COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	CULTURAL TECHNOLOGY AND COMMUNICATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	4ETDE 104 **SEMESTER** 6th
COURSE TITLE	Distance Learning

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/131157/

(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:

- o Remember (know), Understand, Apply, ANalyze, Create and critically Evaluate the methodology for the analysis, design, production and evaluation of distance learning courses
    - o accurately report the key features of this methodology. (R)
    - o recognize the specificity of the learning material used for distance education, its special requirements and features, as well as the different kinds of learning material. (R)
    - o identify the tutor-student relationships in accordance to the principles of adult learning. (R)
    - o explain what distance learning is, which is its importance, and which are its main characteristics. (U)
    - o explain what e-learning systems are, why they are necessary and what technologies are used to implement them. (U)

- o describe the modern social and economic developments in Greece, in Open Education, the Open University of Greece as well as other institutions of open and distance education. (U)
- o determine how students' assessment is conducted. (A)
- o explore the potential of the Moodle e-learning platform through the design and development of an online course that provides distance education. (A)
- o differentiate the types of learning material and assessment methods, depending on the use they have in an online course. (AN)
- o evaluate how to carry out the design of activities and exercises intended for assessment / self-evaluation and their responses to play an important didactic function for the benefit of students. (AN)
- o design learning materials suitable for distance education which meets certain standards and has various forms. (C)
- o create a comprehensive methodology for assessing students. (C)
- o define specific evaluation criteria by which students can evaluate the tutor, the learning material, the assessment methodology as well as the whole educational process that was applied. (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?

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
- 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 presents known e-learning systems as well as existing standard or ad-hoc course production patterns. The course examines the content, aims and modern trends of distance education as well as the forms and processes which are necessary for its realization. It also includes the analysis, design and production of distance learning courses, including their multimedia constituents, taking into account existing instructional design specifications and standards.

The practical part of the course concerns the implementation of one (1) optional exemption assignment in groups of 2-3 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 Distance Education. 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 and analysis of the project work, which aims at designing e-courses in the Moodle platform.
2. Introduction to distance learning - Conceptual Framework
3. Learning Management Systems. The Moodle platform. Instructional Course design (Analysis of educational needs / learning objectives according to Bloom taxonomy).
4. Specifications for designing educational material for distance education.
5. Tools and instructional design support services. Design of SCORM-compliant multimedia educational material.
6. Design of an appropriate methodology and materials to assess students.
7. Teaching and teacher's roles in distance education.
8. Design of course syllabus. Creation and use of calendar.
9. Collaboration and creation of learning communities.
10. The student in distance education. The role of emotions in learning.
11. Mobile Learning. Blended Learning
12. Ways to monitor participation, progress and performance of students using the Moodle platform. Learning Analytics.
13. ITS-MOOCs. Project work presentation.

(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 in two (2) alternative ways: ● 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. **The purpose of this assignment** is to put into practice all the theoretical elements of distance education and to fully explore the possibilities provided by a distance learning service (the Moodle platform). Specifically, an e-course will be designed and developed that should include appropriate multimedia educational materials of various levels and educational activities that will support distance learning. This course will then be used under real conditions (with the participation of real students) for the full provision of distance education lasting one (1) week, meeting all the required specifications. **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:

● *Ηλεκτρονική μάθηση* (2017), Τζιμογιάννης, Αθανάσιος, Εκδόσεις Κριτική ΑΕ, Αθήνα.

- *Online εξ αποστάσεως εκπαίδευση Ηλεκτρονικό βιβλίο*, Σοφός Αλιβίζος, Κώστας Απόστολος, Παράσχου, Βασίλης, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα - Αποθετήριο "Κάλλιπος, Ρόδος. https://repository.kallipos.gr/handle/11419/182.
- Εξ Αποστάσεως Εκπαίδευση, Εγχειρίδιο Στρατηγικών (2020), Douglas Fisher, Nancy Frey, John Hattie. Εκδόσεις ΤΖΙΟΛΑ, ISBN: 978-960-418-509-2, (αρ. στον Εύδοξο: 94702934).

- 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