MODULE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM MODULE	EDUCATIONAL STUDIES (EKP)		
LEVEL OF STUDIES	POSTGRADUATE		
MODULE CODE	EKP69	**YEAR OF STUDY**	2nd
MODULE TITLE	Digital Technologies in Education - e-Learning		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Weekly workload: 17-18 hours x 32 weeks	560	20 ECTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

MODULE TYPE	Elective Compulsory Module
PREREQUISITE MODULES:	There are no prerequisites for this module
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE MODULE OFFERED TO ERASMUS STUDENTS	No, due to annual duration of the module
MODULE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e69 Each module has its own space in the educational platform (Learning Management System) of HOU (http://study.eap.gr), with controlled access (password-protected) for students and teaching staff (tutors).

(2) LEARNING OUTCOMES

Learning outcomes

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.

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 module, students will be expected to be able to:

- Analyse and evaluate contemporary trends, challenges, and policies regarding ICT in education.
- Analyse and evaluate the general principles of integrating Digital Technologies into teaching and learning within the context of 21st-century education.
- Identify the dimensions of digital literacy.
- Critically examine and assess contemporary policies and frameworks for the development of digital competences.
- Know a wide range of contemporary digital tools and technological environments

that support learning.

- Apply evaluation criteria for digital educational materials and learning technologies.
- Critically analyse the pedagogical foundations of the most prominent e-learning models in the literature.
- Develop skills in designing educational scenarios based on digital learning technologies.
- Apply the knowledge and skills they have acquired to design educational scenarios and interventions with digital resources and tools, by adopting appropriate pedagogical approaches.
- Implement and support educational interventions based on digital technologies and resources.
- Recognize and evaluate the affordances and the limitations of synchronous and asynchronous e-learning technologies.
- Recognize and evaluate the affordances and the limitations of Artificial Intelligence and other emerging technologies in teaching and learning.
- Know and analyse contemporary e-learning standards and pedagogical approaches used in the design of e-learning programs.
- Design e-learning programs by adopting specific pedagogical models.
- Reflect on the role, the potential, and the limitations of e-learning in school education, higher education, and adult learning.
- Build a comprehensive understanding of Digital Learning Technologies as an autonomous scientific and research field.
- Critically analyse and evaluate contemporary pedagogical approaches to construct a comprehensive view of how they are continuously evolving by harnessing the features of digital technologies.

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
……
Others…
…….

- 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
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) MODULE CONTENT

Module subjects: Digital Technologies in Education, Digital Learning Environments, Instructional Design and Digital Technologies, e-Learning Design and Implementation in Practice.

The aim of this module is to provide a holistic view of the field "Digital Technologies in Education" to explore and exploit new teaching and learning approaches supported by digital tools and environments. Postgraduate students are expected to develop Knowledge and skills in instructional design with Learning Technologies and to gain deeper insights into specific aspects of integrating Digital Technologies into educational programs for formal education, lifelong learning, and professional development.

Specifically, the proposed module aims at the following thematic areas:

Theme A: Digital Technologies in Education

Students will become familiar with and critically examine the framework for integrating Digital Learning Technologies into 21st-century education (theoretical considerations, educational policies and institutional frameworks, models of integration, competences, and challenges for practicing teachers).

Theme B: Digital Learning Environments

Students will become familiar with the types of contemporary educational technologies and digital learning environments, and develop solid knowledge and skills for evaluating their technological and pedagogical features, with the aim of integrating digital technologies into teaching and learning.

Theme C: Instructional Design and Digital Technologies

Students will develop competences in designing, implementing, and evaluating pedagogically grounded educational interventions and learning scenarios based on Digital Technologies, across different subject areas and through diverse pedagogical strategies, building on the theoretical foundations addressed in the first two module themes.

