

The EUC E-Learning Programmes of Study

A Note on this Document

This document is intended primarily for all academic staff involved in course design and teaching on the E-Learning programmes of study at European University Cyprus (EUC). The document introduces the essential elements of the pedagogical principles and teaching philosophy employed on all E-Learning courses at EUC. The document breaks down into the following sections:

1. Introduction to e-learning at EUC
2. The Distance Education Unit
3. The EUC e-learning pedagogical model
4. The main principles of e-learning:
 - a. Learner-centred learning design
 - b. Inclusive design
 - c. Co-design
 - d. Interactive and collaborative learning
5. Support for e-learning at EUC
 - a. Learning resources
 - b. Academic guidance and support
 - c. Administrative support
6. The fundamental structure of EUC's E-Learning Courses
 - a. Course structure
 - b. Synchronous meetings
 - c. Asynchronous communication
 - d. Course assignments
 - e. Final exams
7. Student assessment in E-Learning courses
8. Programmes' quality assurance

1. Introduction to e-learning at EUC

European University Cyprus (EUC) has always met the differing educational needs of society by using the most up-to-date tools. As part of this mission, since 2013, EUC has offered fully recognized E-Learning Bachelor's (undergraduate) and Master's (postgraduate) programmes of study. The aim is to provide access to education for as many people as possible, particularly those who may not have had otherwise the chance to attend a programme of study.

Academic staff of the Departments and Schools teaching on E-Learning programmes of study have prolonged experience of instruction in tertiary education and research in their fields of study. All instructors receive ongoing professional development and training in e-learning, particularly in the use of communication technologies for teaching and learning. This combination of instructors' proficiency in their discipline, prolonged experience in e-learning, combined with the modern infrastructure of EUC, is what guarantees the quality of EUC's E-Learning programmes of study.

2. The Distance Education Unit

The Distance Education Unit (DEU) provides the administrative support for the E-Learning programmes of study of EUC. The Unit supports both students and academic staff of EUC's E-Learning programmes of study, by ensuring quality access to educational materials and technological resources. Students receive initial instruction in the use of the educational platform from the DEU, as well as ongoing advice, and if they have issues with the technology or delivery of their courses (not the academic content) then they bring these up with the DEU. The Unit also helps coordinate the production of training materials and courses, as well as coordinating with other administrative elements of the University, such as the Office of the Vice-Rector of Academic Affairs, the Department of Information Systems and Operations, the Department of Enrollment, and the Registrar's Office. Its mission is to ensure that e-learning is a vital element in all aspects of the University's academic and administrative policies and actions.

3. The EUC e-Learning Pedagogical Model

E-learning at EUC works according to a flexible pedagogical model that considers the needs of the student, the requirements of the discipline, and the technological infrastructure. It promotes best practice in instructional design and educational delivery, and provides useful guidelines against which instructors can assess their own educational practices.

This model follows the latest pedagogical guidelines and recommendations for the design and development of E-Learning programmes of study distributed by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.), including announcements of CY.Q.A.A. on 29.4.2020 and 4.5.2020 on E-Learning programmes of study, Study Guides and e-learning interactive activities. The model is regularly updated to ensure compliance with all requirements of the national framework. The EUC pedagogical model also takes

into consideration the requirements and special characteristics of the legislation of countries other than Cyprus from which EUC E-Learning programmes of study have a large number of students (e.g. Greece), as well as the fundamental functioning principles of the Open University of Cyprus, the Hellenic Open University, and other international Open Universities.

The **Blackboard Learn Ultra platform** is the environment that provides access to learning resources and content and supports the students' interaction with the material, their instructors and their classmates.

4. The main principles of e-learning

The EUC Pedagogical Model is based on the following learning principles:

- Learner-centred learning design
- Inclusive design
- Co-design
- Interactive and collaborative learning

Each of these principles are described below.

