

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	4ETDE 100	SEMESTER	4 th
COURSE TITLE	INTRODUCTION TO EDUCATIONAL TECHNOLOGY		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	4	
Laboratory exercises	1	2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	3	6	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory / General 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/131156/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> o Remember (know), Understand, Apply, ANalyze, critically Evaluate and Create principles, ideas and suggestions based on both classical learning theories and alternative pedagogical approaches <ul style="list-style-type: none"> ● <i>Accurately state the basic features of learning theories. (C)</i> ● <i>Distinguish the effects of pedagogical approaches on learning processes, the education system and media literacy. (K)</i> ● <i>Create and implement an appropriate educational scenario based on new learning and communication technologies. (Σ)</i> ● <i>Plan learning activities that utilize new learning and communication technologies. (Σ)</i> ● <i>Plan learning outcomes based on the Bloom taxonomy. (E)</i> ● <i>Apply basic principles and ideas of the conceptual mapping approach in different phases of an educational scenario. (E)</i> ● <i>Analyze classical and alternative pedagogical approaches. (IF)</i>

- Judge and evaluate a pedagogical approach with respect to the principles and values it applies. (AΞ)
- Create a critical presentation for a specific pedagogical approach. (Σ)

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

(3) SYLLABUS

The course is an introduction to the field of Educational Technology, through the discussion of the main topics concerning the classical theories of learning, namely Behaviorism, Constructivism and the Socio-cultural approach (or Social Constructivism), various Alternative Pedagogical Approaches, as well as the practice of New Learning and Communication Technologies. More specifically, it initially identifies the role and importance of Learning and Communication Technologies through a framework of criticism and reflection. It then focuses on the basic principles of classical learning theories and the ways in which these theories have influenced the education system and the design of educational software and other (digital) applications. It also discusses alternative pedagogical approaches and how they could influence the education system, through a different way of thinking and criticizing the existing dominant system. Through interactive presentations of students' assignments in the classroom, the promotion of free, creative, critical and inductive thinking is attempted as well as the production of new ideas for a wise education.

Lectures:

1. The Teaching Framework: The concept of Technological Pedagogical Content Knowledge (TPACK).
2. Creation and implementation of an educational scenario with new learning and communication technologies.
3. Models of planning learning activities that utilize new learning and communication technologies.
4. Design of learning objectives based on the Bloom classification. Principles of multimedia material design.
5. Learning Theories and ICT: Constructivism and Conceptual Mapping educational software.
6. Assignment presentation on Behaviorism Theory of Learning (closed educational software) - 2 groups

7. Assignment presentation on the Learning Theory of Constructivism (open educational software) - 2 groups
8. Assignment presentation on Social Constructivism & Modern learning theories - 2 groups
9. Assignment presentation on the film "Forbidden Education" - 2 groups
10. Assignment presentation on Freire Critical Pedagogy and other trends (McLaren) - 5 groups
11. Assignment presentation on Waldorf Free Schools. The Proposal of Rudolf Steiner - 5 teams
12. Assignment presentation on Free and Democratic schools (the case of the Summerhill school) - 5 groups
13. Summary - Discussion - Reflection.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																						
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Using open access software for laboratory exercises.																						
<p>TEACHING METHODS <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>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>13 *2 hours =26 hours</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>13*6 hours = 78 hours</td> </tr> <tr> <td>Laboratory practice</td> <td>13*1 hours = 13 hours</td> </tr> <tr> <td>Essay writing</td> <td>33 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td>150 hours</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	13 *2 hours =26 hours	Study and analysis of bibliography	13*6 hours = 78 hours	Laboratory practice	13*1 hours = 13 hours	Essay writing	33 hours											Course total	150 hours
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<p>STUDENT PERFORMANCE EVALUATION <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 of the course is performed through two (2) alternative ways:</p> <ul style="list-style-type: none"> ● either via an optional essay. ● or through a final written examination of 10 multiple choice questions, lasting 30 minutes. <p>The essay has to be presented by the student during the class.</p> <p>The final exam assesses the theoretical knowledge acquired by students during the semester and which are based on the course notes located on the eClass platform.</p> <p>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).</p>																						

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- *Μάθε Ψηφιακά...Παίζοντας Συνεργατικά* (2017), Κορδάκη, Μ., Μάνεσης, Ν. και Νταραντούμης Θ. Εκδ. ΓΡΗΓΟΡΗ 2017, Αθήνα, ISBN: 978-960-612-059-6.
- *Εκπαιδευτική Τεχνολογία για Διδασκαλία και Μάθηση* (2009), Newby T., Stepich D., Lehman J., Russell J., Εκδόσεις Επίκεντρο, Αθήνα, ISBN: 978-960-458-028-6, (αρ. Εύδοξος: 14958).
- Houssaye, Jean (επιμέλεια) (2000). *Δεκαπέντε παιδαγωγοί*, Μεταίχμιο, Αθήνα, ISBN: 978-960-375-131-1. (αρ. Εύδοξος: 24031).
- 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).
- Γιώργος Γρόλλιος & Παναγιώτα Γούναρη (2016). *Απελευθερωτική και Κριτική Παιδαγωγική στην Ελλάδα*. Εκδόσεις Gutenberg, ISBN: 978-960-01-1789-9, (αρ. Εύδοξος: 59417110).
- 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:

- Journal of teaching and learning
- Journal of Teaching and Learning with Technology
- International Journal of Learning, Teaching and Educational Research
- Educational Research
- Teaching and Learning Inquiry
- Journal of Research in Innovative Teaching & Learning
- 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