

## MODULE OUTLINE

### (1) GENERAL INFORMATION

<b>SCHOOL</b>	School of Humanities		
<b>PROGRAM COURSE</b>	Education and Technologies in Distance Teaching and Learning Systems – Educational Sciences (ETA)		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>MODULE UNIT CODE</b>	ETA53	<b>ACADEMIC SEMESTER</b>	3rd
<b>MODULE TITLE</b>	Teachers and Students in Open and Distance Learning environments: Implementation and Support		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Weekly Hours of study 32-33 x 13 Weeks		420	15 ECTS
<b>COURSE TYPE</b> COMPULSORY, OPTIONAL, OPTIONAL MANDATORY	OPTIONAL		
<b>PREREQUISITE MODULES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	GREEK		
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/education-and-technology-in-distance-learning-and-learning-systems-education-sciences/topics/#e53">https://www.eap.gr/en/education-and-technology-in-distance-learning-and-learning-systems-education-sciences/topics/#e53</a>  Each module has its own space in the Learning Management System of HOU ( <a href="https://courses.eap.gr/login/index.php">https://courses.eap.gr/login/index.php</a> ), 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>

- Search, analysis and synthesis of data and information, using the suitable technologies
- Autonomous studying
- Criticizing and self- criticizing
- Emerging of new research ideas

### 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 "Teachers and Students in Open and Distance Learning environments: Implementation and Support", you will be able to:

- Design and organize Group Counselling Meetings in person or in a digital learning environment
- Design and organize Group Counselling Meetings in a digital learning environment
- Design, organize and implement teaching/learning activities in a distance learning environment
- Design, based on specific conditions, a study schedule for the students
- Design, based on specific conditions, a teaching schedule for the teachers
- Design and support requirements and methodology for academic writing
- Understand and self-organize academic writing data and requirements
- Utilize digital communication tools to support study and learning
- Design and use student support systems

- Identify the characteristic of a group
- Know and activate the spirit of teamwork in all educational aspects
- Understand and leverage team dynamics

### (3) MODULE CONTENT

**Purpose of the Module:** Through this module, you will be able to examine essential support practices in a distance teaching and learning institution. You will also be introduced to the adult learning methodology, as well as the communication practices between tutors and learners in a distance team-work environment.

### (4) TEACHING METHODS--ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance Teaching and Learning	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	<ul style="list-style-type: none"> <li>• Use of Information and Communication Technologies in Teaching</li> <li>• Use of Information and Communication Technologies in Communication</li> </ul>	
<b>MODULE DESIGN</b> <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>	<b>Activity/Method</b>	<b>Semester workload</b>
	3 Online Group Advisory Meetings (x 4 hours each)	12
	4 Assessment Activities	55
	Final Exams/project	3
	Independent Study	350
	Overall Working Load (hours)	420
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b> <i>Detailed description of the evaluation procedures:</i>  <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>	<b>Evaluation Language:</b> Greek <b>Assessment methods:</b> A combination of 4 Assessment Activities and Final Exams <ul style="list-style-type: none"> <li>• Assessment Activities: the evaluation method is mixed</li> <li>• Final Exams: the evaluation method is summative</li> </ul> <b>Form of Evaluation:</b> <ul style="list-style-type: none"> <li>• Assessment Activities: short answer questions, problem solving, short essay or report</li> <li>• Final exams: project</li> </ul> <b>Criteria:</b> 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	

Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.	<p>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: <a href="https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf">https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</a></p>
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## (5) SUGGESTED BIBLIOGRAPHY:

### -Suggested bibliography

- Ko S. & Rossen, St. (2021). *Διαδικτυακή Διδασκαλία*. Αθήνα: Εκδόσεις Προπομπός.
- Tait, A. & Mills, R. (2003). *Rethinking Learner Support in Distance Education*. London: Routledge Falmer.
- Sullivan, K., Czigler, P., & Hellgren, S. (2014). *Professional Distance Education Degree Programs and Practices: Successes, Challenges and Issues*. USA: IGI Global.
- Lehman, R., & Conceicao, S. (2010). *Creating a Sense of Presence in Online Teaching*. CA: Jossey-Bass.
- Βασάλα, Π. (2005). Σχολική εξ Αποστάσεως Εκπαίδευση. Στο Α. Λιοναράκης (Επιμ.), *Ανοικτή και εξ αποστάσεως εκπαίδευση. Παιδαγωγικές και τεχνολογικές εφαρμογές* (σελ.53-64). Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.

### -Related scientific Journals

- 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>
- International Journal of Educational Technology in Higher Education <https://educationaltechnologyjournal.springeropen.com/>