Department of Biomedical Sciences

Post-Graduate Program: Innovative Approaches in Clinical Microbiology and Infectomics

Distance Education

According to Official Gazette 5958/2023, No. DF 2.1/18853, the PMS may operate remotely and/or hybridly.

The International Hellenic University (IHU) due to its character and geographical dispersion, places a great deal of emphasis on the internationalization of its study programs and on the optimal use of digital services to support them.
The following Centers have been established and operate at IHU:
- Teaching and Learning support center (KEDIMA h ttps://ctl.ihu.gr/).
- Lifelong Learning Center (KEDIVIM h ttps://kedivim.ihu.gr/).
- Network Management Center (NOC IHU).

The above Centers, in collaboration with the Postgraduate Studies Committee of IHU, work together to define specifications and provide an integrated set of e-learning support services and practical instructions for the development of e-courses utilizing international experience and practice. These services are at the disposal of faculty members, in order to integrate the new technologies at the Graduate and Undergraduate level, as the Mixed learning model is particularly widespread in the Academic area of IHU.

The practice and philosophy of IHU focuses on the dissemination of know-how and the installation of logistical infrastructure in the Institution's Departments, so that the support of faculty members is carried out locally by the support technicians of each (accelerating) Department that implements the Master's Study Program. At IHU, the E-Learning support procedures are as follows:
- SSO services for easy access to all Academic Resources/Applications.
- Content Management and E-Learning Environments (moodle/eclass) to support synchronous and asynchronous distance learning.
- Teleconferencing Services (Zoom, Google meet, Microsoft Teams, Jitsi, etc.).
- Streaming Services.
- Inquiry/Complaint Management/Academic Adviser Services.

The design and development of inclusive materials for higher education is an integral part of the modern educational process as it creates a framework that enables the delivery of meaningful and effective learning to a wide range of students. The strategic development of inclusive materials is a critical step for the effective education and development of students at all levels. A key factor in the successful development of inclusive materials is the student-centered approach and the emphasis on the individuality of the students and the adaptation of the material to their needs. Through interactive activities, examples and exercises, as well as tools that enable the successful integration and inclusion of students with individualized needs, inclusive materials promote engagement in the learning process and collaboration between students. The development of the material should simultaneously allow for its evaluation and improvement. Through student evaluations and feedback, educators can adapt the material to meet the needs and challenges of the educational process. The proper use and application of the principles that govern the development of accessible course material at Postgraduate level can provide a rich educational experience that empowers students with different abilities, technical skills, backgrounds, experiences and needs, providing equal learning opportunities for all and promoting the academic success. The detailed steps of hardware development are described in the relevant guide of KEDIMA of IHU.

The postgraduate program enhances student accessibility and promotes the following benefits:
- Inclusion: Ensuring seamless accessibility.

- Better user experience: An accessible course is designed with the learner in mind, with clear and concise language, descriptive links and headings, and keyboard-accessible content.
- Flexibility and adaptability: Learners can choose the format that works best for them, be it audio, video or text, and tailor the course to their individual needs and preferences.
- Increased engagement and motivation: An accessible course is more engaging for all learners by incorporating interactive learning activities and diverse representation.
- Enhanced learning: An accessible course is designed to be inclusive and meet the needs of all students, resulting in improved learning outcomes.

The postgraduate program provides clear instructions/information on the following topics:

1. Course Summary.
2. Purposes and Learning Objectives (overall or by unit).
3. Structure - Course contents (eg number of modules, number of chapters, etc.).
4. Course Calendar with emphasis on important dates (eg meetings via video conferencing, submission of assignments, exams, etc.).
5. Grading Scale and Evaluation rules.
6. Forms of Assessment for example a choice or combination of the following:
    - Tasks (individual or collaborative),
    - exams (in person or remotely),
    - interviews (in person or remotely),
    - overall presence of participation (e.g. participation in course fora).
7. Grading Weight of each form of evaluation (eg 15% for the presence of participation, etc.).
8. Educational Materials and possible additional learning resources.
9. Defining a Teleconference System (zoom type, Google Meet, Microsoft Teams, etc.) and access method (e.g. through IHU's SSO, using a specific identifier, using a secure interface).
10. Course feedback/evaluation methods.
11. Related Bibliography.

The educational material of each Program is described in the corresponding Study Guide and may include all or a combination of the following sources:

- Scientific articles of Greek/International bibliography in electronic format,
- Lesson notes,
- Case studies (where applicable),
- Video lectures (live - on demand),
- Links to useful sources and (reliable) external websites,
- Comprehension-self-assessment questions,
- Exemplary exercises,
- Fora for discussions - deepening,
- Additional files for understanding the educational material (pdf, word, ppt, xls, etc.),
- Frequently Asked Questions (FAQ),
- Additional Bibliography.

The learner has the possibility to communicate with the Teacher of the Postgraduate Program he/she is attending, either by using email, or through the online education platform used by the program, to formulate and resolve queries/questions regarding the course material and the entire educational process.

The issues concerning the assurance of identity, plagiarism and privacy of personal data, are expressly in accordance with what is stated in the policy of IHU on personal data (see NOC), the Ethics and Ethics Committee of IHU.

Ways to support the educational process of all involved are listed below:

- Secretarial Support with contact schedule

- Technical Support with contact schedule
- Educational Support from a teacher
- Use of online chat or Frequently Asked Questions Forums (FAQs).
- Online sources of information (eg video tutorials, pdf help files, etc.).
- Teacher course implementation guides.
- Course Attendance Guides.
- Study Advisor.
- Student Advocate.
- Grievance Mechanism.

In any case of dealing with technical failures during the implementation of the Master's Study Program and in particular the examination using real-time technologies (e.g. zoom), where potentially, in the event of the impossibility of immediately solving the technical problem, the possibility of a review is provided, or extending the time for submission of assignments or by repeating the remote examination as a whole.

Regarding the infrastructure of the department:

The courses will be held remotely and in a mixed system at the Department of Biomedical Sciences of IHU, which has the existing infrastructure that covers the operational needs of the Master Program and indicatively consists of the following: a) classrooms, b) laboratories, c) libraries, d) scientific equipment, e) computers. The additional specialized needs of the program will be covered by the supply of additional equipment and the configuration of additional spaces, depending on the needs that arise. In the classrooms of the department, where classes are held, there are fresh air intake and exhaust systems, modern air conditioners that ensure adequate heating and cooling, projection screens, overhead projectors, speakers as well as possibilities for teleconferences or remote teaching. In addition, special care has been taken for people with special needs, with the construction of safe ways of approaching the teaching areas and specially designed toilets.

The Department of Biomedical Sciences has all the necessary infrastructure, technical equipment and know-how to carry out all program's courses exclusively or in combination through synchronous distance teaching and/or asynchronous teaching or live teaching, in accordance with the applicable provisions. In particular, the program has technical equipment, audio-visual media and digital educational material and digital tools for conducting the courses. Already in the Department of Biomedical Sciences, electronic chat rooms, fully equipped, have been created through contracts with cooperating institutions, to support the living and the electronic teaching in all courses where this is possible. Also, the exams are conducted either with the physical presence of the students and the teacher in the specially designed classroom or with the method of modern remote examination using all the digital tools available to the Institution, so that they are reliable and unalterable, as foreseen by the applicable legislation at any time.