Study Guide of the
Transnational Inter-Institutional Postgraduate Program
"Digital Governance of Educational Institutions"

of the Department of Educational Sciences and Early Childhood Education (coordinating Department) of the School of Humanities and Social Sciences of the University of Patras,

in collaboration with the Department of Education of the School of Education of the University of Nicosia and the Department of Digital Innovation of the School of Business of the University of Nicosia.

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
UNIVERSITY OF PATRAS

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History of the Department of Educational Sciences and Early Childhood Education

In 1982, the Higher Schools for Kindergarten Teachers and the Pedagogical Academies were upgraded and transformed into University Departments of Early Childhood Education and Departments of Primary Education, respectively. According to the provisions of Presidential Decree 320/1983, the University Pedagogical Departments have the mission of promoting the Sciences of Education, addressing educational needs in pedagogical matters, and providing their graduates with solid scientific training for their professional careers.
In 2005, the Department of Early Childhood Education of the University of Patras was renamed the Department of Educational Sciences and Early Childhood Education, reflecting in its title its modern scientific, research, and educational orientation.

Governing Bodies

The bodies responsible for the organization and administration of the Transnational Inter-Institutional Postgraduate Program are:

(a) the Senate of the University,

(b) the Program Committee,

(c) the Coordinating Committee of the Transnational Inter-Institutional Postgraduate Program,

(d) the Director of the Postgraduate Program, and

(e) the University's Postgraduate Studies Committee.

The Program Committee is the competent body responsible for the organization, administration, and management of the Transnational Inter-Institutional Postgraduate Program. It appoints the Coordinating Committee of the Program and takes decisions based on its recommendations. The Coordinating Committee is the body responsible for monitoring and coordinating the operation of the Transnational Inter-Institutional Postgraduate Program.

Academic Advisor Scheme

Within the Transnational Inter-Institutional Postgraduate Program, the Academic Advisor scheme operates with the aim of supporting postgraduate students during their studies and facilitating the successful completion of their program. This scheme operates according to a specific regulation posted on the Program's website and is implemented under the supervision of the Coordinating Committee of the Transnational Inter-Institutional Postgraduate Program.
Academic Advisors are Teaching and Research Staff members, members of the Laboratory Teaching Staff (EDIP), or Special Teaching Staff (EEP) of the participating Departments who teach or supervise master's theses in the Program. They are appointed and announced by the Coordinating Committee at the beginning of the students' studies.
Their main role is to provide postgraduate students with expertise and guidance that facilitates their successful attendance in the Program. Their recommendations, however, are advisory and not binding for the students. Academic Advisors are required to comply with the applicable legislation regarding the protection of students' personal data both during and after the completion of their advisory duties.

Complaints Management Mechanism

The Transnational Inter-Institutional Postgraduate Program implements a Regulation for the Operation of a Complaints and Appeals Management Mechanism for Postgraduate Students, aiming to ensure the smooth operation and continuous quality improvement of the Program, guided by the principles of integrity, transparency, and the well-being of postgraduate students.
The Regulation describes the procedures for managing students' complaints concerning the quality of the educational or administrative services provided by the Program. The Regulation is available on the Program's website and is implemented under the supervision of the Coordinating Committee of the Transnational Inter-Institutional Postgraduate Program.

Educational Structure of the Postgraduate Program

Duration and Structure of Studies – Academic Calendar

The duration of study in the Transnational Inter-Institutional Postgraduate Program is s set at three (3) academic semesters, with a maximum duration of six (6) academic semesters, which includes the time required for the preparation and evaluation of the Master's Thesis. For part-time postgraduate

students, the duration of study is set at a minimum of six (6) academic semesters and a maximum of eight (8) academic semesters.
A postgraduate student may submit a justified request for suspension of studies (e.g., military service, illness, stay abroad, or other reasons deemed acceptable by the Program Committee), provided that the relevant supporting documents are submitted. The decision is taken by the Program Committee following a recommendation from the Coordinating Committee.
Semesters of suspension are not counted toward the maximum duration of studies and cannot exceed two (2) consecutive semesters. Suspension of studies may be granted only once. During the suspension period, students temporarily lose their student status.
If the maximum study duration is exceeded, the postgraduate student is removed from the Program following a recommendation from the Coordinating Committee and a decision of the Program Committee.
Teaching activities, examinations of the first and second semesters, and the September resit examinations are scheduled according to the Academic Calendar approved by the Senate.

Learning Outcomes

The Transnational Inter-Institutional Postgraduate Program "Digital Governance of Educational Institutions" aims to prepare teachers and educational administrators for the effective management of school units and educational organizations in a digital environment.
Digital governance, as an integral component of the educational process, promotes transparency, accountability, and efficiency. At the same time, it contributes to improving internal processes, strengthening collaboration, and promoting the evaluation of educational practices based on measurable and objective criteria.
The innovation of the Program lies in the integration of modern technologies and management practices that cultivate leadership skills and strategic thinking. Participants will become familiar with digital tools and platforms that facilitate decision-making and communication within educational institutions.
The Program responds to the challenges faced by the Greek educational system by providing innovative solutions and strengthening the competitiveness of the Greek and Cypriot economies.
Through a balanced distribution of courses across the three semesters, students deepen their knowledge in specialized topics and have the opportunity to apply their knowledge in simulated real-life conditions through the course Internship – Design and Implementation of Digital Governance Interventions in a Virtual Environment, as well as through the optional master's thesis.
Graduates of the Program will possess the necessary qualifications to assume positions of responsibility in the administration of educational institutions in both the public and private sectors, contributing actively to the improvement of the educational process for the benefit of the student population.

More specifically, the Teaching and Research Staff aims to develop a set of competencies enabling students to:

- acquire theoretical and practical knowledge of digital governance in educational institutions at all levels and forms of education and training,
- develop skills in managing information systems and data,
- enhance their ability in technology project management and quality assurance within educational administration,
- analyze legal and ethical issues related to digital governance,
- promote innovation and the effective use of digital technologies in education,
- deepen their knowledge of human resource management in educational institutions,
- develop research methodology skills and understand the pedagogical and social dimensions of educational governance.

Upon successful completion of the Program, students are awarded a Joint Master's Degree (MSc) titled "Digital Governance of Educational Institutions." The degree is awarded by the Department of Educational Sciences and Early Childhood Education of the School of Humanities and Social Sciences of the University of Patras.
More information about the academic field of the Program is available at: https://dgei.upatras.gr/

Teaching Staff of the Postgraduate Program

Teaching in the Transnational Inter-Institutional Postgraduate Program is assigned, following a decision of the competent governing body of the Program and upon recommendation of the Coordinating Committee or the Director of the Program, to the categories of teaching staff defined in Article 83 of Law 4957/2022.
Among the responsibilities of the instructors are the description of course content and lectures, the provision of relevant bibliography, the definition of assessment methods, and communication with postgraduate students.
The Program may also implement the Academic Advisor system, following a decision of the Program Committee. The purpose of this institution is to provide individualized academic guidance to postgraduate students throughout their studies, facilitating their successful completion of the Program while enabling them to make use of their particular skills and interests within the educational and research process.
Each member of the teaching staff may be assigned as an Academic Advisor for up to thirty (30) postgraduate students per academic year.
The roster of teaching staff may be expanded, where deemed necessary, through the inclusion of additional members, in accordance with the operational needs of the Program and the applicable institutional and legal provisions.


