

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	ETA52	ACADEMIC YEAR	1st
MODULE TITLE	The teaching material and the design of teaching and learning		
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/#e52 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?

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

- Decision-making
- Individual work
- Teamwork
- Exercising criticism and self-criticism
- Development of free, creative, and inductive thinking
- Search, analysis and synthesis of data and information, using the suitable technologies
- Creation of distance teaching material

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 "The educational material and the design of teaching and learning, you will be able to:

- Understand the processes required to design distance learning material
- Understand the theories related to the selection and design of learning material
- Distinguish between models and ways of designing learning material
- Analyze the framework of the content development team
- Identify the differences between printed and digital material
- Identify the specific characteristics associated with each type of digital material
- Know the theoretical scope and specific pedagogical methods leading to learning
- Understand the differences between teaching and learning
- Identify the cognitive skills required and developed in the context of educational material
- Identify the types of self-assessment activities and exercises included in the material
- Design all types of learning material using all types of tools
- Distinguish between bad practices and good practices in the design of educational material
- Design educational material taking into account the specific characteristics and the different levels of education
- Identify educational material based on teaching and learning processes
- Use teaching techniques through examples and case studies

(3) MODULE CONTENT

Purpose of the Module: The design and creation of educational material suitable for distance education is at the core of this module, which is completed through presentation and your active engagement with distance teaching and learning, drawing on theoretical data, original applications, and indicative examples.

(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 selfdirected 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 style="text-align: center;">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> <ul style="list-style-type: none"> • Assessment Activities: the evaluation method is mixed • Final Exams: the evaluation method is summative <p>Form of Evaluation:</p> <ul style="list-style-type: none"> • Assessment Activities: short answer questions, problem solving, short essay or report • Final exams: multiple choice tests, short answer questions or problem-solving requests. <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. Each of the activities is evaluated on a scale from 0 to 10. 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>
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(5) SUGGESTED BIBLIOGRAPHY:

-Suggested bibliography

Bates, A. W. (2019). *Teaching in a Digital Age* (2nd edition). Vancouver: Tony Bates Associates.

Διαθέσιμο στο <https://pressbooks.bccampus.ca/teac>

Γκιόσος, Ι., Κουτσούμπα, Μ., & Μαυροειδής, Η. (2009). Βασικές αρχές σχεδιασμού εκπαιδευτικού υλικού στην εκπαίδευση από απόσταση: γενική θεώρηση. Στο Μ. G. Argyriou & P. G. Kamyli(eds.), *Teaching Material and its Contribution to Educational Practice: From Theory to Application in Music Education, Proceedings of the 3rd International Conference* (σσ. 187-192) Αθήνα: Greek Association of Primary Music Education Teachers

Εργαστήριο Εκπαιδευτικού Υλικού και Εκπαιδευτικής Μεθοδολογίας ΕΑΠ (2020). *Μαθησιακά Αντικείμενα*. Πάτρα: Εργαστήριο Εκπαιδευτικού Υλικού και Εκπαιδευτικής Μεθοδολογίας ΕΑΠ. Διαθέσιμο στο <https://eeyem.eap.gr/learning-objects-gr/>.

Κουτσούμπα, Μ. & Γκιόσος, Γ. (2003). Μια θεωρητική προσέγγιση για το σχεδιασμό διδακτικού υλικού στην ανοικτή και εξ αποστάσεως πολυμορφική εκπαίδευση. Στο Α. Λιοναράκης (επιμ.), *2 Πανελλήνιο Συνέδριο για την Ανοικτή και εξ Αποστάσεως Εκπαίδευση, Πρακτικά Εισηγήσεων* (σσ. 654-661). Αθήνα: Προπομπός.

Λιοναράκης, Α. (2001). Ανοικτή και εξ αποστάσεως πολυμορφική εκπαίδευση: προβληματισμοί για μια διδακτική προσέγγιση σχεδιασμού διδακτικού υλικού. Στο Α. Λιοναράκης (επιμ.), *Απόψεις κα Προβληματισμοί για την Ανοικτή και εξ Αποστάσεως Εκπαίδευση* (σσ. 33-52). Αθήνα: Προπομπό

Μανούσου, Ε., Κοντογεωργάκου, Β., Γεωργιάδη, Ε., & Κόκκαλη, Α. (2017). Παιδαγωγικό υλικό στην σχολική εξ αποστάσεως εκπαίδευση. Μελέτη Περίπτωσης: το εξ αποστάσεως εκπαιδευτικό Κέντρο της Βικτώρια στην Αυστραλία. *Open Education-The Journal for Open and Distance Education and Educational Technology*, 13(1), 5-25. <https://doi.org/10.12681/jode.13912>

Μαυροειδής, Η., Γκιόσος, Ι., & Κουτσούμπα, Μ. (2014). Επισκόπηση θεωρητικών εννοιών στην εκπαίδευση από απόσταση. *Ανοικτή Εκπαίδευση: το περιοδικό για την Ανοικτή και εξ Αποστάσεως Εκπαίδευση και την Εκπαιδευτική Τεχνολογία*, 10(1), 88-100. doi: <https://doi.org/10.12681/jode.9814>

-Related scientific Journals

- Ανοικτή εκπαίδευση: Το περιοδικό για την Ανοικτή Εκπαίδευση και την Εκπαιδευτική Τεχνολογία. <https://ejournals.epublishing.ekt.gr/index.php/openjournal>
- European Journal of Open, Distance and E-Learning. <https://sciendo.com/journal/eurodl>
- International Journal of Educational Technology in Higher Education <https://educationaltechnologyjournal.springeropen.com/>