

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Humanities		
<b>ACADEMIC UNIT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	YA03	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	Educational implications of ICTs		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		-	7,5
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	special background, skills development, lab		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://aegeanmoodle.aegean.gr/course/view.php?id=647">https://aegeanmoodle.aegean.gr/course/view.php?id=647</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Students will.</p> <p>In terms of knowledge:</p> <ul style="list-style-type: none"> <li>• Learn about the basic principles of contemporary learning theories and how technology can support them.</li> <li>• Learn about key elements of the educational uses of technology.</li> <li>• Know the categories and wide range of ICT educational applications.</li> <li>• Know the software used to develop educational applications.</li> </ul> <p>In terms of their skills</p> <ul style="list-style-type: none"> <li>• Understand the importance of the use of technology in education.</li> <li>• Develop a positive attitude towards educational technology.</li> <li>• Implement the steps for the development of educational applications.</li> </ul>

In terms of their competences

- Become adept users of software for educational use.
- Develop educational software.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

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 course is addressed to all students regardless of their background or previous studies. It seeks not only to provide technical knowledge to students but also to acquaint and cultivate their relationship with technology in all its facets. A number of emerging technologies are introduced, that are expected to play an important role as educational tools in the immediate future. Also, the basic principles of distance education are provided along with its parameters and techniques. The ultimate goal is to demystify distance education as a teaching method and to explain how its techniques can be used in conventional teaching. Finally, easy-to-use software tools are introduced, in an effort to cultivate a comfortable relationship between students and ICT. The outline of the course is as follows:

- Basic parameters of technology
- Learning theories that support the educational uses of technology
- Technological tools and methods that these can be utilized in education
- Educational scenarios exploiting technological tools
- Distance education, theoretical framework, instruments, techniques, tools
- Emerging technologies, instruments, techniques, tools
- Laboratory courses, presentation and use of emerging technologies

Also, lectures from the instructor are enhanced by lectures given by guest teachers (generally professors from other universities). This diversifies teaching and adds new and interesting aspects on the course.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b>	65% of the lesson in face-to-face delivered while 35% via distance learning
<i>Face-to-face, Distance learning, etc.</i>	

<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>ICT is the subject of the course</p>															
<p><b>TEACHING METHODS</b> <i>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.</i></p> <p><i>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</i></p>	<table border="1"> <thead> <tr> <th data-bbox="695 371 1027 398"><b>Activity</b></th> <th data-bbox="1034 371 1358 398"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="695 407 1027 434">Lectures</td> <td data-bbox="1034 407 1358 434">20</td> </tr> <tr> <td data-bbox="695 443 1027 497">Study &amp; analysis of bibliography</td> <td data-bbox="1034 443 1358 497">80</td> </tr> <tr> <td data-bbox="695 506 1027 560">Participation in public forum's online activities</td> <td data-bbox="1034 506 1358 560">20</td> </tr> <tr> <td data-bbox="695 568 1027 622">Preparing short mid-term work</td> <td data-bbox="1034 568 1358 622">40</td> </tr> <tr> <td data-bbox="695 631 1027 685">Writing final assignment/application</td> <td data-bbox="1034 631 1358 685">65</td> </tr> <tr> <td data-bbox="695 694 1027 721">Course total</td> <td data-bbox="1034 694 1358 721"><b>225</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	20	Study & analysis of bibliography	80	Participation in public forum's online activities	20	Preparing short mid-term work	40	Writing final assignment/application	65	Course total	<b>225</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation encompasses the following components:</p> <ol style="list-style-type: none"> <li data-bbox="695 958 1358 1012">1. Laboratory exercises conducted throughout the semester.</li> <li data-bbox="695 1021 1358 1236">3. Each student is tasked with designing and implementing an application, either individually or in a small group, utilizing the tools discussed in the lectures. The assessment of this application is based on specific criteria, including the pedagogical, technical, and aesthetic adequacy of the material produced.</li> </ol> <p>The successful completion of all the aforementioned activities is a prerequisite for the awarding of academic credits.</p>															

**(5) ATTACHED BIBLIOGRAPHY**

<p>- <i>Suggested bibliography:</i> <i>Teachers' documents, tutorials and scientific articles published to Moodle</i></p> <p>- <i>Related academic journals:</i> Computers and Education International Journal of Game-Based Learning Education and Information Technologies Australasian Journal of Educational Technology Journal of Educational Technology &amp; Society</p>
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