

## COURSE OUTLINE

### DESIGN AND IMPLEMENTATION OF DIGITAL TEACHING SCENARIOS

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / DIGITAL APPLICATIONS IN ARTS AND CULTURE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	8TH
<b>COURSE TITLE</b>	DESIGN AND IMPLEMENTATION OF DIGITAL TEACHING SCENARIOS		
<b>TEACHING ACTIVITIES</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>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	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> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

### 1. LEARNING OUTCOMES

#### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

The aim of the instructors is, within a digital collaborative pedagogical environment, to cultivate the ability of their students to: study school education curricula, understand their epistemological principles, and discuss their position and functionality regarding the use of digital technologies.

1. Acquire the knowledge and develop the digital literacy skills necessary for their future careers as educators.
2. Specifically, be able to evaluate and utilize the information and tools provided by digital technologies in their teaching work by designing teaching scenarios in a collaborative digital environment for the subject areas covered in the Department.
3. Be capable of selecting teaching strategies that are compatible with the use of digital technologies and align with contemporary pedagogical and instructional theories.
4. Utilize the academic knowledge they have gained in other courses of their studies and transform it into teaching proposals.
5. Design and implement digital teaching scenarios using appropriate digital platforms and tools.
6. Present and coordinate in the workshop or in an authentic school environment the entirety or part of the scenario they created, gather data, assess their teaching, discuss with instructors and their fellow students, as well as reflect pedagogically.

#### General Skills

*Name the desirable general skills upon successful completion of the module*

*Search, analysis and synthesis of data and information,*

*ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	
<ul style="list-style-type: none"> <li>• Search, analysis, and synthesis of data and information,</li> <li>• Autonomous work</li> <li>• Decision making</li> <li>• Using the necessary technologies</li> <li>• Independent work</li> <li>• Teamwork</li> <li>• Work in an interdisciplinary environment</li> <li>• Respect for diversity and multiculturalism</li> <li>• Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues</li> <li>• Practice of critical and self-critical thinking</li> <li>• Promoting free, creative and inductive reasoning</li> </ul>	

## 2. COURSE CONTENT

1. Introduction to contemporary theories of learning and teaching.
2. Analysis of the contribution of digital technology tools to the practical application of pedagogical theories.
3. Study of the institutional framework of education regarding the position and function of new technologies in teaching and learning.
4. Methodology for creating teaching scenarios: the phases of developing a teaching scenario are analyzed, and electronic platforms where digital teaching scenarios can be developed and uploaded are described.
5. Presentation of digital tools that students can use and online resources they can utilize in teaching literary subjects. Finally, examples of digital teaching scenarios are provided.
6. Presentation of platforms for developing digital teaching scenarios and an analysis of their capabilities.
7. Students are invited to create digital educational resources using tools provided by the digital teaching scenario platforms.
8. Presentation of modern forms of educational assessment in conjunction with the corresponding digital tools offered by the platforms.
9. Students are encouraged to search for and present annotated websites or platforms based on criteria. Workgroups are formed, and discussions are held with instructors regarding the topics of the scenarios they will undertake and the materials they will use.
10. They collaborate in the lab on the scenarios they have taken on with the help of the instructors, while preparing for their practicum and presentations in schools in the Rodopi region.
11. Presentations of teaching scenarios in the Computer Lab and their evaluation by students and the instructor.
12. Presentations of teaching scenarios in the Computer Lab and their evaluation by students and the instructor (duplicate entry).
13. The best student scenarios are uploaded to a specialized digital platform of the Laboratory of Technology, Research, and Applications in Education. The instructors provide a comprehensive presentation, and the course concludes with a reflective discussion.

## 1. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</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.</i>  <i>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>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	39
	Essay	51
	Study and analysis of bibliography	30
	Written examination	30
	Total	150
<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>Formative</p> <p>Essay (individual): 20%</p> <p>Teaching scenarios (collaborative): 80%</p>	

## 2. SUGGESTED BIBLIOGRAPHY

E-class notes and selected bibliography posted on e-class  
 Research on digital databases and hubs

## ANNEX OF THE COURSE OUTLINE

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

<b>Teacher (full name):</b>	A. PALIKIDIS
<b>Contact details:</b>	<a href="mailto:apalidik@he.duth.gr">apalidik@he.duth.gr</a>
<b>Supervisors: (2)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 20% Essay (compulsory): 30% Teaching scenario: 50%
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) 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.