COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities
ACADEMIC UNIT	Department of Primary Education
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ΕΓ0034 SEMESTER 5-8
COURSE TITLE	Virtual learning environments and multimedia

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background, skills development, lab, elective	
PREREQUISITE COURSES:	None	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

The course's aim is to give students insights and perspectives on the following.

In terms of knowledge:
1. To understand why information technology has a wide range of applications in education.

In terms of their skills:
2. Understand the importance of critical parameters such as the presentation of the subject and the applications' interface.
3. Discern the steps from concept to reality.

In terms of their competences:
1. Be able to integrate into their daily teaching practice multimedia educational applications.

The course aims at the following general competences:

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas

(3) SYLLABUS

The main purpose of this course is to provide students with the necessary knowledge and skills from the area of use, production, and evaluation of educational software. In the theoretical part, the above goal is achieved through the overview, categorization, the systematic study of various applications of information technology in education, and by comparing both among themselves and with the conventional forms of teaching, in the light of the main learning theories. In the practical part, which is the most important part of the course, students will have the opportunity to become acquainted with the tools used for the development of multimedia applications.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td colspan="2">Face-to-face using PCs and/or laptops</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td colspan="2">Yes
ICT is the subject of the course</td></tr>
<tr><td rowspan="2">TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>Activity</td><td>Semester workload</td></tr>
<tr>
<td>

Lectures

Lab exercises

Independent study

Application development

Writing and presentation of a paper

Course total

</td>
<td>

10

30

30

40

10

120

</td>
</tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td colspan="2">Lab exercises during the course of the semester.

Students (in groups) have to write and present a short paper discussing topics related to ICT applications in education.

Final exam. Students have to design and develop an application, using the software tools provided during the course. The application must have an educational use. Therefore, in addition of evaluating the application, students are invited to present and support the ways their application has educational value (teaching framework, objectives, methodology, etc.) and to explain their choices and the methodology they used during its implementation.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Micropoulos, T. A. (2006). *Ο υπολογιστής ως γνωστικό εργαλείο* [The computer as a learning tool]. Αθήνα: Ελληνικά Γράμματα.

- Related academic journals:

Computers and Education
International Journal of Game-Based Learning
Education and Information Technologies
Australasian Journal of Educational Technology
Journal of Educational Technology & Society