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ARISTOTLE  
UNIVERSITY  
OF THESSALONIKI

## Special Regulation for the Implementation of e-Learning

Government Gazette 5761/Issue B/16-10-2024

Amendment of the Aristotle University of Thessaloniki Senate's decision No. 78656/19-6-2023 (Government Gazette 4084/Issue B'/ 23-6-2023) regarding the approval of the Regulation for Post-Graduate Programmes of Study (PPS) of the Aristotle University of Thessaloniki (AUPh)

**Organisation of Educational Procedure with Distance Learning Methods**  
**(for PPS conducted fully or partially with distance learning using Information and Communication Technologies, Government Gazette 1079/Issue B'/28-2-2023)**

**1. Readiness of the AUTH PPS for the use of an integrated distance learning system**

AUTH operates an integrated distance learning system for synchronous and asynchronous support of participants, designed to support the organisation of the educational process using both synchronous and asynchronous education methods. Specifically, the integrated distance learning system covers the use of teleconferencing and virtual electronic classroom technologies, allowing the instructor and students located in different places to receive immediate feedback in real-time, and provides access to discussion spaces (chat rooms) between the instructor and the student, as well as among students for potential cooperation, exchange of views, and completion of joint assignments.

**2. Access, Accreditation, and User Rights of the PPS in the Integrated Distance Learning System**

The environment of the integrated distance learning system is available in Greek and English.

The integrated distance learning system is fully accessible to people with disabilities and people with special educational needs.

AUTH provides institutional account services, identification, and authentication (Single Sign On SSO) for easy access to all academic resources and applications based on the user category (instructor, student, service administrator, etc.). For each PPS organised with distance learning methods, one (1) natural person is appointed by decision of the competent collective body of the PPS as the Integrated Distance Learning System Management Officer, who possesses the necessary know-how to support the instructors and students of the PPS during the use of the distance learning system. The details of the Officer for each PPS are communicated to the users of the integrated distance learning system. Specifically for the technical support staff of the PPS, additional access rights are granted upon request.

The initial identity verification of applicants for the institutional account is conducted during the application submission phase through a procedure defined by the PPS Secretariats. The Digital Governance Unit of AUTH (under institutionalisation according to Law 4957/2022) utilises Information and Communication Technologies (ICT) and the support of the Management Officers of the Integrated Distance Learning System of the PPS.

**3. Technological Infrastructure and Services**

The integrated distance learning system for distance education supports horizontal services/infrastructures of the Institution that can be utilised for synchronous, asynchronous, or blended educational procedures, which are as follows:

- **Service/Infrastructure 1:** Integrated electronic course management system (LMS) (<https://elearning.auth.gr/>, <https://elearning.auth.gr/guides-site/guides-teachers.php>), which is implemented using the open-source software Moodle and allows the creation and hosting of a virtual classroom.
- **Service/Infrastructure 2:** Provision of a synchronous distance learning environment for real-time interaction of participants, allowing the conduct of remote lectures for course needs using tools such as «Zoom», «MS», «Teams», «Google Meet», «BigBlueButton» (<https://it.auth.gr/services/academic-support/>).
- **Service/Infrastructure 3:** Classrooms with suitable audiovisual equipment to host a remote PPS, which will be conducted either fully remotely or in a hybrid format.
- **Service/Infrastructure 4:** Creation and hosting of a website for the respective PPS using the service <https://websites.auth.gr/>.
- **Service/Infrastructure 5:** Technological support for the creation of multimedia material (podcasts, videocasts) synchronised with the speaker's presentation in the offered courses, among others, through

