COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	CULTURAL TECHNOLOGY AND COMMUNICATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	4ETDE 108 **SEMESTER** 7th
COURSE TITLE	COGNITIVE APPROACHES & DIGITAL EDUCATIONAL APPLICATIONS

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**
Lectures	2	3
Laboratory exercises	1	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	3	5

COURSE TYPE *general background,* *special background, specialised general knowledge, skills development*	Elective / Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/131123/

(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*

At the end of this course students will be able to:

● Report and explain the basic ideas and values of Critical Pedagogy that affect teaching and learning and to compare with traditional learning environments of the conventional classroom.
● Mention and explain the role of Critical Pedagogy as a context that has a catalytic effect on changing the roles of all involved in teaching and learning (student, teacher, society) and to compare with traditional learning environments of the conventional classroom
● Report and explain the role of alternative pedagogical approaches and compare with traditional teaching and learning environments in the conventional classroom
● Mention and explain the role of the Teacher in teaching and learning in the context of Critical Pedagogy and alternative pedagogical approaches.
● Mention and explain the role of learners in the context of Critical Pedagogy and alternative pedagogical approaches.
● Create learning activities of various types using digital knowledge organization tools, such as the concept mapping tool Cmap.
● Design and implement educational blogs for the presentation of the ideas of Critical Pedagogy and alternative pedagogical approaches through specific Blog design tools.

- Seek and select appropriate information (scientific articles) on Critical Pedagogy and alternative pedagogical approaches.
- Deepen and critically explore alternative pedagogical approaches.
- Practice reading and comprehension skills in English through the study of scientific articles in that language.

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
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Working independently	
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Team work
- Working in an interdisciplinary environment
- Decision-making
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The practical part of the course concerns only the two optional assignments and includes the exploration of alternative pedagogical approaches through the didactic use of digital tools in order to highlight Critical Pedagogy and a new education policy concerning another educational framework and pedagogical approaches.

The theoretical part of the course (which concerns only the final written examination) includes the study of a series of basic digital tools used in learning and teaching practice according to modern theories for the knowledge and learning and the development of critical thinking. This theoretical part consists of the following 13 topics for the study of which the files found in the "Notes" folder of the course on the eClass platform are used.

1. Presentation of the course.
2. The computer as a learning tool.
3. The computer as cognitive technology.
4. Using the computer as a cognitive tool, from the student point of view.
5. General purpose software and internet as cognitive tools. What are the cognitive dimensions of text writing tools?
6. Investigation of computer software in order to display information in the form of slides. Databases as cognitive tools.
7. Multimedia-hypermedia as cognitive tools
8. Programming languages as cognitive tools.
9. Account tools as cognitive tools.
10. Special purpose programs as learning tools
11. The Web Tools 2.0 (e.g. Blogs) as learning tools.

12. The digital story telling in teaching and learning
13. Digital collaborative environments as learning tools.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Using open access software for laboratory exercises.

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	13 *3 hours =39 hours
	Study and analysis of bibliography	13*3 hours = 39 hours
	Laboratory practice	13*1 hours = 13 hours
	Essay writing	13*3 hours = 39 hours
	Course total	*130* hours

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.*	The evaluation of the course is done either with the method of continuous formative evaluation through the two (2) assignments of the course or through a final written examination of 10 multiple-choice questions, lasting 30 minutes, based on the course notes. **The two (2) assignments** are performed according to the description of each assignments and the course syllabus schedule. The weight of each assignment in the final grade of the course is 50% respectively. **The final written examination** is based only on the theoretical part of the course which includes the study of the 13 topics mentioned above. The evaluation criteria are made known during the first class and are also clearly formulated in the course syllabus which is uploaded in the e-class platform (the course webpage).

