(1) GENERAL

SCHOOL	School of Humanities
ACADEMIC UNIT	Department of Primary Education
LEVEL OF STUDIES	Postgraduate
COURSE CODE	Y03

COURSE CODE	Y03	**SEMESTER**	A

COURSE TITLE	Educational implications of ICTs

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
	-	7,5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background, skills development, lab
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://aegeanmoodle.aegean.gr/course/view.php?id=647

(2) LEARNING OUTCOMES

Learning outcomes *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.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

Students will.

In terms of knowledge:
- Learn about the basic principles of contemporary learning theories and how technology can support them.
- Learn about key elements of the educational uses of technology.
- Know the categories and wide range of ICT educational applications.
- Know the software used to develop educational applications.

In terms of their skills
- Understand the importance of the use of technology in education.
- Develop a positive attitude towards educational technology.
- Implement the steps for the development of educational applications.

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?

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

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

DELIVERY *Face-to-face, Distance learning, etc.*	65% of the lesson in face-to-face delivered while 35% via distance learning

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	ICT is the subject of the course	
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*	*Activity*	*Semester workload*
	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	*225*
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.*	Lab exercises during the course of the semester. Final exam. Students have to design and develop an educational application, using the software tools demonstrated during the course. 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.	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Φωκίδης Ε., & Τσολακίδης Κ. (2011). Εικονική πραγματικότητα στην εκπαίδευση: Θεωρία και πράξη. Αθήνα: Εκδόσεις Διάδραση.
Moore G.M., & Kearsley G. (2005). Distance education: A stems view on online learning. Wadsworth.
Kelly K. (2010) What technology wants. Viking.
Postman N. (1999). Τεχνοπώλιο. Εκδόσεις Καστανιώτη.
Gates W. (1996). The road ahead. Εκδόσεις Κλειδάριθμος.
The Economist. (2001). E-trends. Profile Books.
Tapscot D. (2009). Ψηφιακή γενιά. Economia, 2009.
Negroponte N. (1995). Being digital. New York: Alfred A. Knopf.

- *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