- the AUTH educational material production infrastructure (<https://it.auth.gr/service/studio/>).
- **Service/Infrastructure 6:** Support for live broadcast and recording (streaming/recording) of lessons (<https://it.auth.gr/service/streaming/>).
  - **Service/Infrastructure 7:** Electronic secretariat service for the management of applicants/students, instructors, and courses (<https://sis.auth.gr/>) (SIS).
  - **Service/Infrastructure 8:** Institutional account and SSO services for easy access to all academic resources and applications.
  - **Service/Infrastructure 9:** Integrated Library system, based on the Koha open-source software, as well as the public catalogue of books and electronic resources and subscriptions of AUTH (<https://search.lib.auth.gr>).
  - **Service/Infrastructure 10:** Institutional Repository of Scientific Works (IKEE) of AUTH (<https://ikee.lib.auth.gr>), which, among others, collects and makes available all postgraduate dissertations and doctoral theses completed at the Institution.
  - **Service/Infrastructure 11:** Service for the availability of digitised historical and cultural material (<https://digital.lib.auth.gr>) and archival collections (<https://archives.lib.auth.gr>).
  - **Service/Infrastructure 12:** Plagiarism detection and control service through the commercial software «TurnItIn».
  - **Service/Infrastructure 13:** User training service on techniques for searching bibliographic sources, finding and drafting bibliography, and good practices regarding copyright management with plagiarism avoidance.
  - **Service/Infrastructure 14:** Support Services for People with Disabilities (PwD) (<https://www.lib.auth.gr/el/amea>).

The maintenance and upgrade of horizontal services/infrastructures 1-14 are carried out centrally by the Institution. The technical support staff of the Department implementing the PPS support the instructors, who are, at a second level, supported by the central services of the Institution within the framework of disseminating know-how and good practices

### 3.1. eLearning Educational Support Service

Specifically, the eLearning horizontal educational support service has the following features:

It provides the possibility of digital organisation and availability of course educational material and offers communication tools between those involved in the educational process (students and instructors), facilitating the smooth and uninterrupted conduct of the course.

In addition, the horizontal service <https://elearning.auth.gr/>:

- offers interconnection with synchronous distance learning tools
- manages all the required roles and corresponding access rights
- is integrated into the general framework of technical support, maintenance, and upgrade of the central digital services of the Institution
- offers assignment control tools for potential plagiarism
- offers tools for the development of educational material accessible to PwD
- complies with AUTH policies for data protection
- is hosted on the central computing infrastructures of AUTH which are ISO 27001:2013 certified for the Information Security Management System they follow
- interconnects with the electronic secretariat service of AUTH (<https://sis.auth.gr/>), which manages issues of registration in the AUTH student register. It is noted that the electronic secretariat service offers standard certificates available in Greek and English, to best serve the international profile of the Institution and with the adoption of effective procedures.

The internal regulation refers to the electronic platform chosen for use (e.g., [elearning.auth.gr](https://elearning.auth.gr/)). If the use of another platform is decided, it must cover corresponding issues (such as maintenance, upgrade, and infrastructure support).

#### 4. Procedures for Educational Support

Given that the main reasons for dropping out of distance studies include isolation of trainees, lack of overall supervision of the material, time management, and inability to estimate the workload per unit of material, most distance study programmes develop navigation tools for the material, such as study guides or study guides and study timetables. A basic prerequisite for more effective educational support for students is the formulation of instructions for navigation in the programme, the course, and for the management of students' study time.

The study or course guides briefly analyse the content of the courses, note the crucial points of interconnection of the individual parts of the material, and generally provide full navigation to the material to be studied and the evaluation methods. Specifically, clear information is provided in each PPS, available through the electronic secretariat service (SIS) and/or the integrated electronic course management system (LMS), which refers to the following topics:

- Course summary
- Aim and learning objectives (overall or per teaching unit)
- Course structure and content (e.g., number of units, number of chapters, etc., accompanied by indicative study workload).
- Course calendar with emphasis on important dates (e.g., synchronous or asynchronous distance learning meetings, submission of assignments, exams, etc.).
- Grading scale and evaluation rules
- Forms of evaluation. Examples include the choice or combination of assignments (individual or group), written or oral exams (with physical presence or remote), interviews (with physical presence or remote), overall participation (e.g., participation in course forums) formative or final evaluation.
- Grading weight of each form of evaluation (e.g., 30% assignment, 15% overall participation, etc.)
- Educational material and potential additional learning resources (accompanied by indicative study workload)
- Determination of the synchronous distance learning system (such as Zoom, Microsoft Teams, Google Meet, etc.) and access method (via institutional account)
- Methods of feedback and course evaluation
- Relevant bibliography