a. Learner-Centred learning design

The student holds a predominant position in the EUC pedagogical model. The entire process revolves around designing areas and resources to enable the student's learning. Information related to the E-Learning programmes of study are publicly available and objectives and expected learning outcomes of the courses as well as grading policies are available to all students and potential students. At the beginning of each semester, during the first meeting with students in courses, each instructor goes through her/his course outline and discusses with students the course content, learning process, activities and assignments. Students have the opportunity to make suggestions and customizations, bearing in mind that the fundamental content and objectives of the course cannot be altered as these were accredited by CY.Q.A.A. Meaningful learner-centred learning is also achieved by taking account of students' background, professional and prior education experiences, as well as taking advantage of opportunities for customization of the e-learning experience and learning activities based on students' own needs and interests. Finally, towards the end of each semester, students are asked to evaluate each of their courses online. Submission is anonymous and the time it takes to fill out the evaluation form is around 10-15 minutes. The survey pertains all aspects of the course and the overall learning experience of the student (hence named the Survey on 'Student Feedback on their Learning Experience' -SFLE), such as the course structure and content, the faculty performance, the facilities involved, the administrative support, etc. The information received are forwarded to faculty to review and act accordingly. The Chairperson of the Department also

reviews the aggregated information per course and makes recommendations where needed.

b. Inclusive design

The inclusive design implementation of Universal Design for Learning (UDL) principles is one of the main concerns of the programme design and development of all EUC programmes of study. The UDL principles in EUC's E-Learning programmes of study are implemented as shown in the table below:

UDL Principles	Activities and Course Design	Means, Technology and Tools
Provide options for Engagement	<ul style="list-style-type: none"> -Organisation of the course in weeks/themes/units with indicative timeframe for study -Facilitation of self-paced learning/study -Regular contact with instructor in a variety of ways -Assignments and learning activities linked to personal experiences, background, professional status, etc. (e.g. variations of practical experience, assignments linked to own experiences and work environment) -Compulsory and optional activities -Opportunity to choose some graded activities over others. -Options for individual and group activities and assignments -Options for authentic work (e.g. conducting small research projects in activities, assignments that avoid reproduction of literature but entail practical/implementation sections) -Variety in assessment methods (e.g. projects, portfolios, quizzes, open-ended questions, public dialogue discussions, discussion forum) 	<ul style="list-style-type: none"> -LMS Blackboard Learn Ultra with accessibility features -Study guides available in various forms (word document, pdf) as well as content structured on platform follows the study guides -LMS build-in communication tools (e.g. discussion forums, chat options and messaging) -Options for communication off platform (e.g. blogs, personal IM, social network closed groups, video channels)
Provide options for Representation	<ul style="list-style-type: none"> -Alternative options of introduction of new knowledge and content (e.g. readings, teleconferencing, slide notes, pre-recorded videos, links to external content) -Both English and Greek literature (for programmes offered in Greek) -Uses of Glossary (in some courses that terminology is especially important) -Use of synchronous and asynchronous content connection activities (e.g. wikis, presentations, mind-mapping) 	<ul style="list-style-type: none"> -Videos (accessible where possible) -Text on platform (online documents) -Visuals (e.g. diagrams, images, mind-maps) -Hyper-titles where possible -Recorded teleconferencing meetings available to all

Provide options for Action and Expression	<ul style="list-style-type: none"> -Synchronous and asynchronous options for interaction (student-student, student-instructor, student-content, student-platform) through various channels -Variety in assessment methods (e.g. projects, portfolios, quizzes, open-ended questions, public dialogue discussions, discussion forum) -Variety of types of questions in final exams (by regulation all need to be written exams) -Creative assignments (e.g. presentations, repositories of resources, peer review activities) -Assignments broken in consecutive sections/parts during the semester (one building on the other) 	<ul style="list-style-type: none"> -Interactive videos -Interactive (user-controlled) content (e.g. through authoring tools such as H5P) -Alternative accepted modes of communication (e.g. email, IM, discussion forum, chat, social media closed groups) -Alternative accepted modes of class participation (e.g. written, auditory, video presentations) -Access to Assistive Technology and reasonable adaptations through the Committee for the Support of Students with Disabilities and/or Special Educational Needs (E.Φ.E.E.A.)
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In addition to the above, inclusive e-learning design takes into consideration the students' workload (including assignments, examinations, learning outcomes and course literature) calculated in accordance with the ECTS of each course, and involves a variety of assessment methods that enable students to engage with and practice diverse skills and meet varying challenges. Various forms of written and oral examinations and assignments support the learner's general competencies. These include both individual and group work.

