

MODULE OUTLINE PSAE53

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	DIGITAL HUMANITIES: METHODS, TOOLS, PRACTICES (PSAE)		
LEVEL OF STUDY	POSTGRADUATE		
LAB MODULE CODE	PSAE53	SEMESTER OF STUDY	2nd
LAB MODULE TITLE	Creation and processing of multimedia resources		
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>		HOURS	CREDITS
Weekly teaching hours 21-23 hours x 13 weeks		281	10 ECTS
COURSE TYPE Compulsory, Optional, Optional mandatory	Compulsory		
PREREQUISITE MODULES:	None		
LANGUAGE OF INSTRUCTION AND EXAMS	Greek		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	No		
MODULE WEBSITE (URL)	https://www.eap.gr/en/psifiakes-anthropistikes-epistimes/topics/#psae53 Each module has its own space in the Learning Management System of EAP (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

2. LEARNING OUTCOMES

Learning Outcomes <i>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:</i>
Upon successful completion of this laboratory module, students will be able to: • identify and describe multimedia data and select the appropriate ones for DH projects, • manage, digitise, store, retrieve, recall, reconstruct, multimedia data, • use complex digital tools for managing images, audio, video, animation and web platforms to create digital simulations or presentations, • be familiar with the various sources of multimedia data and make use of current digital repositories of multimedia resources, • synthesise multimedia data for online use that can be used in DH projects.
General Competences <i>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, Project planning and management Respect for diversity and multiculturalism Environmental awareness

Adapting to new situations	Social, professional and ethical responsibility and sensitivity to gender issues
Decision-making	Critical thinking
Individual/Independent work	Development of free, creative and inductive thinking
Group/Team work	
Working in an international environment	Introduction of innovative research awareness, altruism etc.)
Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social	

- Search for, analysis and synthesis of data and information by the use of appropriate technologies,
- Decision-making,
- Individual/Independent work,
- Working in an interdisciplinary environment,
- Development of free, creative and inductive thinking.

3. MODULE CONTENT

The aim of the Lab module is to introduce students to the basic concepts of creating and managing digital multimedia resources, i.e. image, audio, video, animation, simulations, interactive presentations etc. as building blocks of a DH project. The module focuses in particular on the use of multimedia data processing software in combination with ways to process, store, retrieve and present data. Web-based repositories of multimedia data are also presented, along with a variety of web-based tools for creating multimedia presentations, especially for mobile devices.

4. TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance education with three Group Counseling Meetings (OSS) during the academic semester, held on weekends.														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	We use : Remote meetings tools (cisco webex), Presentation software (e.g. power point), Additionally, the students use office automation tools, web browsers and e-reader for digital books.														
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</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>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester Workload</i></th></tr> </thead> <tbody> <tr> <td>3 OSS (x 4 hours)</td><td>12</td></tr> <tr> <td>4 tutorial exercises (4 x 12 hours)</td><td>48</td></tr> <tr> <td>1 semester assignment</td><td>50</td></tr> <tr> <td>Examination</td><td>2</td></tr> <tr> <td>Individual study (13 hours x 13 weeks)</td><td>169</td></tr> <tr> <td>Total module workload (hours)</td><td>281</td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	3 OSS (x 4 hours)	12	4 tutorial exercises (4 x 12 hours)	48	1 semester assignment	50	Examination	2	Individual study (13 hours x 13 weeks)	169	Total module workload (hours)	281
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <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> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i>	Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final oral exam grades constitute a 60 percent of the students' final course grade. For further information go to the EAP Study Guide.
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5. SUGGESTED BIBLIOGRAPHY

- Suggested bibliography:

Λαζαρίνης, Φ. (2015). *Πολυμέσα*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. ISBN: 978-960-603-141-0.

Δημουλάς, Χ. (2015). *Τεχνολογίες συγγραφής και διαχείρισης πολυμέσων*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. ISBN: 978-960-603-221-9.

Κυριάκη-Μάνεση, Δ. & Κουλούρης, Α. (2015). *Διαχείριση Ψηφιακού Περιεχομένου*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. ISBN: 978-960-603-059-8.

Μουστάκας, Κ., Παλιόκας, Ι., Τσακίρης, Α., Τζοβάρας, Δ. (2015) *Γραφικά και εικονική πραγματικότητα*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. ISBN: 978-960-603-255-4

Βοσινάκης, Σ. (2015). *Εικονικοί Κόσμοι – Σύγχρονες προσεγγίσεις, εφαρμογές και ανάπτυξη σε περιβάλλον OpenSimulator*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. ISBN: 978-960-603-226-4.

Αρβανίτης, Π. & Κρυστάλλη, Π. (2023). *Ψηφιακές τεχνολογίες και διδασκαλία της ξένης γλώσσας*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. ISBN: 978-618-5726-70-6.

Chapman, N. & Chapman, J. (2009). *Digital Multimedia*. Hoboken, NJ: Wiley.

Junaid, S. & Wong, Y.L. (2012). *Digital Media Primer* (2nd ed.). New Jersey: Prentice Hall.

Mayer, R. (2005). *The Cambridge Handbook of Multimedia Learning*. New York: Cambridge University Press.

-Related scientific Journals:

IEEE Transactions on Multimedia, <https://signalprocessingsociety.org/publications-resources/ieee-transactions-multimedia>.

IEEE MultiMedia, <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=93>.

Multimedia Tools and Applications, Springer, <https://www.springer.com/journal/11042>.

International Journal of Multimedia Information Retrieval, Springer, <https://www.springer.com/journal/13735>.

Multimedia Systems, Springer, <https://www.springer.com/journal/530>.

Transactions on Multimedia Computing, Communications and Applications, ACM, <https://dl.acm.org/journal/tomm>.

New Review of Hypermedia and Multimedia, Taylor and Francis,
<https://www.tandfonline.com/toc/tham20/current>.

Multimodal Technologies and Interaction, MDPI, <https://www.mdpi.com/journal/mti>.