The **study timetable** of a course analyses the indicative study workload of a unit of material (for example, a chapter) per unit of time (usually per week) and, if deemed necessary, recapitulatory time milestones are defined. In general, these two guides are essential to accompany every PPS course and should be revised regularly based on the results of the internal and external evaluation of the programme, as well as current developments in the respective cognitive field.

#### 5. Pedagogical Framework for the Design and Implementation of Educational Activities with Distance Learning Methods and Student Evaluation

The pedagogical framework for the design and implementation of the distance activities of the PPS using distance learning methods can function as a framework of basic principles upon which the detailed design of each programme can be based. The design framework must be general so as not to limit academic freedom and autonomy in the design of programmes, but rather to facilitate and broaden it.

The design follows two longitudinal parameters. The first parameter concerns the requirements introduced by the cognitive subject of the specific programme, and the second concerns the evaluation, as conducted in the programme based on the specifications of the Internal Quality Assurance System (IQAS) of the QAU (Quality Assurance Unit). Based on the above framework, it is possible, on the one hand, to have a uniform policy for the distance PPS of AUTH and, on the other hand, adaptation and shaping based on the specific requirements of each programme.

Further defining the basic components of the scheme regarding the requirements of the cognitive subject, the

following are noted:

A. In the pedagogical framework, pedagogical philosophy is linked to the perceptions of the nature of knowledge, learning processes, and the approach to trainees. Pedagogical approaches refer to specific choices (e.g., inquiry-based learning, collaborative knowledge construction) and the way students participate in studying, reading, watching, or listening to static or dynamic web content. Pedagogical strategies are mainly linked to the selection of specific educational methods and techniques, and pedagogical tactics to the selection of methods for student activities and assignments. The content can be any form of electronic source (e.g., articles, e-books), or digital multimedia material (e.g., videos, audio files, virtual learning environments) that is posted or collected from the internet on the electronic platform, artificial intelligence platforms, etc.

B. In the educational framework, assignments are differentiated from student activity, as the task refers to the content of the assignment by the instructor, while the activity of the students constitutes the product of transformation based on their cognitive and interpretive tools, to ultimately yield the learning outcomes. The environment is the type of programme being designed (e.g., postgraduate), and the implementing body is the university in this case. The educational medium can be online interaction activities, scenarios for resolution, discussion forums, simulation games, interactive educational games, interactive educational scenarios that require processing and decision-making, or problem-solving. This material is continuously evaluated and renewed.

When designing a PPS, a detailed reference to the components of the above proposed framework is not necessary. This framework is simply the theoretical background upon which the design of a PPS can be carried out more effectively, while the principles mentioned (e.g., student-centred learning, collaborative inquiry activities, active student participation, development of specific skills) describe the educational direction of the AUTH PPS.

Defining the basic components of the educational scheme regarding evaluation, the following are noted:

The possible methods of attendance, examination, and evaluation per educational activity are determined by the decision establishing the PPS.

It is noted that:

A. Depending on the type of programme and its specific prerequisites, the mandatory use of a camera by all participants is established during the synchronous part of the teaching and during the evaluation, not only to make their presence verifiable but mainly to establish and enhance social presence and ensure uninterrupted communication among participants, which are essential components of effective distance education.

B. The evaluation of students in the context of distance PPS can be carried out through written or oral examinations, either in-person or by distance methods. Furthermore, it is possible to use alternative/supplementary forms of evaluation, such as the submission of assignments or the conduct of practical tests. Avoiding high-stakes final examinations and formative assessment is recommended. At the same time, it is essential for instructors to encourage interaction throughout the semester through assignments, presentations, and mid-terms, to support gradual learning and continuous student engagement in the educational process.