ΠΑΝΕΠΙΣΤΗΜΙΟ
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Courses – Study Program

The courses of the Transnational Inter-Institutional Postgraduate Program begin in the winter semester of each academic year and follow the academic calendar of the University of Patras. If it is not possible for the program to start in the winter semester, it may be transferred to the spring semester by decision of the Program Committee.

To obtain the Master's Degree, a total of ninety (90) ECTS credits is required. During their studies, postgraduate students are required to:
a) attend and successfully complete postgraduate courses,
b) participate in seminars, and
c) prepare a master's thesis.

For the award of the Master's Degree, successful completion of nine (9) courses or seven (7) courses and a master's thesis is required. The courses correspond to thirty (30) ECTS credits per semester and a total of ninety (90) ECTS credits without the option of a master's thesis or seventy (70) ECTS credits with the option of a master's thesis. The master's thesis corresponds to twenty (20) ECTS credits.

More specifically, the program includes two (2) compulsory courses in the first (A') semester, two (2) compulsory courses in the second (B') semester, and one (1) compulsory course in the third (C') semester, as well as nine (9) elective courses from which students select either four (4) courses or two (2) courses and the master's thesis. Course instruction is delivered through distance learning using the University of Patras' electronic learning platforms, which include synchronous teaching (virtual classroom via Zoom) and asynchronous educational activities (using the e-class or Moodle platforms). The program utilizes innovative teaching methods and fully integrates modern educational technologies (synchronous and asynchronous learning and distance education methodologies), in accordance with the relevant legislation. The language of instruction and of the master's thesis is Greek; however, students are given the option to write their master's thesis in English. The detailed course program per semester is structured as follows:

1st SEMESTER			
CODE	**COURSE TITLE**	**COURSE TYPE**	**CREDITS (ECTS)**
DGEI_100	Digital Governance and Emerging Technologies	COMPULSORY	10
DGEI_101	Learning Technologies and Education	COMPULSORY	10
DGEI_105	Education 4.0 and Digital Technology Project Management	ELECTIVE	10
DGEI_106	Legal and Ethical Issues in Digital Governance	ELECTIVE	10
TOTAL SEMESTER CREDITS			**30**

2nd SEMESTER			
CODE	**COURSE TITLE**	**COURSE TYPE**	**CREDITS (ECTS)**
DGEI_102	Strategies of Digital Communication Governance and Quality Assurance	COMPULSORY	10
DGEI_103	Research Methodology with Digital Tools	COMPULSORY	10
DGEI_107	Special Issues in Digital Governance of Educational Institutions	ELECTIVE	10
DGEI_108	Digital Data Management and Information Security	ELECTIVE	10
TOTAL SEMESTER CREDITS			**30**
3rd SEMESTER *(Option A)*			
CODE	**COURSE TITLE**	**COURSE TYPE**	**CREDITS (ECTS)**
DGEI_104	Traineeship – Design and Implementation of Digital Governance Interventions in a Virtual Environment	COMPULSORY	10
DGEI_109	Digital Innovation in Education	ELECTIVE	10
DGEI_110	Digital Transformation and Educational Leadership	ELECTIVE	10
DGEI_111	Pedagogical Development, Digital Society and Human Rights	ELECTIVE	10
DGEI_112	Distance Education and Adult Training	ELECTIVE	10
DGEI_113	Digital Governance and Intercultural Communication	ELECTIVE	10
TOTAL SEMESTER CREDITS			**30**
3rd SEMESTER *(Option B)*			
CODE	**COURSE TITLE**	**COURSE TYPE**	**CREDITS (ECTS)**
DGEI_104	Traineeship – Design and Implementation of Digital Governance Interventions in a Virtual Environment	COMPULSORY	10
DGEI_114	Master's Thesis	ELECTIVE	20
TOTAL SEMESTER CREDITS			**30**
TOTAL PROGRAM CREDITS			**90**

At the beginning of each semester and before the start of the courses of the Transnational Inter-Institutional Postgraduate Program, the academic calendar is announced to the postgraduate students. The calendar specifies the starting and ending dates of the semesters as well as the examination periods.

Course Descriptions

SEMESTER 1

DGEI_100. Digital Governance and Emerging Technologies

The aim of the course is the in-depth analysis of the fundamental principles of digital governance and the familiarization of students with emerging technologies that transform educational administration and the learning experience. Through theoretical approaches and practical applications, students will acquire the necessary knowledge and skills to understand, evaluate, and integrate these technologies into the governance of educational organizations, enhancing decision-making, transparency, efficiency, and the overall educational experience. The course focuses on data management, interoperability, privacy protection, and the evaluation of emerging technologies (AI, blockchain, IoT, XR) for transparent, secure, and sustainable public services.

Upon successful completion of the course, the postgraduate student will be able to:

- Understand digital transformation in education and its impact on administrative and teaching practices.
- Recognize and evaluate emerging technologies such as blockchain, the metaverse, artificial intelligence, IoT, and XR, and understand their basic operating principles.
- Analyze practical blockchain applications in educational administration and evaluation, such as certificate management and the use of smart contracts.
- Apply artificial intelligence tools for process automation, data analysis, and personalized learning.
- Evaluate IoT solutions for smart school infrastructures and understand the principles of data governance.
- Identify cybersecurity threats and apply basic practices for data protection and system security.
- Calculate and evaluate the energy footprint of technological choices in education, with emphasis on sustainability.
- Explore future trends and innovations in educational technology and develop critical thinking regarding their implications.
- Present final solutions and policy proposals by combining technological and administrative approaches.

The course content is structured as follows:

1. Course presentation, learning agreement, and basic concepts of educational research.
2. The role of digital transformation in education.
3. Advanced Technologies in Education
   i. Decentralized systems and their impact on traditional education models.
   ii. Basic principles and functions of blockchain.
   iii. Digital worlds (metaverse), supporting technologies (e.g., AR/VR/XR, IoT, blockchain), and their applications in education.
   iv. Artificial intelligence and its applications in education.
4. Blockchain Use Cases in Education
   i. Certificate and record management.
   ii. Digital student identities.
   iii. Use of smart contracts.
   iv. Security and fraud prevention.
   v. NFT-gated applications.
   vi. Soul Bound Tokens in education.
5. Artificial Intelligence in Education – A
   i. Applications of AI for data analysis and decision-making.
   ii. Process automation and efficiency improvement through AI.
   iii. Chatbots.
   iv. Training of learning models.
6. Artificial Intelligence in Education – B
   i. AI for personalized learning.
   ii. AI and new student assessment practices.
   iii. Ethical and legal aspects of AI use in education.
7. Metaverse and XR in Education
   i. Virtual campuses.
   ii. Digital twins.
   iii. Standards (OpenXR).
   iv. Creation of virtual classrooms.
8. Internet of Things in Smart School Infrastructures
   i. CO_2 sensors, smart lighting, edge computing.
   ii. IoT sensors for classroom monitoring.
   iii. Governance of IoT data.
9. Cybersecurity
   i. Importance for educational institutions and digital learning platforms.
   ii. Threats in the educational environment.
   iii. Protection of student data and privacy.
   iv. Security of emerging technologies in education.
10. Sustainability and Energy Footprint
    i. Green IT KPIs.
    ii. Blockchain energy metrics.
    iii. IoT power budgets.
    iv. CO_2 calculation for cloud vs. on-premises infrastructure choices.

11. Future Trends and Innovations
    i. Exploring the future of education through advances in artificial intelligence, virtual reality, and augmented reality.
12. Final Project Presentations
    i. Demonstration of solutions and policy brief.
13. Evaluation and reflection.

