

MODULE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities		
PROGRAM MODULE	Education (EKP)		
LEVEL OF STUDIES	POSTGRADUATE		
MODULE CODE	EKP65	YEAR	Second (2 nd)
MODULE TITLE	Open and Distance Learning		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the module, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the module, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Weekly teaching hours: 17,5 hours x 32 weeks	560	20	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
MODULE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective		
PREREQUISITE MODULES:	Before enrolling to the thematic unit EKP65 students must have successfully completed one (1) compulsory thematic unit.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE MODULE OFFERED TO ERASMUS STUDENTS	No (due to the annual duration of the Module)		
MODULE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e65 Each module has its own space in the Learning Management System of EAP (http://study.eap.gr), with controlled access (use of code) for students and teaching staff.		

(2) LEARNING OUTCOMES

Learning outcomes <i>The module learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the module are described.</i> 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
Upon completion of the unit the student will be able to: • Explain clearly what open education systems are and how they relate to open and distance education • Be familiar with the functioning of distance education providers • Participate in educational institutions and curricula implementing open access and distance education strategies

- Participate in the organization and administrative support of open and distance education institutions
- Support the creation of educational material suitable for distance education applications
- Comprehend of the theoretical scope and specific pedagogical methods leading to learning
- Apply evaluation of open and distance learning institutions and processes

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 module aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

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Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Showing social, professional, and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative, and inductive thinking

Ability to critically analyze and self-criticize

Production of free, creative, and inductive thinking

(3) SYLLABUS

The main objective of the module is the familiarization of the students with Open and Distance Educational Systems, the understanding of the role of the Tutor-Counsellors in distance learning and the acquisition of skills that relate to the creation of educational material that is adaptable to distance learning through the use of modern technologies.

The module focuses on three basic directions:

- the relationships of open distance learning with the educational and social institutions, as well as with its basic functions
- the relationships and the communication developed among the teachers and the students
- design and development of the printed and digital educational material based on the principle of interaction between the learners and the learning material.

Moreover, the module also focuses on important elements of distance learning such as written papers and the methodology of their correction, the organizing of consultative group meetings, the basic principles of educational assessment, a problem that has come up in recent years regarding the effective usage of new technologies in education.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning, with the conduction of at least five online Group Counselling Meetings (hereafter OSS) during the academic year on weekends.														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	During the OSS or/and during the communication with the learners, the following technological aid is used: • online meeting tools (Webex, Skype), • presentation programs (PowerPoint), • specific software on the topics to be learnt (like the Summon Discovery Summons, SPSS, which is a Single Search Service for Electronic Sources). • Web Browsers Furthermore, the learners also use office automation tools, Web Browsers, as well as an e-reader for digital corpora.														
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <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> <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>	<table><tr><th><i>Activity</i></th><th><i>Year workload</i></th></tr><tr><td>5 OSS (* 4 hours)</td><td>20 hours</td></tr><tr><td>Preparation of Assignments (4 assignments * 40 hours)</td><td>160 hours</td></tr><tr><td>Examination</td><td>3 hours</td></tr><tr><td>Individual study</td><td>377 hours</td></tr><tr><td>Total module workload (hours)</td><td>560 hours</td></tr></table>	<i>Activity</i>	<i>Year workload</i>	5 OSS (* 4 hours)	20 hours	Preparation of Assignments (4 assignments * 40 hours)	160 hours	Examination	3 hours	Individual study	377 hours	Total module workload (hours)	560 hours		
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are</i>	The evaluation in Module EKP65 is done through the preparation of four (4) written assignments in Greek during the academic year. These four assignments vary according to their form and topic, this way effectively covering the basic goals of the Module EKP65. The instruction for the four (4) written assignments are progressively uploaded in the respective Module EKP65 on the study platform (see https://study.eap.gr/course/view.php?id=195). For the evaluation of these four (4) written assignments, the list of the specific assessment criteria on the respective digital space of the Module EKP65 (see https://study.eap.gr/mod/forum/view.php?id=2421), is composed and uploaded each academic year, while the grading of the criteria of this list (grading scale) is uploaded, each academic year, on the ODP forum of the Module EKP65 on the study platform (see https://study.eap.gr/mod/forum/view.php?f=1219&group=92821). The average of the written papers counts as 30% of the formation of the final grade of the module, only if a passing grade is succeeded in the final or repetitive exams.														

given, and if and where they are accessible to students.	FINAL AND REPETITIVE EXAMS The way of assessment in the Final or Repetitive online written exams in the “Combination of multiple choice questions and open-ended questions, with open books and possible Oral Assessment in support of the written exam”. The grade of the Final or Repetitive written exams (online completion of multiple choice questions) counts for 70% of the final grade for the module. (see the general Studies Regulation of HOU https://www.eap.gr/education/study-regulations/).
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(5) BIBLIOGRAPHY

	Suggested bibliography: Volume A: Institutions and Operations, HOU, Patras 1998. Volume B: Relationships Between Teachers and Learners, HOU, Patras 1998. Volume C: The Educational Material and New Technologies, HOU, Patras 1999. Pedagogical and Technological Applications, HOU, Patras 2005. Suggested further bibliography: Apostolidou, A. (2011). Zitimata sigrotisis tis ex apostaseos ekpedefsis os gnostiku pediu: Episkopisi epistimonikon periodikon [Issues in the Constitution of Distance Learning as a Learning Domain]. Open Education, Vol. 7 (1), pp. 36-53. http://ejournals.epublishing.ekt.gr/index.php/openjournal/article/view/9767/9898" Lionarakis, A. (2006). H theoria tis ex apostaseos ekpedefsis kai I poliplokotita tis polimorfikis tis diastasis [The Theory of Distance Learning and the Complexity of its Multifaceted Dimantion] (pp. 11-41). In A. Lionarakis (Ed.), Open and Distance Learning: Elements of Theory and Practice. Athens: Propombos Publications (Digital Reader) Tait, A. (2008) “What are open universities for?” Open Learning: The Journal of Open, Distance and e-Learning”, Vol. 23, No 2, pp. 85-93 (digital access through the library) http://login.proxy.eap.gr/login?url=http://www.tandfonline.com/doi/full/10.1080/02680510802051871 Giosos, I., Mauroeidis, H. & Koutsouba, M. (2008). H erevna stin apo apostasy ekpedefsi: anaskopisi kai prooptikes [Research in Distance Learning: Review and Prospects]. Open Education, Vol. 4, (1), pp. 49-60 (digital access through the library) http://login.proxy.eap.gr/login?url=http://dx.doi.org/10.12681/jode.9724 Related academic journals: International Review of Research in Open and Distance Learning European Journal of Open, Distance and E-learning Online Journal of Distance Learning Administration Electronic Journal of e-Learning International Association for Distance Learning International Journal of Emerging Technologies in Learning Open Learning: The Journal of Open, Distance and e-Learning Journal of Information Technology Education: Research Knowledge Management and E-Learning Journal of Educators Online Open Education
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