Where appropriate and possible, in order to ensure interconnections between theories and practice, syllabi comprise both theoretical and practical content; in particular, instructors are encouraged to develop assignments and examinations where students are required to use their experience gained from practice, in order to connect theory with practice. Finally, instructors provide support adjusted to students' individual abilities, learning needs and learning opportunities.

The University's annual Faculty Development Programme provides development training activities in inclusive design, as well as in differentiation and UDL in higher education.

c. Co-design

The instructors and the course coordinators, under the supervision and guidance of each program coordinator, regularly update their study guides to incorporate insights from ongoing training in learner-centred and inclusive design. Moreover, at the beginning and around the middle of the semester the program coordinator invites the instructors to a meeting to exchange opinions on students' issues and course delivery.

d. Interactive and collaborative learning

E-learning at EUC is designed in ways to promote interaction in various levels (learner-learner, learner-instructor, learner-content, learner-technology). The ultimate goal is to enhance the interaction between students and the learning that can only occur among motivated individuals working together. Interactive learning

is a hands-on/real life approach to education founded upon building student engagement through guided social interaction connected with existing knowledge and their own experience and interests, with carefully designed and structured activities to facilitate learning in groups and challenge students to develop practical skills.

Interactive learning seeks to enhance the interaction between learners and:

1. the course materials
2. the instructor
3. their peers

Interactive learning emphasizes the active engagement of the learner in enrichment activities which aim at the practical and critical application of the theoretical knowledge. When interactive learning takes place within the contexts of student-material interaction, the student should be able to receive immediately feedback during her/his interaction with the course materials, and thus interactive learning will provide self-assessment opportunities. Interactive learning is, thus, a hands-on, real-life approach to education founded upon building activities to facilitate learning individually and/or in groups, challenging students to develop and apply practical scientific-specific skills and knowledge which are meaningful, connected to their existing theoretical knowledge, personal experiences, interests and (academic and professional) goals. The focal point of interactivity is always on the skills of learners, not the capabilities of the technology that seeks to facilitate learning.

Self-assessment and interactive exercises/activities are presented on a weekly basis. Such activities uphold the interest of students, motivate consistent participation and long-term engagement. Examples of such interactive exercises are the following:

- role playing
- simulations
- real-life scenarios
- learning tools
- online discussions for debating
- the use of visualization tools to come to a specific outcome
- brainstorming activities for answering a theoretical question
- problem-solving questions in groups
- preparing group PowerPoint presentations (e.g. after watching a video or studying a specific source)
- answering quizzes and peer reviewing assignments of other students, etc.

Gamification strategies are also embedded in EUC's E-Learning programmes of study. In addition, great emphasis is placed on communities of learning and collaboration. Learning collaboratively refers to using teamwork, through communication and discussion with the instructor and other student mates, to solve problems, develop projects, create products, either independently or jointly, etc. The construction of new knowledge is combined with the professional and personal experience of students, individual and group research processes and activities, knowledge management via the Blackboard Learn Ultra tools, etc. Collaboration is intertwined, supplemented and complemented with independent and autonomous learning, a necessary and needed condition of deep learning which is combined in a flexible way with other methodological approaches.

5. EUC support for e-learning:

Through guidance and support, each student receives personalized attention according to their needs, from the first day of their enrolment in an E-Learning programme of study. EUC supplies the following supportive structures and resources for students on their e-learning courses:

a. Learning resources

This can include educational materials expressly designed to support and convey the learning content, but it might also include other types of open educational resources and tools (either text, media, multimedia, digital documents, e.g. audible content, motion pictures, spreadsheets, photos, pdfs, graphics, etc. or material created by the students themselves), etc. EUC's pedagogical model is flexible and can be adapted to the special characteristics and objectives of each course.

b. Academic guidance and support

Students are guided and supported in all their academic activities by the instructors teaching in the E-Learning programmes of study. Course instructors provide tutoring and mentoring on the content of student's courses and their evaluation and assessment. The course instructor is the person in charge for the teaching and learning process of each course. They provide students with all the necessary information and resources for the delivery of the course. They are the persons responsible for the students' evaluation, as well as for the management of the learning content.

In addition, in alignment with relevant CY.Q.A.A. guidelines and respective open university international practices, for each course a Course Coordinator is appointed. Their role is to coordinate the course in case there are more than one sections regarding issues of content, design and elaboration of the learning activities, procedures and student evaluation.

