

## 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>	ETA 63	<b>ACADEMIC SEMESTER</b>	3rd
<b>MODULE TITLE</b>	Design, development, and management of distance education programs		
<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/#e63">https://www.eap.gr/en/education-and-technology-in-distance-learning-and-learning-systems-education-sciences/topics/#e63</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>

- Adaptation to new situations
- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Group work
- Work in an interdisciplinary environment
- Exercise criticism and self-criticism
- Promotion 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 "Design, development, and management of distance education programs", you will be able to:

- Identify, understand, and design distance education programs
- Manage the full range of parameters, and requirements in order to design distance education programs from the outset
- Evaluate the political, social and economic elements that influence the creation of programs and manage their design and implementation
- Identify key factors in the process of designing, developing, and managing distance education programs
- Understand the role of the context in which a distance education program is designed, developed, and evaluated
- Recognize key concepts and terms related to quality assurance and continuous quality enhancement in university distance education
- Distinguish the relationship among assessment, quality assurance, quality continuous enhancement, and accreditation

- Understand the role of assessment in ensuring and continuously improving quality in every function of educational institution
- Distinguish internal and external review, as well as their goal settings and their complementary function
- Recognize key factors in continuous quality enhancement systems in teaching and learning as derived from research on students' and teachers' experience
- Identify quality features of the educational material in print and digital format
- Have a critical stance towards university rankings and ISO ratings
- Design assessment systems for distance education programs
- Use assessment techniques efficiently through examples and case studies
- Understand the important role of accreditation in distance education institutions' function, structures, and curricula in terms of the quality services they provide
- Be aware of quality indicators used by educational providers in various educational processes
- Understand how the characteristics of open and distance education influence the development of accreditation indicators for educational institutions, organizations, as well as curricula
- Understand the complexity of accreditation standards that an accreditation body needs to evaluate
- Identify the criteria that, based on the characteristics of distance learning, certify the printed and digital teaching materials
- Use the model - criteria for accreditation and use its content in a flexible way, adapting it to the requirements of educational activities

### (3) MODULE CONTENT

**Purpose of the Module:** This module focuses on the description, organisation and development of distance education institutions, study programs and organisational schemes, highlighting at the same time the key dimensions of evaluation and quality assurance.

### (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>COURSE 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,</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

<p><i>Educational visits, projects, Essay writing, Artistic creativity, etc.</i>  <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<table border="1"> <tr> <td>Overall Working Load (hours)</td><td>420</td></tr> </table>	Overall Working Load (hours)	420
Overall Working Load (hours)	420		
<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></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><b>Evaluation Language:</b> Greek</p> <p><b>Assessment methods:</b> A combination of 4 Assessment Activities and Final Exams</p> <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> <p><b>Form of Evaluation:</b></p> <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> <p><b>Criteria:</b></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: <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>		

## (5) SUGGESTED BIBLIOGRAPHY:

### -Suggested bibliography

Hattie, J. & Clarke, S. (2019). *Visible Learning Feedback*. New York: Routledge.

Kear, K., Rosewell, J., Williams, K., Ossiannilsson, E., Rodrigo, C., Paniagua, A.S.-E., Lancho, M. S., Vyt, A., & Mellar, H. (2016). *Excellence. Quality Assessment for E-learning: a Benchmarking Approach (Third edition)*. Maastricht: EADTU. ISBN: 978-90-79730-18-6. Retrieved on 29 December, 2021 from [https://e-xcellencelabel.eadtu.eu/images/E-xcellence\\_manual\\_2016\\_third\\_edition.pdf](https://e-xcellencelabel.eadtu.eu/images/E-xcellence_manual_2016_third_edition.pdf)

Ossiannilsson, E., Williams, K., Camilleri, A., & Brown, M. (2015). *Quality models in online and open education around the globe. State of the art and recommendations*. Oslo: International Council for Open and Distance Learning (ICDE). Retrieved on 2 September, 2021 from <https://files.eric.ed.gov/fulltext/ED557055.pdf>

Williams, J. (2016). Quality assurance and quality enhancement: is there a relationship? *Quality in Higher Education*, Vol 22(2), 97-102. Retrieved on 10 July, 2021 from <http://www-tandfonline-com.proxy.eap.gr/doi/pdf/10.1080/13538322.2016.1227207>

### -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>
- Quality in Higher Education. <https://www.tandfonline.com/toc/cqhe20/current>