DGEI_101. Technologies of Learning and Education

The aim of the course is the systematic introduction to the interdisciplinary field of Learning Technologies and the in-depth exploration of the theoretical, methodological, and applied issues related to the pedagogical use of Digital Technologies in teaching and learning processes.

Postgraduate students are expected to:

- Describe and interpret the main models, theoretical frameworks, and approaches for integrating digital technologies into the educational process.
- Develop awareness of the interdisciplinary field related to the integration of digital environments into teaching and learning.
- Recognize and document the interdisciplinary nature of the field of Learning Technologies, connecting pedagogical, technological, and sociological perspectives.
- Define and classify the main concepts, categories, and functions of digital learning environments.
- Critically analyze the technological and pedagogical affordances of the main categories of digital learning environments in relation to learning theories and instructional approaches.
- Examine theoretical and methodological issues arising from the use of digital environments across the entire spectrum of educational practice.
- Investigate and analyze the instructional and learning dimensions of computer-supported learning processes using research data and evidence-based practices.
- Evaluate and justify decisions related to the design, development, documentation, and evaluation of digital environments for human learning.
- Evaluate and reflect on the implementation of instructional interventions using digital learning environments, adopting a critical, research-informed, and ethically sensitive approach.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the basic concepts of Educational Technology and e-learning.
2. Models for the integration of digital technologies in education.

3. Technological Pedagogical Content Knowledge (TPACK).
4. Learning theories and digital technologies.
5. Instructional design with digital technologies.
6. Digital technologies as cognitive tools and the affordances of digital tools.
7. Technology-enhanced learning and digital learning environments.
8. Conventional e-learning environments (drill and practice software, tutorial systems, multimedia systems, xMOOCs).
9. Exploratory e-learning environments (concept mapping, hypermedia, visualization, simulation, and modeling).
10. Collaborative e-learning environments using digital technologies, learning management systems, cMOOCs.
11. Programming, educational robotics, automation technologies in education, and the Internet of Things.
12. Emerging technologies and education (virtual, augmented, and mixed reality environments, artificial intelligence).
13. Evaluation and reflection.

DGEI_105. Education 4.0 and Digital Technology Project Management

The aim of the course is to introduce students to the fundamental principles of Education 4.0 and the effective management of digital technology projects within the educational context. The course focuses both on the theoretical approach to new learning models and on the practical application of project management tools and techniques.
Upon successful completion of the course, the postgraduate student will be able to:

- Describe the main principles and pillars of Education 4.0.
- Connect new technological developments (AI, IoT, AR/VR) with contemporary educational practices.
- Apply basic project management methods within educational institutions.
- Design and organize digital projects based on modern standards (e.g., Agile, Scrum).
  Use digital collaboration tools and project management software
- Analyze and evaluate the impact of digital transformation in education.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the basic principles of Education 4.0, and their connection with the broader framework of digital governance in education.
2. Foundations of Education 4.0: Historical development from Education 1.0 to 4.0. Key pillars: personalized learning, collaboration, and innovation.

3. Digital Technologies in Education 4.0: Automation and Artificial Intelligence (AI), Augmented and Virtual Reality (AR/VR), and the use of the Internet of Things (IoT) in education.
4. Best Practices and International Approaches: Infrastructure and policies for digital transformation in education. Study of international educational systems adopting Education 4.0.
5. Introduction to Digital Technology Project Management: Definition and purpose of project management. Project life cycle in digital technology.
6. Project Management Methodologies: Traditional and modern project management methodologies. Comparison and selection of methodologies for educational projects.
7. Project Management Tools and Platforms: Presentation of widely used tools and platforms for project management.
8. Educational Projects: Design and Implementation Phases: Needs analysis and goal setting. Design of specifications for digital projects.
9. Collaborative Environments and Project Teams: Roles and team dynamics. Digital collaboration tools (Google Workspace, Microsoft Teams).
10. Risk Assessment and Quality Assurance: Techniques for identifying and managing risks. Quality assurance in digital educational projects.
11. Ethics, Security and Regulatory Framework: Ethical issues in Education 4.0. GDPR and data security in educational projects.
12. Presentation of Successful Case Studies: Analysis of applied examples in Greece and internationally.
13. Evaluation and reflection.

DGEI_106. Legal and Ethical Issues in Digital Governance

The course examines the legal frameworks and ethical dilemmas arising from the use of digital technologies in public and educational administration. It focuses on compliance with European and Greek legislation, the analysis of risks for individuals and society, and the development of responsible governance strategies for data, artificial intelligence, and digital services.

Upon successful completion of the course, students will be able to:

- Describe the main legal frameworks regulating digital governance (GDPR, eIDAS 2.0, AI Act, Digital Services Act, NIS 2, PSI Directive, etc.).
- Conduct a Data Protection Impact Assessment (DPIA) and document technical and organizational compliance measures.
- Identify intellectual property issues in digital educational content and apply Creative Commons licenses.
- Evaluate the ethical implications of algorithmic systems, such as bias, transparency, and accountability.
- Analyze the legal limitations and opportunities of technologies such as blockchain, IoT, metaverse, and cloud services in public administration.

- Develop well-documented policy proposals that balance innovation, citizens' rights, and social benefit.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the basic concepts of educational research.
2. Legal and ethical dimensions of digital governance
   i. Principles of legality, accountability, and reliability.
3. Data protection and privacy
   i. GDPR.
   ii. Principles of data processing and data subject rights.
4. Information security and the Directive on Security of Network and Information Systems (NIS 2)
   i. Secure infrastructures.
   ii. Incident notification and sanctions.
5. Open public data and the Public Sector Information (PSI) Directive
   i. Licensing.
   ii. Interoperability.
   iii. Value of reuse.
6. Digital identities and trust services (eIDAS 2.0)
   i. EU Digital Wallet and Qualified Trust Services.
7. Intellectual property and education
   i. Copyright.
   ii. Creative Commons.
8. Regulation of artificial intelligence
   i. AI Act.
   ii. Risk-based approach.
   iii. Ethical guidelines by OECD and UNESCO.
9. Blockchain, smart contracts, and legal validity
   i. Privacy issues.
   ii. Cryptocurrencies.
   iii. Tax-related aspects.
10. Internet of Things and environmental regulations
    i. Processing of sensor data and traceability.
11. Regulation of digital platforms and online content
    i. Digital Services Act.
    ii. Content moderation.
    iii. ePrivacy.
12. Accessibility and digital inclusion
    i. Web Content Accessibility Guidelines (WCAG 2.2).
    ii. European standard "Accessibility requirements for ICT products and services (EN 301 549)".
    iii. Digital divide.
13. Evaluation and reflection.