The Program Coordinator is the person in charge of the structure and the content of each program, as well as for resolving conflicts between instructors and the students or between the students and the administrative services of the University.

c. Administrative support

Students are also supported by Student Advisors and the members of the Distance Education Unit who counsel them on administrative related issues, the planning of their study, problem resolution, and decision-making issues (e.g. course selection and enrolment, the registration and payment of tuition fees, etc.).

6. The fundamental structure of EUC E-Learning Courses

a. Course structure

Each course is carried out over 13 weeks, followed by a final exam week. Throughout the 13-week teaching period, up to six synchronous teleconferences are organised. The first of these is always scheduled for the first week of the semester after the orientation/familiarisation week (during which students become familiar with the **Blackboard Learn Ultra platform** and spend time studying the Course Outline and Study Guide of their courses); and the last is always scheduled in the last two weeks of the semester (always before the final examination week). The rest of the synchronous teleconference dates are set by the instructor of each course in coordination with the students in order to best accommodate their availability and needs. Though Study Guides and the Course Outlines are structured in weeks, instructors are free to design and present their course content and activities in any way they consider useful to facilitate students' organization of their self-paced study, as well as to help students follow the Course Outline and learning objectives as communicated to them at the beginning of the course. This may maintain the weekly format, or follow a thematic organisation structure. In the case of thematic organisation, instructors should provide an indication of estimated week(s) of study, as well as matching with learning objectives and milestones of activities and course requirements during the semester.

b. Synchronous meetings

Teleconferences are set up using **Blackboard Collaborate** which is an embedded e-learning collaboration tool of the Blackboard Learn Ultra LMS platform. This virtual classroom tool enables instructors to create an engaging and pedagogically innovative environment for students fostering e-learning. During the teleconferences, the instructor, as facilitator and moderator, presents the main points of the topic under discussion, discusses with students related fundamental issues and provides guidance as to the content and materials to be studied at home by the students over the following weeks. Teleconference sessions may also include opportunities for synchronous group or individual work by students. All material is provided beforehand on the **Blackboard Learn Ultra platform**, so that students have a chance to study it, prepare questions on the content and activities of the specific weeks, and discuss these during the synchronous session that follows. The assignments and activities that are to be conducted asynchronously (approximate weekly study time is estimated at 10 hours – excluding assignment preparation time), are also discussed in these synchronous teleconferences. More importantly, through these teleconferences, interaction between the students and the instructor is achieved as students are given, among other things, the

opportunity to ask questions or share reflections with other students and their instructor. The instructor also prepares interactive activities (please see relevant section above) to be prepared for and conducted during the synchronous teleconferences.

c. Asynchronous communication

During the semester, students communicate between themselves and with the instructor through the Blackboard Learn Ultra platform in an asynchronous form. The most common methods of asynchronous communication are by message, short chats and discussion forums. Messages are personal or group, sent through the platform and delivered as an email message to recipients' email inbox. Short chat discussions in Blackboard Ultra are enabled over assignments or other tasks assigned on the platform, and provide an opportunity for students to asynchronously exchange informal comments and ideas on any course item. Discussion forums can be either for general discussions (e.g. course inquiries), or assignment focused (graded or non-graded). For the latter, as appropriate per week or theme, students are engaged in collaborative activities and interaction such as discussion of particular course material. This material might have been either independently studied, or presented and discussed in a videoconference synchronous learning meeting with the instructor.

d. Course assignments

For each course, students need to carry out individual and group assignments which are graded. The type and nature of each assignment is presented to students at the start of the semester through multiple avenues of communication on the platform, such as in the Course Outline and course Study Guides. It is also explained and discussed during the synchronous teleconferences (as described above). These graded assignments may require preparing an answer to a theoretical question (for instance, discussion of a quote from an academic article or judgment/position or discussion) which involves extended research, rational analysis, critical thinking and evaluation. Other graded assignments may include responding to a focus/problem question, which involves comprehensive understanding of focal content issues.

