

MODULE OUTLINE

(1) GENERAL INFORMATION

SCHOOL	School of Humanities		
PROGRAM COURSE	Education and Technologies in Distance Teaching and Learning Systems – Educational Sciences (ETA)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE UNIT CODE	ETA 50	ACADEMIC SEMESTER	1st
MODULE TITLE	Open and Distance Education: theory, institutions, and functions		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly Hours of study 32-33 x 13 Weeks		420	15 ECTS
COURSE TYPE COMPULSORY, OPTIONAL, OPTIONAL MANDATORY	COMPULSORY		
PREREQUISITE MODULES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMS:	GREEK		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	YES		
MODULE WEBSITE (URL)	https://www.eap.gr/en/education-and-technology-in-distance-learning-and-learning-systems-education-sciences/topics/#e50 Each module has its own space in the Learning Management System of HOU (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

(2) LEARNING OUTCOMES

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social</i>	<i>.....</i>
<i>Introduction of innovative research</i>	<i>awareness, altruism etc.)</i>

- Decision-making
- Individual work
- Teamwork
- Exercising criticism and self-criticism
- Critical thinking
- Development of free, creative, and inductive thinking

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- *Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.*
- *Descriptive indicators 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 "Open and Distance Education: theory, institutions, and functions", you will be able to:

- Clearly explain open education systems and how they relate to open and distance learning
- Recognise the history and social context of open and distance education institutions
- Understand the theory behind practice and how they have been both developed
- Be aware of the functioning and infrastructure of distance education providers
- Implement open access and distance learning strategies in educational institutions and curricula
- Participate in the organisation and administrative support of open and distance learning institutions
- Understand ethical and legal issues and exploit issues related to copyright, security, content protection, world wide web
- Form an overview of the development and evolution of alternative forms of education and current trends
- Distinguish between the social and educational dimensions of formal, non-formal and informal learning

- Understand the social and political events that led to the establishment of the Hellenic Open University (HOU)
- Understand and become familiar with the educational and academic functions of the HOU and other similar educational institutions
- Compare the similarities and differences between conventional universities and the HOU
- Become familiar with the educational and academic functions of the HOU and other similar educational institutions
- Evaluate open and distance education institutions and processes

(3) MODULE CONTENT

Purpose of the Module: The purpose of the module is outlined through its main thematic fields, which concern the overview and history of distance education, the critical approach to the concept of "open education", as well as the presentation and discussion of the structures and functions of HOU, in a way that makes it the first and only innovative higher distance education institution in Greece.

(4) TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance Teaching and Learning	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	<ul style="list-style-type: none"> • Use of Information and Communication Technologies in Teaching • Use of Information and Communication Technologies in Communication 	
MODULE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	Activity/Method	Semester workload
	3 Online Group Advisory Meetings (x 4 hours each)	12
	4 Assessment Activities	55
	Final Exams	3
	Independent Study	350
	Overall Working Load (hours)	420

<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Evaluation Language: Greek</p> <p>Assessment methods: A combination of 4 Assessment Activities and Final Exams</p> <p>Assessment Activities: the assessment method is mixed</p> <p>Final Exams: the assessment method is summative</p> <p>Form of Evaluation:</p> <p>Assessment Activities: short answer questions, problem solving, short essay or report</p> <p>Final exams: multiple choice tests, short answer questions or problem-solving requests</p> <p>Criteria:</p> <p>Students must work with four (4) Assessment Activities (AA) that they will encounter during their study on their study platform. These activities appear in specific Study Weeks and students are given a period of 15 days to upload their response.</p> <p>Each of the activities is evaluated on a scale from 0 to 10.</p> <p>The total score of the four Assessment Activities corresponds to 40% of the total grade. In detail: the 1st AA corresponds to 8% of the total grade; The 2nd AA corresponds to 10%; the 3rd also corresponds to 10%, while the last AA corresponds to 12%. The tutor provides personalized feedback to each student in all four AAs in a personalized way, depending on the quality of their response.</p> <p>The total score of Final Exam corresponds to 60% of the total grade.</p> <p>All criteria are posted on each module's webpage, as well as on the study program's general page: https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</p>
---	--

(5) SUGGESTED BIBLIOGRAPHY:

<p><i>-Suggested bibliography</i></p> <p>Λιοναράκης, Α. (2005). Ανοικτά Πανεπιστήμια και εξ Αποστάσεως Πανεπιστήμια στην Ευρώπη. Δύο διαφορετικές εκπαιδευτικές θεωρήσεις σε αναζήτηση ταυτότητας. <i>Συγκριτική και Διεθνής Εκπαιδευτική Επιθεώρηση της Ελληνικής Εταιρείας Συγκριτικής Εκπαίδευσης</i>, 5, σσ. 91-115.</p> <p>Λιοναράκης, Α. (2006). Η θεωρία της εξ αποστάσεως εκπαίδευσης και η πολυπλοκότητα της πολυμορφικής της διάστασης. Στο Α. Λιοναράκης (Επιμ.), <i>Ανοικτή και εξ Αποστάσεως Εκπαίδευση – Στοιχεία Θεωρίας και Πράξης</i> (σσ. 7-41). Αθήνα: Προπομπός.</p> <p>Λιοναράκης, Α. (2013). Κοινωνία των πολιτών και άτυπη μάθηση: δύο διαμορφωτές του πολιτικού γίνεσθαι και του εκπαιδευτικού συστήματος. Στο Α. Κοντάκος και Φ. Καλαβασής (Επιμ.) <i>Θέματα Εκπαιδευτικού Σχεδιασμού – Κοινωνικά Δίκτυα και Σχολική Μονάδα: Γέφυρες και νοήματα</i> (σσ. 163 – 175), Τμήμα Επιστημών της Προσχολικής Αγωγής και του Εκπαιδευτικού Σχεδιασμού, Πανεπιστήμιο Αιγαίου. Ρόδος: Εκδόσεις Διάδραση.</p> <p>Simpson, O. (2009). Open to People, Open with People: Ethical Issues in Open Learning. In Demiray, U. & Sharma, R. (Ed.), <i>Ethical Practices and Implications in Distance Learning</i>, pp. 199-212. Herscey, New York: Information Science Reference.</p> <p><i>-Related scientific Journals</i></p> <ul style="list-style-type: none"> • The International Review of Research in Open and Distributed Learning https://www.irrodl.org/index.php/irrodl • Open Education: The Journal for Open and Distance Education and Educational Technology https://ejournals.epublishing.ekt.gr/index.php/openjournal • European Journal of Open, Distance and E-Learning: https://sciendo.com/journal/eurodl
--