

REPORT ON DISTANCE LEARNING METHODS IN EDUCATIONAL ORGANIZATION

Documentation of the use of a blended teaching and learning method in organizing the educational process of the MSc program in Industrial Management and Technology

The MSc in "Industrial Management and Technology" of the Department of "Industrial Management and Technology" in the School of "Maritime and Industry" aims at the scientific training and promotion of executives and scientists in the field of Industrial Management & Technology. The MSc is organized into three specializations:

- Logistics Management
- Energy and Environmental Management
- Project Management

The organization of the educational process of the MSc in "Industrial Management and Technology" is carried out through a combination of distance and face-to-face teaching methods (blended teaching and learning), as well as the organization of supporting teaching materials in digital format to support distance education (both synchronous and asynchronous).

Educational Targeting and Meeting Needs

Taking into consideration the constantly increasing demand for digital skills among citizens and workers, as well as international best practices in providing quality educational services supported by digital tools, and leveraging the successful experience of the Institution in organizing distance education during the pandemic period (a total of 3 academic semesters), the choice of this specific method of organizing the educational process of the MSc aims at:

- promotion and support of equal opportunities and (universal) access for categories of postgraduate students with time, geographical, or other constraints participating in (entirely) face-to-face educational activities, such as working individuals, parents, permanent residents outside the institution's headquarters, individuals with mobility challenges, and others.
- strengthening student-centered teaching and learning and further developing the autonomy of students.
- familiarizing students with modern approaches to organization, information retrieval, and learning that simulate the contemporary professional environment.
- cultivating skills for continuous and lifelong learning as well as general competencies (including digital skills) in digital learning environments, practice, collaboration, and communication.

Methods of Distance Organisation of the Educational Process

The organization of the educational activities of the MSc courses, *guided by the teaching staff* of the MSc, is carried out according to the following table:

Category of Educational Activity Guided by the Teaching Staff	Implementation Method	Indicative Digital Tools
Lectures	Distance Learning: Synchronous	MS-Teams
	Distance Learning: Asynchronous (face-to-face)	Eclass University Classroom
Seminars	Distance Learning: Synchronous	MS-Teams
	(face-to-face)	University Classroom
Tutoring	Distance Learning: Synchronous	MS-Teams
	(face-to-face)	University Classroom
Laboratory Practice	Distance Learning: Synchronous (face-to-face)	MS-Teams Laboratories of the Department
Field Practice	face-to-face	
Work-based Placement	face-to-face	Practice Field
Student Interaction with Teaching Staff	Distance Learning: Synchronous	MS-Team, Google Meet, skype
	Distance Learning: Asynchronous (face-to-face)	e-Class, e-mail Teacher's office, University Classroom

The selection of the combination and flow of the above educational activities for each individual course is determined by the educational design of the course and is included in the detailed course description document communicated to registered students at the beginning of each academic semester. At least 60% of the teaching hours (i.e., activities guided by the teaching staff of the MSc) take place face-to-face. In special cases, this percentage may be reduced to 20% by a reasoned decision of the Department's Assembly. The organization of any kind of activities guided by teaching staff using **asynchronous** distance education methods cannot exceed 25% of the MSc's credit units.

The organization of **non-guided** by teaching staff educational activities, including individual and/or group study and practice of students in individual courses, is carried out through their remote access to the appropriate services of the asynchronous distance education system e-Class and the digital services of the Institution's Library. Additionally, students have access to online sources indicated by the teaching staff.

The organization of the **final assessment** educational activities of students in terms of the degree of achieving the educational objectives is carried out according to the following table:

Final Assessment Category	Implementation Method	Indicative Digital Tools
Written Final Examination	Face-to-face	University Classroom
	Distance Learning: Synchronous	MS-Team
Oral Final Examination	Face-to-face	University Classroom
	Distance Learning: Synchronous	MS-Team
Individual and/or Group Projects (Submission, Demonstration, Presentation, Feedback)	Submission & Plagiarism Check	e-Class, Turnitin
	Demonstration/ Presentation	MS-Team
	Distance learning: Synchronous	
	Face-to-face	University Classroom

The selection of the combination of assessment methods for each individual course is determined by the educational design of the course, based on the principle of constructive alignment of educational objectives and assessment methods. This information is included in the detailed course description document communicated to registered students at the beginning of each academic semester. The University ensures cumulatively the integrity and reliability of remote final assessments and the correct implementation of European and National legislation regarding the protection of personal data, following the "Rules and Means for the Protection of Personal Data during the Examination" of the University.

The organization of the **course evaluation by students** is done through the completion of the relevant digital questionnaire using Google Forms.

The **educational material** supporting all types of educational activities is in digital format (course guide, educational videos, presentations, exercise and laboratory worksheets, recommended study bibliography, practice tools, etc.) and is ensured to be openly accessible or available after registration, where possible, through the asynchronous distance education system e-Class.

Infrastructure of the University

The University, leveraging its successful and effective experience (for a total of 3 academic semesters) in the comprehensive organization of remote educational work during the pandemic period, possesses the necessary technical infrastructure for the remote organization of the educational process. This infrastructure is maintained, supported, and updated.

In any case, the University ensures the correct implementation of European and National legislation regarding the protection of personal data for those participating in the remote organization of the educational process.

Digital Skills of Teaching Staff

The Teaching Staff of the MSc program, leveraging, among other things, its successful and effective experience (for a total of 3 academic semesters) in the comprehensive organization of remote educational work during the pandemic period, possesses the necessary digital skills and practical pedagogical experience for the effective remote organization of the educational process. Here, we might consider introducing case-specific monitoring of educational seminars on the use of digital tools.