SEMESTER 2

DGEI_102. Strategies of Digital Communication, Governance and Quality Assurance

The course aims to develop theoretical and practical knowledge for the design, implementation, and evaluation of digital communication and governance strategies in educational organizations and public administration, with emphasis on quality assurance, transparency, accessibility, and accountability.
Upon successful completion of the course, the student will be able to:

- Explain the main theories and practices of digital communication and governance.
- Connect communication strategies with quality assurance systems and organizational excellence frameworks.
- Analyze data and performance indicators to improve the quality of communication practices.
- Design and implement strategic digital communication plans based on the needs of an organization.
- Select and evaluate digital communication tools and media according to criteria of security, transparency, and accessibility.
- Manage digital communication projects using flexible and collaborative methodologies.
- Integrate legal and ethical dimensions (GDPR, open governance, accountability) into communication practices.
- Promote participatory communication and the creation of communities of practice within organizational governance contexts.
- Evaluate the impact of communication strategies on reputation, trust, and service quality.
- Professionally document policy or strategic recommendations for improving digital communication and quality.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the basic concepts of the course.
2. Theoretical models and frameworks of digital communication.
3. Digital governance: principles, policies, and international frameworks.
4. Legal and ethical dimensions of digital governance.
5. Quality assurance in digital communication and governance.
6. Strategic planning of digital communication.
7. Digital communication tools and platforms.
8. Data, indicators, and analytical tools (data analytics).
9. Leadership and organizational culture in digital governance.
10. Agile methodologies for communication strategies.
11. Culture of transparency, accountability, and participation.
12. Innovation and continuous improvement in digital communication.
13. Evaluation and reflection – presentation of strategic plans and course evaluation.

DGEI_103. Research Methodology with Digital Tools

The aim of the course is to familiarize postgraduate students with the methods used to analyze research data collected during the investigation of social phenomena, following quantitative, qualitative, or mixed research paradigms. Upon successful completion of the course, the postgraduate student will be able to:

- Select the appropriate strategy, research design, and method for conducting educational research.
- Choose the appropriate sampling method for constructing a research sample.
  Formulate appropriate research hypotheses and/or research questions according to the research problem.
- Understand and apply the basic procedures of hypothesis testing in inferential statistics.
- Perform basic inferential statistical procedures for data analysis in a digital data analysis environment.
- Conduct basic multivariate data analysis procedures in a digital data analysis environment
- Perform basic qualitative data analysis procedures using digital analysis tools.
- Present research findings by linking them to the research problem.
- Critically approach contemporary issues in educational research.

The course content is structured as follows:

1. Course presentation, learning agreement, and quantitative, qualitative, and mixed research strategies in educational research.
2. Basic research designs in qualitative research strategies.
3. Experimental and non-experimental research designs in quantitative research strategies.
4. Use of digital tools for literature search and review.
5. Research problem and formulation of research objectives, questions, and/or hypotheses.
6. Data collection methods in educational research.
7. Ethical issues in educational research.
8. Reliability and validity in educational research.
9. Analysis of quantitative data (descriptive statistics) using a digital data analysis environment.
10. Analysis of quantitative data (inferential statistics) using a digital data analysis environment: design of two independent or dependent samples.
11. Analysis of quantitative data (inferential statistics) using a digital data analysis environment: design of three or more independent or dependent samples.

12. Analysis of quantitative data (inferential statistics) using a digital data analysis environment: relationships between two qualitative variables and two quantitative variables.
13. Evaluation and reflection.

DGEI_107. Special Issues in Digital Governance of Educational Institutions

The course aims to provide an in-depth understanding and critical analysis of the principles, tools, and technologies that shape specialized and emerging issues in Digital Governance in Education. It focuses on intelligent information systems, artificial intelligence, data management, and innovation policies, promoting the connection between theory and practice through case studies, simulations, and the analysis of real data.
Students develop knowledge, skills, and competences at Level 7 (according to the European Qualifications Framework), enabling them to lead the digital transformation of educational organizations.
Upon successful completion of the course, the postgraduate student will be able to:

- Interpret and relate theoretical models of digital governance to their practical applications in education.
- Analyze policies, strategies, and frameworks for digital transformation in education at both international and national levels.
- Design and evaluate intelligent information systems for administration, decision-making, and the support of educational processes.
- Utilize data and artificial intelligence (Machine Learning, RAG, Big Data) for evidence-based administrative and educational management.
- Evaluate the ethical, social, and legal implications of using AI technologies, data, and automation in public education.
- Develop leadership skills for managing change, creating collaborative structures, and fostering a culture of digital trust.
- Apply principles of equality, inclusion, transparency, and sustainability in the development of digital governance policies and practices.
- Formulate strategic interventions and policies to promote innovation, security, and interoperability in educational information systems.

The course content is structured as follows:

1. Course presentation and introduction to the basic concepts of administration and digital governance in education.
2. Policies and institutional framework of digital governance.
3. Human resource policies for digital education.
4. Leadership and digital transformation in education.
5. Innovation, digital strategies, and change management.
6. Cybersecurity and resilience of educational institutions.
7. Artificial intelligence, automation, and intelligent information systems in administration.
8. Intelligent decision support systems and RAG applications in education.
9. Digital participation, data governance, and transparency.

10. Innovative practices and international case studies.
11. Equality, access, and digital inclusion.
12. Sustainable development and digital governance.
13. Evaluation and reflection.

DGEI_108. Digital Data Management and Information Security

Upon successful completion of the course, students will be able to:

- Describe the basic principles of digital data management and the fundamental concepts of information security.
- Identify and classify data according to sensitivity levels and protection policies.
- Apply techniques for data processing, storage, and retrieval using secure practices.
- Analyze security risks in educational and organizational environments and propose appropriate protection measures.
- Use data protection tools, encryption methods, and access control techniques.
- Document procedures for compliance with regulatory frameworks for data protection (e.g., GDPR – General Data Protection Regulation).
- Evaluate digital systems in terms of security and design basic security incident management protocols.
- Develop critical thinking skills for decision-making on issues of digital security and data protection.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to basic concepts: digital data, information systems, data life cycle, and principles of information security.
2. Types of Data, Metadata, and Storage Structures Database models, metadata, data structures, and data formats.
3. Legal and Institutional Framework for Data Protection GDPR, personal data protection legislation, and ethical principles.
4. Digital Tools for Data Search, Management, and Documentation Introduction to data management tools, search and evaluation of sources, and organizational techniques.
5. Digital Data Collection and Ethical Considerations Methods of data collection, protection of subjects, and anonymization.
6. Fundamental Principles of Information Security The CIA triad (Confidentiality, Integrity, Availability), security policies, and basic system protection practices.
7. Cryptography and Data Protection Technologies Symmetric and asymmetric encryption, certificates, SSL/TLS, and applications.
8. Access Management and Authentication Control Role-based access control, authentication, authorization, identity management, and multi-factor authentication.

9. Cyber Threats and Defense Techniques
   Malware, phishing and social engineering techniques, and threat detection tools.
10. Risk Analysis and Security Incident Management
    Risk assessment, incident response, disaster recovery, and business continuity.
11. Analysis and Evaluation of the Security of Digital Data Sets
    Vulnerability detection, basic concepts of penetration testing, and case studies.
12. Specialized Environments: Security in Educational Systems and Public Institutions
    Security in e-Class platforms and Learning Management Systems, cybersecurity in school and educational infrastructures.
13. Evaluation and reflection.

SEMESTER 3

DGEI_104. Traineeship – Design and Implementation of Digital Governance Interventions in a Virtual Environment

The aim of the course is to provide students with the opportunity to apply, within a virtual environment, the knowledge and skills acquired during the study program, while simultaneously developing reflective, organizational, and leadership competencies in the digital governance of educational institutions or related educational structures.
Upon successful completion of the course, the postgraduate student will be able to:

- Apply basic principles of digital governance in virtual working environments.
  Utilize digital tools and platforms that facilitate decision-making and communication within educational institutions.
- Respond effectively to contemporary challenges in education and to the demands of school and teaching practice.
- Lead reforms, manage crises, and design digital strategies that promote academic excellence and social inclusion.
- Reflect on and evaluate internship experiences through case studies and electronic portfolios.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the internship in a virtual environment.
2. Design and organization of the internship in a virtual environment.
3. Digital environments and tools for the design and organization of educational structures.
4. Theoretical approach and familiarization with digital tools for organizing and evaluating educational work.

