

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	4ETDE 110	SEMESTER	5 th
COURSE TITLE	Collaborative Learning and Social Interaction in the Digital Age		
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	3	
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	5	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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/131178/		

(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 <u>Remember (know)</u>, <u>Understand</u>, <u>Apply</u>, <u>ANalyze</u>, <u>Create</u> and critically <u>Evaluate</u> Create methodologies for collaborative learning in online environments in order to implement a complex project which is based on learning activities (task-based learning) <ul style="list-style-type: none"> o define what is collaborative learning based on critical constructivism. (R) o identify the theoretical background of collaborative learning based on Critical Constructivism, the principles of collaboration, its effectiveness, and the factors that determine it. (R) o explain what collaborative learning and social interaction is in the digital age, what it means, and what its main features are. (U) o explain what the Communities of Inquiry are, which is their importance and how they are developed. (U) o describe the various didactic models of knowledge development in the context of collaboration and social interaction. (U)

- o describe and put into practice the model of critical cognitive theory of Kincheloe, through a collaborative assignment.
- o explore the possibilities of a collaborative platform and other tools that support online collaboration to implement the course project that is carried out collaboratively in groups of 3-4 people. (A)
- o describe and put into practice a wide range of collaborative strategies. (A)
- o analyze an activity into the requirements it consists of, indicating for each requirement the data needed for its implementation, as well as the results that will produce. (AN)
- o examine and identify appropriate collaborative strategies that will adopt and apply in order to implement an activity. (AN)
- o evaluate the sources found in the literature and on the internet and choose the most suitable for the implementation of an activity. (E)
- o reflect on and judge the collaboration itself as well as the work done as a group. (E)
- o incorporate different types of collaborative work tools in the project performed. (C)
- o create collaborative conceptual mapping of knowledge representation through a specific tool. (C)
- o reflect and judge the cooperation and the work done as a team. (E)

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?

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- 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

This course examines the processes of social interaction and the forms of collaboration that are presented in educational environments, as they are delimited by modern research data in our digital age. The characteristics of collaboration and social interaction based on critical constructivism are also identified. In particular, collaborative learning is examined primarily on the basis of Kincheloe's model of critical cognitive theory, identifying its theoretical background, principles of collaboration, its effectiveness, and factors that determine it. Then, it is explored in practice through a collaborative assignment, applying specific collaborative strategies for the design and implementation of a project in small groups of 4 people, identifying the appropriate collaboration strategies that the participants in the group will adopt and implement for the implementation of the various activities that make up the project, while incorporating various types of collaborative work tools to support the project and collaboration.

The practical part of the course concerns the implementation of one (1) optional exemption assignment in groups of 4 people, which is monitored every week (step by step) during the lecture. It includes a presentation of the progress of the work by each group and individualized feedback from the teacher to each group for the improvement and the more effective implementation of the assignment.

The theoretical part of the course (which concerns only the final written examination) includes the study of a series of basic topics for Collaborative Learning. 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. Collaborative learning strategies.
3. Collaborative learning strategies - Exemplary Script (Jigsaw)
4. Introduction to collaborative learning.
5. Computer-Supported Collaborative Learning/Work (CSCL/CSCW).
6. Communities of Practice and application examples of CSCL.
7. Organization and delivery of technologies to communities
8. Models of Communication
9. Systems and tools for supporting collaborative learning
10. Collaborative learning through mobile devices.
11. Assessment of collaborative learning
12. CSCL: decisions and design trends
13. Orchestrating project-based computer-supported collaborative learning: What should we keep in mind.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																									
<p style="text-align: center;">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 style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>13 *3 hours =39 hours</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>13*3 hours = 39 hours</td> </tr> <tr> <td>Laboratory practice</td> <td>13*1 hours = 13 hours</td> </tr> <tr> <td>Essay writing</td> <td>13*3 hours = 39 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">130 hours</td> </tr> </tbody> </table>		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
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><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 done in two (2) alternative ways:</p> <ul style="list-style-type: none"> ● either by the method of continuous formative evaluation through one (1) optional exemption assignment, described below ● or through a final written examination of 10 multiple choice questions, lasting 30 minutes, based on the course notes. <p>The assignment done in groups of 4 people aims to fully explore the possibilities provided by collaborative strategies / methods, as well as platforms and tools to support remote collaboration. Specifically, the planning and development of a small project will be carried out which will include adequate organization, communication and planning of specific activities (tasks) that will be implemented through the implementation of appropriate collaborative strategies that will determine the way of collaboration, of the offer/ contribution and behavior of each member of the team in a long period of time (approximately 11-12 weeks) of synchronous and asynchronous collaboration.</p> <p>The final written examination is based only on the theoretical part of the course which includes the study of the 13 topics mentioned above.</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, Αθήνα, 2017.
- *Συνεργατική Τεχνολογία* (2008). Ν. Αβούρης, Χ. Καραγιαννίδης και Β. Κόμης, Κλειδάριθμος, Αθήνα.
- Joe L. Kincheloe (2008). *Knowledge and Critical Pedagogy* (Ηλεκτρονικό Βιβλίο). Εκδόσεις: Springer HEAL-Link Springer ebooks, London, ISBN: 9781402082245. (αρ. Εύδοξος: 73243722).

- 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