To increase student motivation and engagement, collaborative and interactive tools are used, such as Padlet for group participation and group projects, Flashcards, game-based learning (e.g. Kahoot & Archy Learning, Simulations, etc.), interactive videos and other interactive activities (e.g. though H5P integrated in the learning platform). This kind of assignments are used mainly for formative evaluation and aim to enrich student's knowledge and skills on the learning objectives of the topic. Specific assignment topics for each course are described in detail in the Study Guide of each course and posted on the Blackboard Learn Ultra platform, alongside evaluation rubrics for assignments including the grade weighting attached to each one. Through assignments, students conduct research on a specific topic using the online databases of the University library as well as other electronic resources, either individually and/or in groups (thus interacting with each other, with the material of the course, and with the instructor).

Apart from presenting their findings in a written form, students might elaborate on these during short oral presentations. These oral presentations are usually conducted asynchronously to be shared on the Blackboard Learn Ultra platform. There they can be viewed and commented on by fellow classmates, and evaluated by the instructor, as they form part of the overall grade ascribed to their assignments.

Even though variations across programmes of study exist, the approximate time for an individual assignment preparation is approximately 20 hours, for a group assignment preparation is approximately 15 hours and for preparing an oral presentation is approximately 5 hours.

When written assignments are submitted, these are automatically checked through Turnitin for plagiarism through performing a similarity check in available databases. Instructors may use also Turnitin as a pedagogical tool to help students improve the final draft of their assignment before the submission on the Blackboard Learn Ultra platform. Flags for instances of similarity constitute opportunities for formative feedback and opportunities for revision during the writing process.

Instructors proceed promptly (within 15 days at the latest) in providing the assignment grade as well as detailed feedback that the student needs to take into consideration in a formative mode of assessment for his/her better preparation of the final exam. Feedback can be given either on an individual basis (especially for individual assignments), on a group basis (e.g. in the case of group assignments) or a whole class basis.

Blackboard analytics are also helpful for an evidence-based approach to teaching and learning, because they provide instructors greater insight into the factors that affect their students' performance. Analytics also provide a snapshot of what students know, what they should know and what can be done to meet students' academic needs.

During the semester, students are requested to work both individually and in groups in order to conduct their self-assessment and interactive exercises/activities, which are described in detail in the Study Guide of each course on the platform, and are presented on a weekly basis. At least three to five of such interactive activities/exercises are graded by the instructor (allocated a percentage of 10-15%). This element of the course further allows the students to engage in asynchronous interactive learning at three levels presented in the respective section above (approximate time for activities/exercises preparation is estimated at 30 hours).

e. Final exams

After the 13-week learning period is completed, students take the final exam for each of their courses (allocated percentage at 50%). The final exam assesses in a comprehensive way the level at which students have acquired the theoretical knowledge covered in the course, as well as the degree to which they have developed the skills in critical analysis aimed at by the course (approximate time for exam preparation 50 hours).

For the online/e-Proctoring implementation of the final exams of E-Learning courses, the LockDown browser platform **Respondus** is used. This tool allows the students to undertake their exams in a proctored environment. Before starting the exam, the students are asked to use their University IDs to identify themselves. Exam recorded videos are stored on GDPR compliant Amazon Web Services (AWS Servers) and are automatically deleted every two (2) months. Up until students have submitted their final answers, the software 'locks' their computer, not allowing them to perform any other actions on their PCs, other than their final examination, until they have submitted their final answers. The software uses the camera and microphone of the student's PC to monitor their movements, sounds, conversations, etc. and produces reports of student activity at the time of the examination. If potential transgressions are detected by the software, the instructor is alerted accordingly (i.e. the software flags specific snapshots and then the instructor when reviewing the recording can view those points more cautiously). The instructor, who is the only one with access to the recording, can access the video to review the reasons for a high alert. If deemed necessary, the student is interviewed and explanations for the alert are requested. If the information is not sufficient, further actions are taken based on the University's regulation on academic dishonesty. The University policy on penalties related to academic dishonesty is presented on instructors' Course Outlines for each course.

