

## COURSE OUTLINE

### EDUCATIONAL TECHNOLOGY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	2 <sup>ND</sup>
<b>COURSE TITLE</b>	EDUCATIONAL TECHNOLOGY		
<b>TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>			
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b>	SKILL DEVELOPMENT		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p>																		
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of educational technology.</li> <li>• Understand the importance of the correct use of technology in education.</li> <li>• Use and exploit in education general purpose software (word processors, spreadsheets, presentation software) and specific educational software.</li> <li>• Design modern digital learning environments that integrate technology.</li> <li>• Use technology to collect and analyse data and to optimise teaching practices.</li> <li>• Promote the safe use of technological resources.</li> <li>• To make use of artificial intelligence educational tools</li> <li>• Evaluate and use educational software.</li> </ul>																		
<p><b>General Skills</b></p> <p><i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	
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- Working in an interdisciplinary environment

### 3. COURSE CONTENT

The course is divided into 13 weeks, the content of which is as follows:

1. Introduction to educational technology
2. Learning theories and teaching models
3. Strategies and models for integrating technology
4. Educational techniques and use of technology
5. General purpose software in education
6. Educational software
7. Multimedia in education
8. Use of web-based technologies in education
9. Conceptual mapping
10. Distance learning
11. Virtual and augmented reality in education
12. Computational science, computational thinking and STEM/STEAM
13. AI-assisted teaching and learning

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>													
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<ul style="list-style-type: none"> <li>• Digital assessment tools</li> <li>• Online collaboration tools</li> <li>• Use of ICT in teaching and communication with students</li> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Communication with students via email</li> </ul>													
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th data-bbox="639 1149 967 1184"><b>Activity</b></th> <th data-bbox="975 1149 1297 1184"><b>Workload/semester</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="639 1189 967 1225">Lectures</td> <td data-bbox="975 1189 1297 1225">39</td> </tr> <tr> <td data-bbox="639 1229 967 1265">Essay</td> <td data-bbox="975 1229 1297 1265">60</td> </tr> <tr> <td data-bbox="639 1270 967 1323">Study and analysis of bibliography</td> <td data-bbox="975 1270 1297 1323">50</td> </tr> <tr> <td data-bbox="639 1328 967 1364">Written examination</td> <td data-bbox="975 1328 1297 1364">1</td> </tr> <tr> <td data-bbox="639 1368 967 1404">Total</td> <td data-bbox="975 1368 1297 1404">150</td> </tr> </tbody> </table>		<b>Activity</b>	<b>Workload/semester</b>	Lectures	39	Essay	60	Study and analysis of bibliography	50	Written examination	1	Total	150
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<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Essays (compulsory): 70%</p> <p>Final written examination: 30%</p>													

### 5. SUGGESTED BIBLIOGRAPHY

- Bates, A. W., & Poole, G. (2003). Effective Teaching with Technology in Higher Education: Foundations for Success. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Blvd,

Indianapolis, IN 46256.

- Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. *Ieee Access*, 8, 75264-75278.
- Holmes, W., & Tuomi, I. (2022). State of the art and practice in AI in education. *European Journal of Education*, 57(4), 542-570.
- Januszewski, A., & Molenda, M. (Eds.). (2013). *Educational technology: A definition with commentary*. Routledge.
- Miller, M. D. (2014). *Minds online: Teaching effectively with technology*. Harvard University Press.
- Newby, T. J., Stepich, D. A., Lehman, J. D., Russel, J. D., & Ottenbreit-Leftwich, A. (2006). *Educational technology for teaching and learning*. Pearson.
- Roblyer D. Margaret, Doering H. Aaron,(2014). *Εκπαιδευτική Τεχνολογία και Διδασκαλία* (Επιμ. Μουντρίδου Μ.).Εκδόσεις Γ. Παρίκος .
- Βούλγαρη, Η., Ροϊνιώτη, Ε., Κουτρομάνος, Γ., Σιντόρης, Χ., & Μάνεσης, Δ. (2024). Ψηφιακά παιχνίδια και μάθηση [Προπτυχιακό εγχειρίδιο]. *Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις*. <https://dx.doi.org/10.57713/kallipos-250>
- Γαβρηλίδου, Ζ. (2024). Διδάσκοντας και μαθαίνοντας γλώσσα με το ChatGPT. Εκδόσεις Κριτική.
- Δημητριάδης, Σ. (2015). Θεωρίες μάθησης και εκπαιδευτικό λογισμικό [Προπτυχιακό εγχειρίδιο]. *Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις*. <https://dx.doi.org/10.57713/kallipos-665>
- Παγγέ, Τ. (2015). *Εκπαιδευτική τεχνολογία και εφαρμογές διαδικτύου*. Εκδόσεις Δίσιγμα.
- Ρεπούση, Μ., Μακαρατζής, Γ., & Μαυρομάτη, Μ. (2023). Ψηφιακότητα και ιστορική εκπαίδευση. Η αξιοποίηση των ψηφιακών τεχνολογιών στην ιστορική εκπαίδευση [Προπτυχιακό εγχειρίδιο]. *Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις*. <https://dx.doi.org/10.57713/kallipos-335>
- Φεσάκης Γ. (2019). *Εισαγωγή στις εφαρμογές των ψηφιακών τεχνολογιών στην εκπαίδευση*. Εκδόσεις Gutenberg.
- Ψυχάρης Σ., Καλοβρέκτης Κ. (2021). *Διδακτική και σχεδιασμός εκπαιδευτικών δραστηριοτήτων STEM & ΤΠΕ*

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	XXXXXXXXXX
<b>Contact details:</b>	XXXXXXXXXX
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Essay (compulsory): 50% Final written examination: 50%
<b>Implementation Instructions: (3)</b>	The written exams will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.