Theme D: e-Learning Design and Implementation in Practice

Students will comprehensively study the pedagogical, technological, and organizational issues related to designing e-Learning programs for formal education and teachers' professional development, harnessing the affordances of online tools and adopting appropriate instructional design frameworks.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

MODES OF DELIVERY *Face-to-face, Distance learning, etc.*	Distance learning by conducting at least five online Tutorials during the academic year on weekends.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	In Module Tutorials and/or in communication with students, the following are used: • Online learning platforms (study.eap.gr, open.eap.gr) (course information, learning materials, announcements, messages, examination results, user groups, discussion forums, etc.). • Remote meeting tools (Cisco Webex, Skype, MS teams), • Presentation software (e.g., Power point), • Specialised software, such as Summon Discovery Service,

<table>
<tr><td></td><td>• Web browsers
• Digital questionnaire configuration applications (e.g., Google Forms)
• Quantitative data analysis applications (e.g., IBM SPSS, xls)
• Use of HOU educational platforms (study.eap.gr, open.eap.gr)

In addition, students use office automation tools as well as e-readers for digital books.</td></tr>
<tr><td>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</td><td>
<table>
<tr><th>Activity</th><th>Year workload</th></tr>
<tr><td>5 Module Tutorials (x 4 hours)</td><td>20 hours</td></tr>
<tr><td>Preparation of module assignments (4 assignments x 50 hours)</td><td>200 hours</td></tr>
<tr><td>Exams</td><td>1 hour</td></tr>
<tr><td>Individual study</td><td>339 hours</td></tr>
<tr><td>Total module workload (hours)</td><td>560 hours</td></tr>
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<tr><td>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS
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.</td><td>The assessment of module EKP69 consists of four (4) written assignments in Greek during the academic year and a written final exam.

The four (4) written assignments are closely aligned with the intended learning outcomes of the module and are structured in accordance with its study schedule. They require students to engage in the systematic search and critical use of scholarly literature (in Greek, but primarily in international sources), and are designed to cultivate progressively higher levels of critical thinking and integrative capacity. Through these assignments, students are expected to critically assess diverse theoretical perspectives, synthesize insights from multiple strands of research, and develop well-structured, evidence-based arguments that demonstrate both analytical rigor and academic maturity.

The topics of the four (4) written assignments are posted throughout the year on platform study.eap.gr (see https://study.eap.gr/mod/folder/view.php?id=11751).

For the evaluation of these four (4) written assignments, a list of specific evaluation criteria for each written assignment is posted, each academic year, on the study platform.(see https://study.eap.gr/mod/forum/view.php?id=2374&group=92548).

Grading rubrics for each assignment are posted each academic year in the Tutors' forum of EKP69 module (see https://study.eap.gr/mod/forum/view.php?id=2365).</td></tr>
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	The average grade of the written assignments contributes to the final grade of the module by 30%, if a passing (promotable) grade is achieved in the final or resit written exam. **<u>Final or resit written exam</u>** The written assessment in the final or resit online exam includes multiple-choice questions, and potential oral support of the handed answers. The grade of the final or resit written exam contributes by 70% in the formation of the final grade of the module (see relevant postings in the module EKP69 site on HOU's educational platform study.eap.gr (https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e69) and in the general HOU study regulations (https://www.eap.gr/education/study-regulations/). All of the above is accessible to both students and Tutors of the module EKP69. Language of Assessment: Greek

(5) SUGGESTED BIBLIOGRAPHY

Required Main Bibliography (students' material):

Jimoyiannis, A. (2019). Digital Technologies and Learning in the 21st Century. Kritiki Publications. (in Greek)

Jimoyiannis, A. (2017). E-Learning: Theoretical Approaches and Instructional Design. Kritiki Publications. (in Greek)

Further Readings:

In each unit included in the Jimoyiannis, A., & Tsiotakis, P. (2025–2026). Study Guide for the learning material of the module "Digital Technologies in Education – E-Learning" (EKP69). Hellenic Open University on the platform study.eap.gr, suggested further readings are provided for deeper understanding (see LINK)

Bates, A. T. (2022). *Teaching in a Digital Age* (3rd Edition). Tony Bates Associates Ltd, Vancouver. https://pressbooks.bccampus.ca/teachinginadigitalagev3m

Bellou, I., & Mikropoulos, A. (2023). *Collaborative Teaching Techniques in Higher Education Using Digital Technology*. Kallipos, Open Academic Editions. https://dx.doi.org/10.57713/kallipos-277 (in Greek)

Related scientific journals:

- Computers & Education
- Computers in the Schools
- Education and Information Technologies
- Educational Media International

- Educational Technology Research and Development
- Interactive Learning Environments
- International Journal of Instructional Media
- International Review of Research in Open and Distance Learning
- International Review of Research in Open and Distributed Learning
- Internet and Higher Education
- Journal of Computer Assisted Learning
- Journal of Computer Supported Collaborative Learning
- Technology, Pedagogy and Education.