



Published policy and programs for the support and development of D.P.S.P. staff on distance education issues

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1.1 Policies and Programs by the Institution/Department

1.1.1. Institutional Framework & Continuing Education Policy

The University of Macedonia, within the framework of its Digital Transformation Plan ([Government Gazette, Issue B' 2667/13.05.2026](#)), implements a comprehensive policy for the continuous professional development of its teaching staff. This policy establishes the institution's institutional framework and is further specified through the activities of the Teaching and Learning Support Center (KE.DI.MA., <https://www.uom.gr/en/kedima>). The policy focuses on ensuring the equivalence of learning outcomes through the pedagogical and technical empowerment of instructors, promoting student-centered and active learning.

1.1.2 Teaching and Learning Support Center (KE.DI.MA.)

KE.DI.MA. serves as the central pillar of support for teaching activities at the University of Macedonia. KE.DI.MA. is dedicated to providing services that support, strengthen, and continuously improve in teaching and learning, in accordance with contemporary trends in pedagogy, as well as the utilization of new technologies in teaching for the development of distance education, through:

1. The organization of seminars/workshops and learning cycles aimed at informing and supporting all teaching staff in innovative educational practices, as well as the exchange know-how regarding contemporary educational trends/approaches
2. Training and supporting all teaching staff in the use of new information and communication technologies
3. The creation of a focal point for the collection and redistribution of educational support materials, in both print and electronic formats
4. The creation of a shared space for fostering communication among all members of the teaching in order to exchange views regarding successful practices as well as problems that arise during the teaching process
5. The preparation of studies regarding the creation innovative educational materials, the publication of scientific journals, etc., as well as
6. The development of communication with institutions, centers, offices, and

educational bodies in Greece and abroad regarding the educational services offered.

1.1.3 Key Areas of Training Programs

KE.DI.MA. training programs cover the following areas:

1. Technical use of platforms: Training on the capabilities of Moodle/Open eClass and MS Teams (group management, breakout rooms, polling tools)
2. Digital pedagogy: Development of skills for organizing asynchronous material into weekly modules, the use of interactive tools, and student engagement
3. Assessment and integrity: Training in remote assessment methods, the use of rubrics, and plagiarism detection tools (Turnitin)
4. Artificial intelligence (AI): Training in the use of AI tools, where institutionally permitted and pedagogically appropriate, for the creation of educational materials.

The policy and programs for the support and development of the P.S.P. staff on distance education issues is publicly available on the official website of the P.S.P., ensuring transparency and easy access for all stakeholders.

1.2. Actions/Materials Developed Specifically for the Dual P.S.P.

The Dual Master's Programme (JMSc) "Mental Health, Schooling & the Arts" of the University of Macedonia / Department of Music Science and Art is an innovative interdisciplinary programme connecting mental health, schooling and the expressive arts while integrating the capabilities of Artificial Intelligence (AI). The programme aims to educate specialised professionals capable of implementing holistic interventions in education and mental health through creative and technological methodologies. A rich multimedia learning environment is provided through the University's Moodle platform, enhanced with AI tools, virtual reality scenarios and interactive educational systems.

1.2.1. Methodology for Developing Educational Material for the Dual P.S.P.

The educational material was developed through a structured methodology combining instructional design principles with modern AI tools. Needs analysis included structured interviews with instructors, mapping of digital skills, analysis of course profiles and review of best practices in e-learning and hybrid teaching. Five thematic areas were identified:

- (a) Moodle use,
- (b) multimedia content creation,
- (c) AI tools,
- (d) hybrid teaching methods,
- (e) student assessment through the LMS.

The authoring toolkit included NotebookLM, Gemini AI, Synthesia, Moodle LMS, Unity3D, Blender, Meta Quest and Google Drive. The integrated Moodle Authoring Tool allows instructors to:

- Automatically convert Word and PDF documents into slide presentations.
- Generate videos and podcasts from existing educational texts.
- Create avatar-based summaries for asynchronous learning.

A standardised 16-step workflow was implemented, covering infrastructure development, content processing, multimedia production, Moodle publication, VR development and final course configuration.

1.2.2 Educational Guides for Teaching Staff

Five educational guides have been produced.

Guide 1 – Use of the JMS Moodle Platform: Access, course management, content uploading, communication with students and participation monitoring.

Guide 2 – Creation of Multimedia Educational Content: Development of slides, videos, podcasts, avatar-based presentations and course-folder organisation.

Guide 3 – Use of Artificial Intelligence Tools (NotebookLM & Gemini): Uploading educational materials, automatic summarisation, slide generation, question generation and prompt engineering.

Guide 4 – Hybrid and Distance Learning: Design of hybrid modules, synchronous and asynchronous teaching methods, and course-folder standards.

Guide 5 – Student Assessment through the LMS: Quiz creation, assignment management, grade export and continuous assessment procedures.

1.2.3 Educational Videos for Teaching Staff

A parallel series of educational videos has been produced to complement the written guides. The videos cover:

- Introduction to the JMS Moodle platform.
- Creating slides and videos with NotebookLM.
- Podcast production.
- Avatar-based summaries.
- Assessment-question generation with Gemini AI.
- Workflow management.
- Hybrid teaching methods.
- Moodle assessment procedures.
- Introduction to VR educational scenarios.

Six educational videos were produced with a total duration of approximately 60 minutes and uploaded to the programme's Moodle repository.

1.2.4 Faculty Training Webinar

A dedicated Faculty Training Webinar was organised to support instructors in the use of the LMS and digital tools.

Title: Faculty Digital Training – Use of LMS and AI Tools in the AIRTS JMS

Duration: 3 hours

Mode: Hybrid (live online and face-to-face), recorded

Participants: All teaching staff

The webinar consisted of:

- A. Moodle and Digital Infrastructure.
- B. AI Tools and Content Production Workflow.
- C. Hybrid Teaching and Assessment.

Questions raised during the webinar were incorporated into the FAQ sections of the educational guides.

1.2.5 Quality Assurance and Material Evaluation

A three-stage quality assurance process was implemented.

- (a) Internal Review: Each guide and video was reviewed by at least two members of the development team.
- (b) Pilot Testing: Selected instructors tested the material and provided feedback on clarity, difficulty level and usefulness.
- (c) Post-Webinar Evaluation: Participants completed an evaluation questionnaire. Average satisfaction reached 4.3/5, with particularly positive comments regarding the AI tools and workflow demonstrations.

The integration of Artificial Intelligence tools such as NotebookLM and Gemini enables instructors to create enriched multimedia educational content more efficiently while maintaining consistency and quality across all courses and semesters.