C. If the evaluation is carried out with examinations (in-person or remote), AUTH must take the appropriate and necessary measures to ensure the reliability and integrity of the procedure. Specifically, the written or oral distance examination may be carried out through technological mediation and corresponding remote examination systems/applications that ensure user authentication, physical identification, and invigilation of the examination procedure, where deemed necessary. If special technological equipment is required from students for the evaluation procedure, this must be announced in the call for applications issued annually for candidates wishing to register for the PPS. At the end of their evaluation process, students are informed of their grades either through anonymised posting of results in a special field of the integrated distance learning system or by other appropriate electronic means.

## **6. Procedure for Evaluation and Upgrading of Teaching Staff's Digital Skills**

The digital skills of the instructors can be improved through the guides of all offered ICT tools of AUTH and the training material (with self-assessment capabilities) provided by the Center for Electronic Governance (CEG)

and the Center for Teaching and Learning Support (CTLS) of AUTH. Additionally, systematic and special training programmes can be provided for the further upgrading and improvement of these skills.

The criteria for periodic internal evaluation, as well as the corresponding evaluation tools for the teaching staff and the programme, are formulated annually by the AUTH QAU, to be compatible with the Internal Quality Assurance System (IQAS) and to meet the requirements of the National Authority for Higher Education (NAHE) and the European Network for Quality Assurance in Higher Education (ENQA).

## **7. Plagiarism Control Procedure**

The electronic courses service elearning.auth (Service/Infrastructure 12) offers teaching staff access to a plagiarism detection tool (Turnitin). Students have access to a corresponding tool (Turnitin Draft Coach) using Online Microsoft 365.

## **8. Personal Data Protection Policy, Security of Distance Learning Information Systems**

AUTH has a personal data protection policy compliant with the relevant provisions as listed on the website (<https://www.auth.gr/gdpr/>). The horizontal services of AUTH hosted on its central computing infrastructures follow the AUTH security policy as listed on the website ([https://it.auth.gr/information\\_security/](https://it.auth.gr/information_security/)) and are ISO 27001:2013 certified for the Information Security Management System they follow. The synchronous distance learning services follow the corresponding Terms of Service of Third-Party Providers (Google Apps for Education, Microsoft Office 365, Zoom) at AUTH, as listed on the website <https://it.auth.gr/thirdpartycloudterms/>.

## **9. Criteria for Periodic Internal Evaluation of Distance PPS**

The policies and procedures for the regular monitoring, evaluation, and revision of the PPS aim to maintain the level of educational provision and create a supportive and effective learning environment for students. The internal evaluation of the PPS is a process provided for by the Quality Assurance Unit of AUTH and is conducted using criteria according to the Quality Standards of NAHE and the Quality Assurance Principles of the European Higher Education Area.

Specifically, for the PPS implemented using distance learning methods, the internal evaluation checks the following elements:

- The content of the curriculum according to the latest research in each cognitive subject, to ensure the contemporary nature of the PPS.
- The effective design of the curriculum, which must be fully harmonised with the distance learning methodology and the need for student interaction with the teaching material.
- Participation in training programmes for instructors focusing on interaction and the specific characteristics of distance learning.
- The workload, progress, and completion of postgraduate studies with the distance learning methodology.
- The design of the evaluation framework, focusing on the distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.
- Student expectations and needs as well as their satisfaction with their curriculum, with a specific plan to ensure student interaction with each other, with the teaching staff, and with the educational material using distance education.
- The maximum utilisation of the capabilities of the distance education technologies provided by the Institution, the supportive provisions, and their suitability for the PPS.

## **10. Procedure for Student Registration in the AUTH Student Register**

The PPS can utilise the electronic secretariat service of AUTH to safely manage the student's entire journey, from the application stage and the registration process for the PPS (HEI student register) up to graduation, through a unified system.

