt, we visited several significant locations in Plovdiv, including the Ancient Theatre of Plovdiv, the Ethnographic Museum, also known as the Kuyumdzhi House, the House of Lamartine, the Roman Stadium and the Dzhumaya Mosque. We also explored the Kapana District and several central squares and fountains. As we learned about the city's rich history and cultural heritage, we also had the opportunity to sample traditional Bulgarian cuisine, which made for a truly immersive and memorable cultural experience.

Throughout the following days we participated in many interactive presentations and workshops focused on the role of a mentor, as well as different practical techniques aimed at developing and strengthening mentoring skills benefiting both mentors and mentees.

# DEPARTMENT of SOCIAL SCIENCES

## Professor Christos Panagiotopoulos

1. The European Association of Schools of Social Work (EASSW) is pleased to announce that Professor Christos Panagiotopoulos, EASSW President and faculty member at the University of Nicosia (Cyprus), will participate as a keynote speaker at the 12th International Scientific Conference, "Social Welfare: Interdisciplinary Approach", which will take place on 28 November 2025 at Vilnius University Šiauliai Academy (Lithuania, <https://www.sa.vu.lt/social-welfare-conference/en/program>).



2. Professor Panagiotopoulos will open the conference on 4 December, organised by the UNED Madrid, Spain, on the following topic: "Geopolitical challenges in South Caucasian; the cases of the Republic of Armenia and Georgia". The role of Social Work in the face of existential threats (Retos geopolíticos en el Cáucaso Sur: los casos de las Repúblicas de Georgia y Armenia. El papel de los trabajadores sociales ante las amenazas existenciales).

Title of speech: "Social work training in post-communist countries: the cases of Georgia and Armenia" (El papel de la formación en trabajo social en los países postcomunistas: los casos de Georgia y Armenia. Ponente: D. Christos Panagiotopoulos. Presidente de la Asociación Europea de Escuelas de Trabajo Social).

**JORNADA**

**Retos geopolíticos en el Cáucaso Sur: los casos de las Repúblicas de Georgia y Armenia. El papel de los trabajadores sociales ante las amenazas existenciales.**

**Presencial y Online - Asistencia gratuita**  
Jueves, 4 de diciembre de 2025

Organiza: Máster Universitario de Trabajo Social, Estado del Bienestar y Metodología de la Intervención Social  
Fundación de Estudios Estratégicos e Internacionales (FESEI)  
c/ Joaquín Turina, 2 (Pozuelo de Alarcón, 28224) Madrid





# School of Humanities and Social Sciences

UNIC is recognised as one of the leading universities in the subject area of Social Sciences, ranked among the Top 401-500 universities in the world, #103 in the European Union by the 2025 Times Higher Education World University Rankings by Subject.



**TOP  
401-500  
IN THE  
WORLD**

Times Higher Education  
World University Rankings by  
Subject 2025



**94.1%**

## Meetings with the Student Representatives of "Proodeftiki KF" and "FPK Protoporia"

In September and October 2025, Professor Klimis Mastoridis (Dean of the School of Humanities and Social Sciences) and Professor Ioulia Papageorgi (Associate Dean) held meetings with the student representatives of "Proodeftiki" and "Protoporia".

The meetings went very well, with the students expressing their overall satisfaction. They were encouraged to collaborate with School and Department representatives and were advised to contact the Deans if they encountered any issues.