5. Application of digital tools in scenarios of administration and evaluation of educational institutions.
6. Digital communication, collaboration, and crisis management in educational structures.
7. Analysis of case studies of digital governance in educational institutions.
8. Simulation of digital governance scenarios in educational institutions.
9. Design of innovative digital governance initiatives.
10. Development and organization of an e-Portfolio.
11. Critical reflection and professional development through the e-Portfolio.
12. Dissemination and exchange of good practices.
13. Evaluation and reflection.

DGEI_109. Digital Innovation in Education

The course analyzes the theories, technological trends, and organizational strategies that support digital innovation in schools, universities, and lifelong learning organizations. Its aim is to develop competencies for the design, implementation, and evaluation of digital interventions that enhance the learning experience, educational administration, and the social impact of educational institutions.

Upon successful completion of the course, students will be able to:

- Critically analyze contemporary technologies (AI, learning analytics, AR/VR, blockchain) and assess their relevance to specific pedagogical and administrative challenges.
- Design digital innovation strategies aligned with educational vision and regulatory frameworks (e.g., DigCompEdu, GDPR).
- Select and combine educational technologies to improve the quality of teaching, assessment, and student support.
- Apply change management and leadership approaches to foster a culture of innovation among staff and students.
- Use quantitative and qualitative tools to evaluate the cost, efficiency, and learning impact of digital solutions.
- Produce a documented case study or pilot project that integrates technology, pedagogy, and governance.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the basic concepts of educational research.
2. Introduction to digital innovation: definitions, innovation life cycle, and global initiatives (UNESCO, OECD).

3. Digital competence frameworks: DigCompEdu, ISTE Standards, alignment with national educational policies.
4. Technology adoption models: TAM, SAMR, TPACK, and strategic planning.
5. Emerging technologies I: Artificial Intelligence and Learning Analytics – adaptive systems, data literacy, and ethical considerations.
6. Emerging technologies II: AR/VR, gamification, micro-credentials – experience design and hands-on use of tools.
7. Blockchain and digital credential management: authentication, decentralization, and regulatory framework.
8. Open Educational Resources and MOOCs: open access policies and sustainability models.
9. Design of innovative learning activities: storyboarding, Universal Design for Learning, blended learning.
10. Management of digital innovation projects: innovation canvas, budgeting, and risk management.
11. Leadership and cultural change: digital leadership and professional development of educators.
12. Impact evaluation: KPIs, ROI, qualitative methods, and dashboard tools.
13. Evaluation and reflection.

DGEI_110. Digital Transformation and Educational Leadership

The aim of the course "Digital Transformation and Educational Leadership" is to empower students to strategically lead the digital transformation of educational organizations by integrating pedagogy, technology, and management, with emphasis on innovation, accessibility, ethical governance, and participatory, inclusive leadership.

Upon successful completion of the course, the student will be able to:
• Analyze the main theoretical models of digital transformation in education and relate them to principles of educational management.
• Explain the institutional framework of digital governance (e.g., GDPR, national policies, EU strategies) that regulates the collection, processing, and protection of educational data.
• Compare different leadership models (transformational, distributed, adaptive) in terms of their effectiveness in implementing digital innovations.
• Conduct a digital maturity assessment of an educational institution using qualitative and quantitative data.
• Design a comprehensive strategic plan for digital transformation that integrates pedagogical, organizational, and technological dimensions.
• Select and justify appropriate digital tools and platforms based on criteria of accessibility, security, cost, and pedagogical value.
• Apply agile project management methodologies (Agile, Design Thinking) to guide teams in digital transition initiatives.

• Design and organize professional development programs that support digital skills and innovative teaching practices.
• Evaluate the impact of digital interventions using appropriate performance indicators and propose improvement actions.
• Foster a culture of continuous improvement, open communication, and collaboration across the entire school community.
• Promote equal access and inclusion when selecting and implementing digital solutions, considering the diverse needs of students and educators.
• Demonstrate responsibility and ethical awareness in managing personal data and using digital services.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the main concepts of the course
2. Learning theories and digital pedagogy
3. Models of educational leadership in the digital era
4. Strategic planning and priority management
5. School culture and change leadership
6. Professional development and empowerment of educators
7. Curriculum design with digital approaches
8. Inclusion, equity, and ethical dimensions
9. Policies and governance in education
10. Collaboration with the community and stakeholders
11. Data-informed decision making and school improvement
12. Professional development and staff support
13. Evaluation and reflection

DGEI_111. Pedagogical Development, Digital Society and Human Rights

The aim of the course is to explore how pedagogical theory and practice intersect with the digital society and the framework of human rights. Its objective is to equip postgraduate students with critical, evidence-based, and ethically sensitive approaches to the design, implementation, and evaluation of educational programs in environments influenced by digital technologies, data governance, and artificial intelligence, as well as by contemporary human rights challenges such as equality, access, and privacy.

Upon successful completion of the course, the postgraduate student will be able to:
• Analyze the interaction between pedagogical theory, digital technologies, and human rights.
• Critically evaluate the impact of digitalization on the principles of equality, access, and democracy in education.
• Interpret international and European legal and policy frameworks that

safeguard the right to education in the digital era.
• Design pedagogical approaches and digital practices that promote inclusion and participation of all learners.
• Apply critical pedagogical and ethical frameworks in the use of digital tools, data, and artificial intelligence.
• Promote and cultivate human rights and democratic values through education.
• Reflect on their personal and professional development within the postgraduate program, connecting theoretical concepts, pedagogical practices, and values related to democracy, digital society, and human rights.

The course content is structured as follows:

1. Introduction to the thematic unit
2. Basic pedagogical theories and practices (I)
3. Basic pedagogical theories and practices (II)
4. Critical pedagogy and social justice in education
5. The international human rights framework: policies, conventions, and implementation
6. The right to education in the international legal framework
7. Digital rights and ethics in the age of data
8. Digital citizenship, social movements, and democracy
9. Inclusive education and diversity in the 21st century
10. Differentiated instruction
11. Differentiated instruction and digital tools
12. The role of the teacher: professional development, autonomy, and ethics
13. Evaluation and reflection.

DGEI_112. Distance Education and Adult Learning

The aim of the course is to introduce students to the fundamental concepts and principles of distance education and adult learning and to familiarize them with the main digital environments for online learning and their educational uses. Postgraduate students will be able to:

• Describe the reasons for the development of distance education and its differences from conventional education.
• Analyze the basic conditions for effective learning among adult learners.
• Identify the ways in which distance education is structured and implemented.
• Analyze the conditions for the operation and educational use of online learning tools (such as Moodle, LAMS).
• Investigate the educational needs of potential target groups.
• Design e-learning and/or blended learning programs based on the needs of the learner group.

• Develop and/or adapt educational materials for blended and online learning programs.
• Apply the principles and techniques of educational evaluation in blended and online learning environments.
• Integrate activities that promote critical reflective processes into their instructional design.