All student applications for the issuance of certificates/confirmations and any foreseen actions for course

declarations, etc., are completed through the same system.

- <https://enrollment.auth.gr/> (Environment for initial application for participation in a programme of study)
- <https://it.auth.gr/manuals/registrar/> (Guide for secretariats management environment)
- <https://it.auth.gr/manuals/facultyauth/> (Guide for instructors' environment)
- <https://it.auth.gr/manuals/studentsauth/> (Guide for students' environment)

## 11. Required Actions

The competent body of the PPS may proceed with the following actions:

1. To define the pedagogical framework for the design and implementation of courses and other educational activities with distance learning methods and student evaluation.
2. To define the procedure for student educational support.
3. To proceed with documentation regarding the feasibility and suitability of the cognitive subject of the PPS to be organised with distance learning methods. To document the suitability of the cognitive subject, it is suggested to include examples of similar programmes in Greece and abroad conducted with distance learning methods. For subjects with a strong laboratory or applied nature, it is suggested to either state the methods of sufficient educational substitution (e.g., virtual laboratories) or to explicitly mention the courses conducted in-person in blended education programmes.
4. To conduct an analysis of the proposed methods for organising the educational process (in-person, synchronous, asynchronous, blended system) per educational activity of the curriculum, the distribution of teaching hours of each PPS educational activity per implementation method, and the percentage of any asynchronous distance education per educational activity and overall in the programme. A table with appropriate documentation is recommended for the complete mapping of the distribution of hours into synchronous and asynchronous education. It is also essential to document the workload corresponding to the asynchronous education part.
5. To define the digital educational material and evaluation methods.

In all other respects, the decision of the Aristotle University of Thessaloniki Senate No. 78656/19-6-2023 (Government Gazette 4084/Issue B/23-6-2023) remains in force.

This decision shall be published in the Government Gazette.

### Internal Distribution

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**The Rector**

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**Professor at the School of Geology**



# ΕΦΗΜΕΡΙΔΑ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ

16 Οκτωβρίου 2024

ΤΕΥΧΟΣ ΔΕΥΤΕΡΟ

Αρ. Φύλλου 5761

## ΑΠΟΦΑΣΕΙΣ

Αριθμ. 12213

Τροποποίηση της υπ' αρ. 78656/19-6-2023 (Β' 4084) απόφασης της Συγκλήτου του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης σχετικά με την έγκριση του Κανονισμού Προγραμμάτων Μεταπτυχιακών Σπουδών του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης (Α.Π.Θ.).

Η ΣΥΓΚΛΗΤΟΣ ΤΟΥ ΑΡΙΣΤΟΤΕΛΕΙΟΥ  
ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΘΕΣΣΑΛΟΝΙΚΗΣ

Έχοντας υπόψη:

1. Τα άρθρα 75-83 του ν. 4727/2020 «Ψηφιακή Διακυβέρνηση (Ενσωμάτωση στην Ελληνική Νομοθεσία της Οδηγίας (ΕΕ) 2016/2102 και της Οδηγίας (ΕΕ) 2019/1024) - Ηλεκτρονικές Επικοινωνίες (Ενσωμάτωση στο Ελληνικό Δίκαιο της Οδηγίας (ΕΕ) 2018/1972) και άλλες διατάξεις» (Α' 184).

2. Τον ν. 4624/2019 «Αρχή Προστασίας Δεδομένων Προσωπικού Χαρακτήρα, μέτρα εφαρμογής του Κανονισμού (ΕΕ) 2016/679 του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου της 27ης Απριλίου 2016 για την προστασία των φυσικών προσώπων έναντι της επεξεργασίας δεδομένων προσωπικού χαρακτήρα και ενσωμάτωση στην εθνική νομοθεσία της Οδηγίας (ΕΕ) 2016/680 του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου της 27ης Απριλίου 2016 και άλλες διατάξεις» (Α' 137).

