

M4.3 Special Regulations for the Implementation of E-Learning

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Approved by the Assembly of the Department of International and European Studies (meeting of January 31, 2024)

Article 1 Purpose

1. The purpose of this document is to formalize the use of distance learning methods (e-learning) in the Master of Science (MSc) program “American Studies: Politics, Strategy, and Economics” Politics, Strategy, and Economics”
2. The MSc program “Master of Science (MSc) American Studies: Politics, Strategy and Economics” offered by the Department of International and European Studies at the School of Economics, Business and International Studies of the University of Piraeus aims to provide education leading to a scientific foundation in a broad range of American Studies, systematically filling the gap in American Studies programs leading to academic degrees in Greece. It approaches the field of American Studies in an interdisciplinary manner, through which students will be educated with an emphasis on cutting-edge topics in contemporary research across various themes and subthemes. It draws on the long history of Greek-American cooperation in analyzing U.S. regional policy over time and across periods, in three key areas: Strategy, Politics, and Economics.
3. The educational process of the Master of Science (MSc) program in American Studies: Politics, Strategy, and Economics is organized through a combination of distance and in-person learning (blended teaching and learning).

Article 2. Educational Need

Taking into account the ever-increasing need for digital skills among citizens and workers, as well as international best practices in providing high-quality educational services supported by digital media and tools, and

Building on the Foundation's successful experience in organizing distance learning during the pandemic (over a total of three academic semesters), the decision to organize the educational process of the Master's program in this manner aims to

- promote equal opportunities and (universal) access for categories of graduate students with limitations on participation in (entirely) in-person educational activities, such as working adults, parents, permanent residents outside the institution's main campus, individuals with mobility challenges, and others.
- strengthening student-centered teaching and learning and further developing students' autonomy
- the cultivation of lifelong learning skills and general competencies (including digital skills) in digital environments for learning, practice, collaboration, and communication.

Article 3. Methods for the Distance Organization of the Educational Process

1. The organization of the educational activities for the courses of the M.Sc. program, which **are led by** the program's **teaching staff**, is carried out in accordance with the following table:

Category of Educational Activity Led by Faculty	Method of Delivery	Indicative Digital Tools
Lectures	Distance learning: synchronous	MS-Teams, Webex,
	Remote: asynchronous	Eclass (Specify which platform asynchronous learning is used)
	(In-person)	Institution Classroom
Seminars	Remote: synchronous	MS Teams, Webex,
	(In-person)	Foundation Classroom
Tutorial	Distance learning: synchronous	MS-Teams, Webex,
	(Live)	Institute Classroom

Lab Practice	Distance learning: synchronous	MS Teams, Webex, + (Simulation & Virtual Labs, for Departments that have such infrastructure)
	(In-Person)	Institution/Department Institution/Department
Field Practice	In-Person	
Internship (Work-based Placement)	In-Person	
Student-Faculty Communication	Distance learning: synchronous	MS-Team, Webex, Google Meet,
	Remote: asynchronous	e-Class, email

2. The selection of the combination and sequence of the above educational activities for each individual course is determined by the course design and is included in the course syllabus distributed to enrolled students/at the beginning of each academic semester. At least **10% of the instructional hours** (i.e., educational activities led by the faculty of the Master's program) are conducted in person. The organization of all types of educational activities led by faculty using **asynchronous** distance learning methods shall not exceed 25% of the program's credit hours.

3. The organization of educational activities—such as individual and/or group study and practice by students **that are not led** by teaching staff— in individual courses, is carried out through their remote access to the appropriate services of the asynchronous distance learning system e-Class (or equivalent) and to the digital services of the Institution's Library.

4. The organization of educational activities for **the final assessment** of students regarding the degree to which educational objectives have been achieved is carried out in accordance with the following table:

Category Final Assessment	Method of Conduct	Indicative Digital Tools
	In-Person	Institution Classroom
Written Final Exam	Distance Learning:	MS-Team, Webex,

	Modern	
Oral Final Exam	In-person	Institution Classroom
	Remote: Synchronous	MS-Team, Webex,
Individual and/or Group Assignments (Submission, Demonstration, Presentation, Feedback)	Submission & Plagiarism Check Plagiarism	e-Class, Turnitin
	Demonstration/Presentation : synchronous	MS-Team, Webex,
	In-Person	Institution Classroom

5. The choice of the combination of final assessment methods for each individual course is determined by the course's instructional design, based on the principle of constructive alignment of educational objectives and assessment methods, and is included in the course syllabus distributed to enrolled students at the beginning of each academic semester. The Institution cumulatively ensures the integrity and reliability of the conduct of the distance final assessment and the proper application of EU and national legislation regarding the protection of personal data, in accordance with the Institution's "Rules and Measures for the Protection of Personal Data During Examinations."

6. **The course evaluation by students** is organized through the completion of the relevant digital questionnaire via the e-Class asynchronous distance learning system (or another electronic platform).

7. The **educational materials** supporting all types of educational activities are in digital format (course guide, instructional videos, presentations, worksheets for exercises and labs, recommended reading list, practice tools, etc.) and with guaranteed open access, where feasible, and are made available through the e-Class asynchronous distance learning system (or equivalent).

Article 4. Institutional Infrastructure

1. Drawing on its successful and effective experience (spanning a total of three academic semesters) in the comprehensive organization of distance learning during the pandemic, the Foundation possesses the necessary

logistical infrastructure for the remote organization of the educational process, which it maintains, supports, and updates.

2. In any case, the Institution ensures the proper application of EU and national legislation regarding the protection of personal data of those participating in the remote organization of the educational process.

Article 5. Digital Competencies of Teaching Staff

The teaching staff of the Master's Program, drawing upon, among other things, their successful and effective experience (over a total of three academic semesters) in the comprehensive organization of distance education during the pandemic, possesses the necessary digital competencies and practical pedagogical experience for the effective distance organization of the educational process.

Article 6. Approval and Amendment of These Regulations

These Regulations were approved by the Assembly of the Department of International and European Studies (meeting of January 31, 2024) and may be amended if deemed necessary.