A video presentation of the semester delivery of a typical E-Learning course appears here:

 [MA Ed Sciences SpecialandInclusive_DL_video.mp4](#)

7. Student assessment in E-Learning courses:

The Study Guides provided at the beginning of the semester contain specific instructions, resource guidance, rubrics for grading, assigned grade value for graded activities, and timelines. Students prepare and deliver their work, including the final exam, aiming to accumulate a grade of at least 60% to pass an undergraduate class, or 70% to pass a graduate class. The grading system of E-Learning courses according to EUC regulations appears in the table below:

BACHELOR's DEGREES (UNDERGRADUATE PROGRAMMES)				MASTER's DEGREES (POSTGRADUATE PROGRAMMES)			
Grade	Description	ECTS	Percentage	Grade	Description	ECTS	Percentage
A	Excellent	4.0	90+	A	Excellent	4.0	90+
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Fairly Good	2.5	75-79	C+	Fairly Good	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69	D+	Below Average	0	
D	Poor	1.0	60-64	D	Poor	0	
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	

P	Pass	0		P	Pass	0	
AU	Attendance	0		AU	Attendance	0	
TR	Course from transfer	0		TR	Course from transfer	0	

For every week the objectives and learning outcomes are clearly stated in all Study Guides, allowing students to self-assess progress by reflecting on their grasp of target concepts and knowledge. Based on each assignment specific criteria, an indicative grading rubric is included in the Study Guides. An example of a rubric for a group research paper in a research methodology course appears below:

Group Assignment Evaluation	Criterion	Maximum points possible	Points Earned
Names:			
Literature review and theoretical framework	<ul style="list-style-type: none"> adequate presentation of basic theoretical tools adequate presentation of local and international literature on the topic presentation of researcher's epistemological paradigm justification of necessity and importance of study 	4	
Methodology	Justified presentation and bibliographic documentation of the methodological choices concerning all parts of the methodological design: <ul style="list-style-type: none"> appropriate research problem statement and research questions data collection methods participant profile sampling and recruitment method data analysis method data collection duration ethics issues validity and reliability strategies 	8	
Analysis-interpretation	<ul style="list-style-type: none"> adequate interpretation and presentation of the findings with documentation with original excerpts from the data, and documentation from the literature 	8	
Conclusions	<ul style="list-style-type: none"> link of basic conclusions to the literature comprehensive discussion of basic conclusions 	3	
General	<ul style="list-style-type: none"> proficient use of language 	2	

	<ul style="list-style-type: none"> • appropriate use of APA • general presentation-appearance of the work 		
Total points		25	

8. Programmes' quality assurance

In order to improve the learning experience for the students, EUC has established a Standing Committee under the University's Committee of Internal Quality Assurance (C.I.Q.A.) named the "Pedagogical Planning of E-Learning Programmes of Study Standing Committee". The Committee is involved in all internal quality assurance procedures and decisions related to the University's E-Learning programmes of study. The Committee's aim is to improve the learning experience of E-Learning students through its active and qualitative support of the University's E-Learning programmes of study and is responsible for supporting Schools in:

- monitoring and evaluating the existing E-Learning programmes of study;
- the pedagogical planning of new E-Learning programmes of study;
- the design and evaluation of educational material for E-Learning programmes of study;
- the support and feedback processes to the students;
- the pedagogical use of technology, internet and digital information;
- the technical training and support of the instructors of E-Learning programmes of study;
- the interaction between academic staff and students in the E-Learning programmes of study.

The composition of the Pedagogical Planning of E-Learning Programmes of Study Standing Committee for the academic years 2020-2022 is the following:

Chair

Dr. Paraskevi Chatzipanagiotou, Assistant Professor,
Director of Distance Education Unit (Ex-Officio)

Members: School representatives

*School of Humanities, Social
and Education Sciences*

Dr. James Mackay, Assistant Professor
Dr. Maria Papazachariou, Lecturer
Ms Petra Daniel, Special Teaching Personnel

School of Sciences

Dr. Yianna Danidou, Lecturer
Dr. Constantinos Giannakou, Lecturer
Dr. Costantinos Nikiforou, Assistant Professor

*School of Business
Administration*

Prof. George Papageorgiou, Professor
Dr. Lycourgos Hadjiphanis, Assistant Professor
Dr. Onisiforos Iordanous, Assistant Professor

School of Medicine

Dr. Theodoros Lytras, Assistant Professor
Dr. Kostas Gianakopoulos, Assistant Professor

School of Law

Dr. George Chloupis, Lecturer

Ex-Officio Members:

*Chair of Digitally Enhanced
Learning (D.e.L.) Ad-Hoc
Committee*

Dr. Loucas Louca, Associate Professor

*Chair of Faculty Professional
Development Standing
Committee*

Dr. Eleni Theodorou, Associate Professor