3. Την παρ. 4 του άρθρου 16, τα άρθρα 79-89, 223 και 455 του ν. 4957/2022 «Νέοι Ορίζοντες στα Ανώτατα Εκπαιδευτικά Ιδρύματα: Ενίσχυση της ποιότητας, της λειτουργικότητας και της σύνδεσης των Α.Ε.Ι. με την κοινωνία και λοιπές διατάξεις» (Α' 141).

4. Τα άρθρα 14 και 15 του ν. 3374/2005 «Διασφάλιση της ποιότητας στην ανώτατη εκπαίδευση. Σύστημα μεταφοράς και συσσώρευσης πιστωτικών μονάδων - Παράρτημα διπλώματος» (Α' 189).

5. Την υπό στοιχεία Φ5/89656/Β3/13-8-2007 υπουργική απόφαση «Εφαρμογή του Συστήματος Μεταφοράς και Συσσώρευσης Πιστωτικών Μονάδων» (Β' 1466).

6. Την υπό στοιχεία 108990/Ζ1/8-9-2022 υπουργική απόφαση «Ρύθμιση των θεμάτων σχετικά με τη διαδικασία δωρεάν φοίτησης σε Πρόγραμμα Μεταπτυχιακών Σπουδών με τέλη φοίτησης» (Β' 4899).

7. Την υπό στοιχεία 18137/Ζ1/16-2-2023 κοινή υπουργική απόφαση «Καθορισμός των προϋποθέσεων και της διαδικασίας οργάνωσης Προγραμμάτων Μεταπτυχιακών Σπουδών με μεθόδους εξ αποστάσεως Εκπαίδευσης στα Ανώτατα Εκπαιδευτικά Ιδρύματα (Α.Ε.Ι.)» (Β' 1079).

8. Την υπό στοιχεία 135557/Ζ1/1-11-2022 (αρ. εισ. πρωτ. Α.Π.Θ. 19461/2-11-2022) εγκύκλιο του Υπουργείου Παιδείας και Θρησκευμάτων «Εφαρμογή των διατάξεων του ν. 4957/2022 "Νέοι Ορίζοντες στα Ανώτατα Εκπαιδευτικά Ιδρύματα: Ενίσχυση της ποιότητας, της λειτουργικότητας και της σύνδεσης των Α.Ε.Ι. με την κοινωνία και λοιπές διατάξεις" για την οργάνωση και λειτουργία προγραμμάτων μεταπτυχιακών σπουδών και λοιπά θέματα».

9. Την υπ' αρ. 78656/19-6-2023 (Β' 4084) απόφαση της Συγκλήτου του Α.Π.Θ. σχετικά με την έγκριση του Κανονισμού Προγραμμάτων Μεταπτυχιακών Σπουδών του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης (Α.Π.Θ.).

10. Την υπ' αρ. 26770/24-11-2023 (Υ.Ο.Δ.Δ. 1287) διαπιστωτική πράξη του Πρύτανη του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης, περί συγκρότησης του Συμβουλίου Διοίκησης του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης.

11. Την υπ' αρ. 43153/8-2-2024 (Υ.Ο.Δ.Δ. 100) διαπιστωτική πράξη του ασκούντος καθήκοντα Πρύτανη του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης, περί εκλογής του Χαράλαμπου Φείδα του Νικολάου, Καθηγητή πρώτης βαθμίδας του Τμήματος Γεωλογίας της Σχολής Θετικών Επιστημών, ως Πρύτανη του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης.

12. Την υπ' αρ. 45454/19-2-2024 (Υ.Ο.Δ.Δ. 150) διαπιστωτική πράξη του Προέδρου του Συμβουλίου Διοίκησης και Πρύτανη του Α.Π.Θ., περί ορισμού τεσσάρων (4) Αντιπρυτάνεων στο Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, βάσει της παρ. 2 του άρθρου 12 του ν. 4957/2022.

13. Την υπ' αρ. 47286/27-2-2024 (Β' 1373) απόφαση του Πρύτανη του Α.Π.Θ., περί καθορισμού των τομέων