*Left to right: Klimis Mastoridis, Maria Pavlou (Proodeftiki), Ioulia Papageorgi, Theofilos Mina (Proodeftiki) | Photo: Despina Ioannou*



# SHSS NEWS & ACTIVITIES



University of Nicosia  
RANKED 301–400  
FOR PSYCHOLOGY  
THE World University Rankings 2025  
[www.thewur.com](http://www.thewur.com)



University of Nicosia  
RANKED 401–500  
FOR SOCIAL SCIENCES  
THE World University Rankings 2025  
[www.thewur.com](http://www.thewur.com)

Το Πανεπιστήμιο Λευκωσίας διατηρεί την πρώτη θέση στον τομέα της Ψυχολογίας σε Κύπρο και Ελλάδα και το 2025

Το Πανεπιστήμιο Λευκωσίας ανάμεσα στα κορυφαία πανεπιστήμια στον κόσμο σε πέντε διαφορετικούς τομείς, σύμφωνα με την κατάταξη THE WUR by Subject 2025

Στα αποτελέσματα της Παγκόσμιας Κατάταξης Πανεπιστημίων, Times Higher Education World University Rankings (THE WUR) by Subject 2025, το Πανεπιστήμιο Λευκωσίας καταλαμβάνει και φέτος την 1η θέση (από κοινού) σε Κύπρο και Ελλάδα στον τομέα της Ψυχολογίας.

Συγκεκριμένα, το Πανεπιστήμιο Λευκωσίας κατατάσσεται ανάμεσα στα Κορυφαία 301–400 πανεπιστήμια στον κόσμο και στην 81η θέση στην Ευρωπαϊκή Ένωση στον συγκεκριμένο τομέα.

Σχολιάζοντας τα αποτελέσματα, ο Κοσμήτορας της Σχολής Ανθρωπιστικών και Κοινωνικών Επιστημών, Καθηγητής Κλήμης Μαστορίδης, σημείωσε: «Τα αποτελέσματα για το 2025 αναδεικνύουν για ακόμη μία φορά τη δυναμική του διδακτικού προσωπικού και των φοιτητών του Πανεπιστημίου Λευκωσίας. Ειδικότερα, η εξαιρετική διάκριση στις διεθνείς κατατάξεις στην Ψυχολογία αποτελεί επάξια αναγνώριση της αδιάκοπης επιδίωξης των συναδέλφων της Σχολής για τα υψηλότερα πρότυπα ακαδημαϊκής έρευνας. Τα επιτεύγματα αυτά επιβεβαιώνουν την αταλάντευτη προσήλωσή μας στην προώθηση της ακαδημαϊκής αριστείας μέσα από ένα μακρόπνοο στρατηγικό όραμα. Με αυτή τη δυναμική ως θεμέλιο, είμαστε βέβαιοι ότι θα πετύχουμε ακόμη μεγαλύτερες διακρίσεις στο μέλλον, ενώ οι συλλογικές μας προσπάθειες ήδη χαράζουν νέους δρόμους προς την επιτυχία».

Οι κατατάξεις THE WUR αποτελούν τη μεγαλύτερη και πιο πολυεπίπεδη κατάταξη πανεπιστημίων στον κόσμο, με εμπειρία πέντε δεκαετιών στο αντικείμενο.

Σημειώνεται ότι αυτή η κατάταξη είναι η τελευταία μίας σειράς από διακρίσεις για το Πανεπιστήμιο Λευκωσίας από τον οργανισμό Times Higher Education, με κύρια την κατάταξή του ανάμεσα στα κορυφαία 501–600 πανεπιστήμια παγκοσμίως στην κατάταξη World University Rankings 2026.

Το Πανεπιστήμιο Λευκωσίας: #1\* στις Κοινωνικές Επιστήμες, σε Κύπρο και Ελλάδα για το 2025

Το Πανεπιστήμιο Λευκωσίας ανάμεσα στα κορυφαία πανεπιστήμια στον κόσμο σε πέντε διαφορετικούς τομείς, σύμφωνα με την κατάταξη THE WUR by Subject 2025

Τα αποτελέσματα της ετήσιας κατάταξης του Times Higher Education World University Rankings (THE WUR) by Subject 2025 κατατάσσουν το Πανεπιστήμιο Λευκωσίας στην (από κοινού) 1η θέση στον τομέα των Κοινωνικών Επιστημών, σε Κύπρο και Ελλάδα.