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Houssaye, Jean (επιμέλεια) (2000). Δεκαπέντε παιδαγωγοί, Μεταίχμιο, Αθήνα, ISBN: 978-960-375-131-1. (αρ. Εύδοξος: 24031).
- Bo Dahlin (2017). Rudolf Steiner-The Relevance of Waldorf Education (Ηλεκτρονικό Βιβλίο). Εκδόσεις: Springer HEAL-Link Springer ebooks, London, ISBN: 9783319589077. (αρ. Εύδοξος: 75492103).
- Aubrey Karl & Riley Alison (2020). Κατανοώντας και αξιοποιώντας παιδαγωγικά προκλητικές θεωρίες. Εκδόσεις ΤΖΙΟΛΑ, ISBN: 978-960-418-839-0, (αρ. Εύδοξος: 86054106).
- Αθανάσιος Καραφύλλης (2019). Η Εξέλιξη των Παιδαγωγικών Θεωριών στο Σύγχρονο Κόσμο. Εκδόσεις ΤΖΙΟΛΑ, ISBN: 978-960-418-796-6, (αρ. Εύδοξος: 77106796).

- Paulo Freire (2006). *Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν.* Εκδόσεις Επίκεντρο, ISBN: 978-960-6647-91-8, (αρ. Εύδοξος: 14920).
- Thomas Stehlik (2019). Waldorf Schools and the History of Steiner Education (Ηλεκτρονικό Βιβλίο). Εκδόσεις: Springer HEAL-Link Springer ebooks, London, ISBN: 9783030316310. (αρ. Εύδοξος: 91696360).
- Victoria de Rijke (2019). Art and Soul: Rudolf Steiner, Interdisciplinary Art and Education (Ηλεκτρονικό Βιβλίο). Εκδόσεις: Springer HEAL-Link Springer ebooks, London, ISBN: 9783030176044. (αρ. Εύδοξος: 91687341).
- Frans Carlgren (2008). Education Towards Freedom: Rudolf Steiner Education - a Survey of the Work of Waldorf Schools Throughout the World. Εκδόσεις: Floris Books, United Kingdom, ISBN: 9780863156519.
- Jack Petrash (2003). Understanding Waldorf Education: Teaching from the Inside Out. Εκδόσεις: Floris Books, United Kingdom, ISBN: 9780863154300.
- Σοφία Λάχλου, Χαράλαμπος Μπαλτάς & Δέσποινα Καρακατσάνη (2017). Célestin Freinet, θεσμική και κριτική παιδαγωγική. Εκδόσεις: Οι Εκδόσεις των Συναδέλφων, ISBN: 978-960-9797-61-0, (αρ. Εύδοξος: 68404368).
- Γιώργος Γρόλλιος & Παναγιώτα Γούναρη (2016). Απελευθερωτική και Κριτική Παιδαγωγική στην Ελλάδα. Εκδόσεις Gutenberg, ISBN: 978-960-01-1789-9, (αρ. Εύδοξος: 59417110).
- Joan Wink (2013). Κριτική Παιδαγωγική. Σημειώσεις από τον Πραγματικό Κόσμο. Εκδόσεις: Εκδοτικός Όμιλος ΙΩΝ, ISBN: 978-960-508-125-6, (αρ. Εύδοξος: 33153210).
- Παναγιώτα Γούναρη & Γιώργος Γρόλλιος (2010). Κριτική Παιδαγωγική. Εκδόσεις Gutenberg, ISBN: 978-960-01-1338-9, (αρ. Εύδοξος: 32321)
- Ira Shor & Paulo Freire (2011). Απελευθερωτική παιδαγωγική. Διάλογοι για τη μετασχηματιστική εκπαίδευση. Εκδόσεις Μεταίχμιο, ISBN: 978-960-501-199-4, (αρ. Εύδοξος: 12350542).

- Related academic journals:
- International Review of Research in Open and Distributed Learning
- Computers in Human Behavior
- Computers & Education
- International Journal of Computer-Supported Collaborative Learning
- Int. J. of Educational Technology in Higher Education
- International Journal on Interactive Learning Environments
- International Journal of Emerging Technologies in Learning
- Journal of Educational Technology & Society
- Journal of Computer Assisted Learning
- IEEE Transactions on Education
- International Journal of Learning Technology
- Journal of Interactive Learning Research