Postgraduate students study the pedagogical, technological, and instructional conditions of online learning and adult education in an integrated way in order to incorporate them creatively and comprehensively into the design and evaluation of distance training programs. The main units of the course are the following:

1. Course presentation, learning agreement, and basic concepts of distance education and adult training
2. Distance and online education: definitions, historical development, and trends
3. Adult education: basic principles and learning theories
4. Transformative learning theory and critical reflection processes
5. Characteristics and conditions of adult learners' professional development
6. Online learning: technological and pedagogical components, tools for online education
7. Principles for designing online training programs
8. Investigation of educational needs of specific target populations
9. Structuring the content of training programs and negotiation of learning needs
10. Design and implementation of MOOC programs
11. Flipped classroom: applications in training processes
12. Evaluation of online training programs
13. Evaluation and reflection.

DGEI_113. Digital Governance and Intercultural Communication

The aim of the course *"Digital Governance and Intercultural Communication"* is to equip students with the skills required to develop culturally sensitive communication strategies in digital environments, promoting multilingualism, participation, and equity, while strengthening their ability to lead change with an emphasis on collaboration and the ethical use of technologies.

Upon completion of the course, students will be able to:
• Define and differentiate the concepts of digital governance, accountability, and intercultural communication in education.
• Analyze the roles, structures, and processes of information and data governance within an educational institution.
• Identify legal and ethical requirements related to student and staff data and

propose appropriate compliance and security measures.
• Design digital communication strategies with a multilingual and participatory orientation.
• Apply principles of intercultural competence in interactions through LMS platforms, learning communities, and social networks.
• Develop basic policies and action plans for accessibility, information protection, and incident management.
• Select quality indicators and evaluation tools for services and communication in a digital organization.
• Develop a Digital Governance and Intercultural Communication Plan tailored to a specific educational institution.

The course content is structured as follows:

1. Course presentation, learning agreement, and introduction to the main concepts of the course
2. Cultural dimensions and discourse of power
3. Language, multilingualism, and plain language in digital communication channels
4. Digital interaction, etiquette, and dialogue rules
5. Inclusive design and accessibility
6. Trust, privacy, and communication regarding data
7. Experience mapping and co-design with communities
8. Participatory digital processes and dialogue
9. Intercultural mediation, conflicts, and crises
10. Change leadership and professional learning
11. Measuring quality and equity in communication
12. Integration of strategies and micro-policies
13. Presentations, feedback, evaluation, and reflection

DGEI_114. Master's Thesis

The aim of the course is the specialization of knowledge and the development of intellectual and technical skills in a topic focused on the Digital Governance of Educational Institutions. The master's thesis completes the postgraduate student's academic development as a scholar and a qualified professional. More specifically, postgraduate students are expected to:

a) summarize the existing scientific knowledge through a critical review of the literature on the topic under study
b) identify a problem to be addressed
c) apply the appropriate methodology to solve the identified problem.

Upon completion of the course, postgraduate students will be able to:
• Search for and identify appropriate literature sources for study.
• Synthesize and describe existing evidence-based knowledge.

• Identify research gaps within the field of study.
• Formulate research objectives, questions, and/or hypotheses.
• Select and apply appropriate research methodologies to address the research problem.
• Design and/or develop tools for investigating the research problem.
• Record, process, and present research data.
• Draw well-founded conclusions.
• Identify the limitations of their research.
• Propose directions for future research in the field.
• Communicate the results of their work clearly and effectively.

The preparation of the master's thesis takes place during the third semester of the postgraduate program.

The master's thesis may be:

1. Theoretical and/or developmental: focusing on the development or extension of a theoretical model and/or an innovative system or material.
2. Research / empirical: focusing on the conduct of an empirical study.

Structure of the thesis

3. Abstract
4. Introduction (from the general context to the specific research topic)
5. Literature review, methodology, and results
6. Discussion of results, proposals, limitations, and conclusions
7. References
8. Appendices.

More specifically, the 13 weeks of meetings are structured as follows:

1. Presentation of the framework for the preparation of the master's thesis and the learning agreement. Content and organization of a scientific paper.
2. Search, organization, and synthesis of the literature review.
3. Identification of the research gap and formulation of the research problem, objectives, research questions, and/or hypotheses.
4. Methodological choices and design of the research protocol.
5. Development and validation of research instruments and data collection and cleaning.
6. Qualitative data analysis using digital tools.
7. Quantitative data analysis using digital tools.
8. Multivariate data analysis.
9. Writing the research framework.
10. Writing and presentation of research results.
11. Writing conclusions, limitations, and proposals for future research.

12. Common mistakes in writing a scientific paper.
13. Presentation with digital tools and defense of the master's thesis.

Upon the proposal of the Programme Studies Committee and the approval of the Senate, modifications to the course schedule and redistribution of courses among the semesters may be made.

Course Attendance – Absences

The educational activities of each academic year are structured into two (2) semesters, the winter and the spring semester, each of which includes at least thirteen (13) weeks of teaching. Courses of the winter semester are examined during the winter examination period, while courses of the spring semester are examined during the spring examination period. During the resit examination period in September, courses from both the winter and the spring semester may be examined.

Course attendance is mandatory. In the event that a class cannot be held, a make-up session is scheduled. The date and time of the make-up class are announced on the website of the Transnational Inter-Institutional Postgraduate Program.

Course registration is mandatory for each semester. Failure to comply with the registration deadline results in the loss of the right to attend the current semester. In such a case, continuation of studies requires a decision by the Programme Studies Committee following a recommendation from the Coordinating Committee.

The maximum number of absences per course is set at 20% of the total number of lectures. Absences exceeding this limit result in failure in the specific course. In this case, the student must repeat the course.

Grading – Examinations – Appointment of Supervisor and Thesis Examination Committee

The assessment of postgraduate students and their performance in the courses they are required to attend within the framework of the programme takes place at the end of each semester through written or oral examinations or through assignments completed throughout the semester. The evaluation method is determined by the instructor of each course.

Performance in each course is assessed by the instructor(s) and graded according to the grading scale applied to undergraduate students. Specifically, grades range from zero (0) to ten (10), with increments of whole or half units. Passing grades are five (5) and above.

Course grades are submitted to the Secretariat of the Transnational Inter-Institutional Postgraduate Program within twenty (20) days after the end of the examination period.

The results of course assessments are communicated to postgraduate students by the course coordinator within fifteen (15) days after the examination date

or, in the case of assessment based on assignments, within twenty (20) days after the submission of the assignments.

Students are not allowed to repeat an examination in order to improve the grade of a course they have already passed.

In order to obtain the Master's Degree, each postgraduate student must successfully attend and pass all courses offered in the first and second semesters of the Transnational Inter-Institutional Postgraduate Program and complete a master's thesis, or successfully pass all courses offered in the third semester, thereby accumulating ninety (90) ECTS credits.

A postgraduate student may be dismissed from the program by decision of the competent body if they fail the same course twice or fail two different courses, excluding the September resit examination period.

For each postgraduate student, the Coordinating Committee appoints a faculty member as a supervising professor (Supervisor). The Coordinating Committee and the Supervisor are responsible for monitoring and overseeing the student's academic progress.

Approval of the master's thesis may also be granted with the agreement of two members of the Thesis Examination Committee, who are responsible for grading the thesis.

In case of failure in the thesis defense, the student may be re-examined once more, not earlier than three (3) months and not later than six (6) months after the previous examination, and without exceeding eight (8) semesters of study. In the case of a second failure, the student is removed from the Programme following a decision of the Transnational Inter-Institutional Postgraduate Program Studies Committee.