Αντίστοιχα, το Πανεπιστήμιο Λευκωσίας κατατάσσεται στη θέση #103 στην Ευρωπαϊκή Ένωση και μεταξύ των κορυφαίων 401–500 πανεπιστημίων παγκοσμίως, στον τομέα.

Σχολιάζοντας τα αποτελέσματα, ο Κοσμήτορας της Σχολής Ανθρωπιστικών Σπουδών και Κοινωνικών Επιστημών, Καθηγητής Κλήμης Μαστορίδης, σημείωσε: «Οι διεθνείς κατατάξεις του 2025 αναδεικνύουν για ακόμη μία φορά την αδιάκοπη αφοσίωση και τη συνεχιζόμενη προσήλωση του ανθρώπινου δυναμικού του Πανεπιστημίου Λευκωσίας. Τα εξαιρετικά αποτελέσματα στους τομείς των Κοινωνικών Επιστημών αποτελούν σημαντική αναγνώριση των άοκνων προσπαθειών των συναδέλφων μας να παράγουν έρευνα υψηλής ποιότητας. Παράλληλα, θα ήθελα να επισημάνω τις εξαιρετικές επιδόσεις και τη ζωτική συνεισφορά των συναδέλφων μας της Νομικής Σχολής, οι οποίοι έπαιξαν σημαντικό ρόλο στον καθορισμό της συνολικής κατάταξης στις Κοινωνικές Επιστήμες».

Οι κατατάξεις THE WUR αποτελούν τη μεγαλύτερη και πιο πολυεπίπεδη κατάταξη πανεπιστημίων στον κόσμο, με εμπειρία πέντε δεκαετιών στο αντικείμενο.

Σημειώνεται ότι αυτή η κατάταξη είναι η τελευταία μίας σειράς από διακρίσεις για το Πανεπιστήμιο Λευκωσίας από τον οργανισμό Times Higher Education, με κύρια την κατάταξή του ανάμεσα στα κορυφαία 501–600 πανεπιστήμια παγκοσμίως στην κατάταξη World University Rankings 2026.

\* κοινή θέση

# ZEALOS STUDIES IN THE HUMANITIES, SOCIAL SCIENCES, ARTS AND DESIGN

## THE SHSS ACADEMIC JOURNAL

*Zealos: Studies in the Humanities, Social Sciences, Arts & Design* is an annual peer-reviewed and open-access journal published by the School of Humanities and Social Sciences of the University of Nicosia.

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## AIMS & SCOPE

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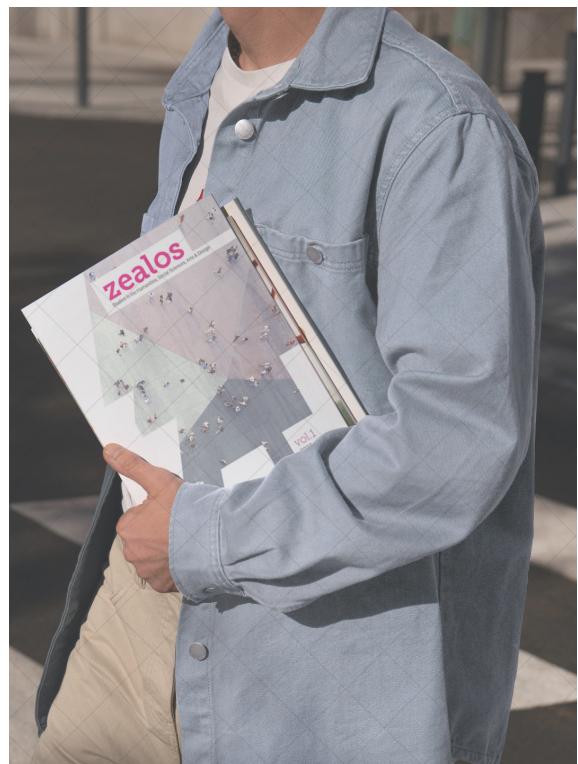
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