For the award of the Master's Degree, a passing grade is required in all postgraduate courses and in the master's thesis. If this requirement is not fulfilled within the prescribed period, the postgraduate student is entitled only to a certificate of successful attendance of the courses in which a passing grade was obtained and must withdraw from the program.

Master's Thesis

During the third semester of the Transnational Inter-Institutional Postgraduate Program, students may optionally undertake a Master's Thesis (MT). A postgraduate student has the right to submit a thesis topic provided that they have successfully completed the courses of the first and second semesters of the study program. Students who choose to prepare a Master's Thesis must successfully defend it.

Following an application submitted by the candidate, which includes the proposed thesis title, the proposed supervisor, and a summary of the proposed research, the Coordinating Committee appoints the thesis supervisor and establishes the three-member Examination Committee responsible for evaluating the thesis. One of the members of this committee is the supervisor.

Modification of the thesis topic or replacement of a member of the Examination Committee may occur following a proposal by the student or the supervisor to the competent body of the program and is examined on a case-by-case basis. Minor modifications—specifically clarifications or refinements of the thesis title without changing the general topic or the main research design—may be made after submission of a relevant request by the postgraduate student, signed by the supervisor, to the Program Secretariat.

Members or supervisors of the three-member Thesis Examination Committee may be appointed from all categories of teaching staff, as defined in Article 83 of Law 4957/2022. In exceptional cases, such as loss, objective inability to perform supervisory duties, or other serious reasons (e.g., illness, absence abroad), the supervisor or a member of the Examination Committee may be replaced following a decision of the Program Studies Committee.

The maximum number of theses supervised by each supervisor is set at five (5) per academic year.

For the thesis to be approved, the student must publicly defend it before the three-member Examination Committee. After the defense of the Master's Thesis, the committee evaluates and grades the thesis on a scale with a maximum grade of ten (10).

The Examination Committee may request:

1. Minor revisions, which the candidate must complete within sixty (60) days. In this case, the committee submits the final grade to the Secretariat without further examination.
2. Major revisions. In this case, a re-examination of the revised thesis is required. If the student does not successfully respond to the requested revisions, they may be dismissed from the program following a justified recommendation by the Examination Committee and a decision of the Program Studies Committee.

Approved master's theses must be uploaded to the digital repository of the University of Patras.

The preparation and writing of the Master's Thesis follow the terms and conditions for writing and publishing theses of the University of Patras, as described in Appendix 3 of the present regulation.

Writing of the Master's Thesis

Issues related to the writing of the thesis—such as language, font, guidelines for the abstract, content, structure, and presentation of the work, as well as bibliographic requirements—are described in Appendix 2 of the present regulation.

After the presentation and defense of the Master's Thesis, the Examination Committee prepares and signs the Minutes of the Public Defense of the Master's Thesis.

For the official recording of the thesis grade, the minutes of the presentation are submitted to the Program Secretariat.

Other Obligations of Postgraduate Students

Obligations of Postgraduate Students

Postgraduate students are required to renew their registration at the beginning of each teaching semester. Renewal is carried out through an application submitted at the beginning of each semester, within deadlines set by the Secretariat of the Transnational Inter-Institutional Postgraduate Program.

Postgraduate students have the following obligations:

- To attend regularly all courses of the current study programme.
- To submit the required assignments within the specified deadlines.
- To participate in the scheduled examinations.
- To submit to the Secretariat, before the evaluation of their master's thesis, a signed declaration stating that the thesis does not constitute plagiarism, either in whole or in part.
- To pay the prescribed tuition fees.
- To respect and comply with the Regulations of Postgraduate Studies, the decisions of the governing bodies of the Transnational Inter-Institutional Postgraduate Program, the collaborating Departments, and the Universities of Patras and Nicosia, as well as the principles of academic ethics.

Rights of Postgraduate Students

Postgraduate students have all the rights and benefits provided to undergraduate students, except for the provision of free textbooks. The Institution is obliged to ensure accessibility to the recommended learning materials and teaching for students with disabilities and/or special educational needs.

Postgraduate students are encouraged to participate in and attend seminars, discussions, conferences/workshops, lectures, and other scientific events related to the subject area of the program. They may also provide supporting teaching work in undergraduate programs following a decision of the competent body of the program.

Postgraduate students are required to obtain an academic identity card through the Electronic Academic Identity Service of the Ministry of Education, Religious Affairs and Sports.

The Transnational Inter-Institutional Postgraduate Program Studies Committee, following a recommendation from the Coordinating Committee, may decide to remove postgraduate students from the program if they:

- Exceed the maximum number of permitted absences.
- Fail course examinations as defined in the regulations and do not successfully complete the program.
- Exceed the maximum duration of studies in the program as defined in these regulations.
- Violate applicable regulations regarding disciplinary offences as determined by the competent disciplinary bodies.
- Fail to renew their registration or do not attend courses for two (2) consecutive semesters, thereby automatically losing their status as postgraduate students and being removed from the program records.
- Submit a voluntary request for withdrawal from the program.
- Fail to pay the required tuition fees (in such cases, the student is not entitled to receive either a certificate of completion or the Master's Degree).
- Do not comply with the decisions of the competent bodies or with the principles of academic ethics.

Tuition Fee Waivers

1. Students enrolled in a Master's Programme may study free of charge, provided that tuition fees are required, if they meet the financial or social criteria defined in Article 86 of Law 4957/2022. A prerequisite for obtaining the right to free tuition is the fulfillment of academic excellence criteria during undergraduate studies, corresponding to at least a grade of 7.5/10, provided that the undergraduate degree was graded according to the ten-point grading scale used by Greek Higher Education Institutions. If the degree was awarded by a foreign institution, the criterion is applied proportionally according to the respective grading scale.
2. The total number of students studying free of charge may not exceed 30% of the total number of enrolled students per academic year. If the calculation results in a decimal number, it is rounded to the nearest whole number. If the number of eligible applicants exceeds this percentage, they are selected according to descending ranking until the maximum number is reached.
3. Applications for tuition fee waivers are submitted after the completion of the admission process to the program and within a timeframe

determined by the program. The financial situation of candidates does not constitute a criterion for admission to the program.

4. A student may be granted free tuition if they meet the academic excellence criterion mentioned above and the following conditions apply:
   a) The average of the total taxable income of the applicant's household members for the two most recent financial years does not exceed 70% of the national median disposable equivalent income, according to the latest data published by the Hellenic Statistical Authority (ELSTAT), if the applicant is under 26 years of age and unmarried or not in a civil partnership.
   b) The average personal taxable income of the applicant for the two most recent financial years does not exceed 100% of the national median disposable equivalent income, if the applicant is over 26 years of age.
   c) The average taxable income of the applicant and their spouse or partner for the two most recent financial years does not exceed 100% of the national median disposable equivalent income, if the applicant is married or in a civil partnership.
5. Applicants under 26 years of age who belong to large families, single-parent families, are orphans of at least one parent, persons with disabilities, or members of households with persons with disabilities may apply for a 50% reduction of tuition fees, provided that the average income exceeds 70% but does not exceed 100% of the national median disposable equivalent income.
6. The examination of the eligibility criteria for tuition fee waivers is carried out by the Program Studies Committee, which issues a justified decision accepting or rejecting the application.
7. The right to exemption from tuition fees is granted exclusively for one Master's Program organized by a Higher Education Institution in Greece.
8. Students who receive a scholarship from another source are not eligible for a tuition fee waiver. In such cases, an application is submitted which serves as a declaration, and the Department may request additional supporting documents if necessary.
9. These provisions do not apply to citizens of third countries.

At the end of each semester, an evaluation of each course and each instructor is carried out by postgraduate students.

Award and Grade of the Master's Degree

Requirements for the Award of the Master's Degree

A postgraduate student completes their studies and is awarded the Master's Degree when they fulfill all the obligations provided by the Programme and

the Internal Regulations for Postgraduate Studies of the University of Patras. Specifically, the student must:

a) successfully complete the required courses with a passing grade,
b) successfully pass the public defense of the Master's Thesis,
c) fulfill all financial and other obligations.

If these requirements are not fulfilled within the maximum duration of studies, the postgraduate student is removed from the programme through a formal deletion act issued following a decision of the Programme Studies Committee and communicated to the student by the Programme Secretariat. In this case, the student is entitled only to a certificate of successful attendance for the courses in which a passing grade was obtained.

Calculation of the Master's Degree Grade

The final grade of the Master's Degree is calculated based on the grades of the postgraduate courses and the Master's Thesis, according to a decision of the Programme Studies Committee.

The Master's Degree grade is calculated as the weighted average of the grades of all courses and the Master's Thesis, where the weighting factors correspond to the ECTS credits of each course and of the thesis. The calculation is carried out with accuracy to two decimal places as follows:

Each course grade and the grade of the Master's Thesis (where applicable) is multiplied by the corresponding number of ECTS credits. The sum of these products is then divided by the total number of ECTS credits required for the Master's Degree.

The final grade certifies the successful completion of the postgraduate studies. The awarded Master's Degree includes the following classifications:

- **Excellent**: 8.50 – 10.00
- **Very Good**: 6.50 – 8.49
- **Good**: 5.00 – 6.49

The award of the Master's Degree is approved by the Programme Studies Committee.

Required Documents

As specified by the Department of Educational Sciences and Early Childhood Education of the University of Patras.

Graduation Ceremony

Students who successfully complete their postgraduate studies take an oath in a public graduation ceremony in the presence of the Rector or the Vice-Rector (as the Rector's representative) and the Head of the Department. The ceremony takes place after the end of each examination period, on a date and time determined by the Rector in collaboration with the Heads of Departments.

The oath is not a constituent element of the successful completion of studies, but it is a necessary condition for the awarding of the Master's Degree.

For reasons of force majeure (e.g., health reasons, residence or employment abroad, military obligations), graduates may request the issuance of their degree without participating in the graduation ceremony or request participation in a future ceremony by submitting an application to the Program Secretariat. Exemption from the obligation to participate in the ceremony is approved by the competent body of the program.

Before the ceremony or exemption from it, graduates may receive a certificate confirming the successful completion of their studies.

Plagiarism

Postgraduate students are required to appropriately acknowledge the work and views of others whenever they are used. Plagiarism is considered a serious academic offence.

Plagiarism includes copying another person's work or using the work of others—published or unpublished—without proper citation. Copying any documentation material, even from the student's own previous work, without appropriate reference may lead to a decision by the Program Studies Committee to remove the student from the program.

In such cases, the Program Studies Committee may decide on the student's removal after giving them the opportunity to present their views either orally or in writing.

Any misconduct or violation of academic ethics is referred to the Program Studies Committee for investigation. Violations include copying, plagiarism, or any breach of intellectual property regulations committed by a postgraduate student during the preparation of assignments or the master's thesis.

Student Benefits

Student Support Services

Postgraduate students may use the existing infrastructure of the University, which includes classrooms appropriately equipped with modern teaching media and computers, the Library, and the Department's facilities.

In particular, students have full remote access to the Institution's digital services through the UPNET system (https://www.upnet.gr/), which provides an institutional account, email services, and access to modern tele-education applications such as Zoom and Microsoft Teams (https://www.upnet.gr/remote-teaching/). At the same time, the asynchronous learning platforms eClass (https://eclass.upatras.gr/) and Moodle (https://ecedulms.upatras.gr/) support the continuous learning process by offering educational material, announcements, and interaction tools, while the Electronic Secretariat (https://progress.upatras.gr/) and the MODIP Information System (https://ps.modip.upatras.gr/) ensure full administrative and academic support at a distance.

Alongside digital services, postgraduate students may also benefit from the University of Patras' physical infrastructure, which includes modern teaching facilities fully equipped with technological means and computers, the Library and Information Center (https://library.upatras.gr/information), as well as the Department's premises. The Library is located on the University Campus (Rio), where students have access to 400 study seats across reading rooms on all floors. They can also benefit from (a) book lending services, (b) plagiarism detection and originality checking through the Turnitin application, (c) submission of academic work to the institutional repositories "Nimertis" and "Athena," and (d) the use of accessibility equipment for individuals with disabilities to access printed and electronic information resources (http://library.upatras.gr/disabled).

The combined use of physical and digital resources enhances the learning experience, offering a flexible and supportive study environment that meets contemporary educational demands.

Furthermore, postgraduate students who do not have other medical or hospital insurance are entitled to full medical and hospital care through the National Health System (NHS), with the related costs covered by the National Organization for the Provision of Health Services (EOPYY), in accordance with Article 33 of Law 4368/2016.

Postgraduate students are entitled to free meals and accommodation based on their individual and family financial situation, their place of residence, the location of the University, and the specific conditions prevailing there.

Postgraduate students also receive travel discounts throughout the year and access to facilities that support their cultural development and recreation.

Scholarships and Awards

The Transnational Inter-Institutional Postgraduate Program may provide a number of scholarships based on academic criteria to full-time students, according to a decision of the competent body, which determines the amount of the scholarships, the required documents, the evaluation criteria, the selection procedure, and the rights and obligations of scholarship recipients.

Scholarships are included in the approved budget of the program. The program may also award prizes in exceptional cases to students with outstanding academic performance, according to criteria and procedures defined by decision (e.g., to the postgraduate student with the highest grade average in the courses of the first semester or for service contributions).

A scholarship is not granted if the postgraduate student already receives a scholarship from another source or if the student has been admitted to the program without the obligation to pay tuition fees.

Conditions and Requirements for Student Mobility

The Erasmus+ Program supports student mobility both for studies at Higher Education Institutions and for internships. Students may move for up to 12 months in total during their postgraduate studies and receive a monthly grant depending on the host country. Students from socially vulnerable groups are entitled to additional financial support.

The terms, conditions, and detailed procedures for application, evaluation, and selection are available on the Erasmus+ website of the University of Patras and on the program's website.

For postgraduate students, all the mobility conditions applicable to University of Patras students through the various mobility programs also apply.

Traineeship

This Transnational Inter-Institutional Postgraduate Program does not include a formally established internship; however, a compulsory course is offered in the third semester of studies, entitled "Traineeship – Design and Implementation of Digital Governance Interventions in a Virtual Environment." Within the framework of this course, students will deepen their knowledge in specialized topics and will have the opportunity to apply their knowledge under real-life (simulated) conditions.

Administrative Support and Infrastructure

The Transnational Inter-Institutional Postgraduate Program operates a Secretariat responsible for administrative support and for ensuring the smooth and effective operation of the program. Its responsibilities include handling correspondence, maintaining protocol and archives, keeping minutes of meetings of the program's governing bodies, maintaining student records and individual files, monitoring student progress (including grade recording), issuing certificates and academic documents, organizing graduation ceremonies, managing scholarships and student ID cards, and related administrative tasks.

The collaborating departments provide the necessary infrastructure and digital tools to support distance learning and the delivery of the program's courses.