

MODULE OUTLINE PSAE62

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	DIGITAL HUMANITIES: METHODS, TOOLS, PRACTICES (PSAE)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	PSAE62	SEMESTER OF STUDY	1st & 3rd
MODULE TITLE	New technologies in language education		
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		283	10 ECTS
COURSE TYPE Compulsory, Optional, Optional mandatory	Elective		
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/#psae62 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 module, students will be able to: • select and use digital tools, resources and environments for education, • evaluate e-learning environments, digital tools for education and digital learning resources, by using appropriate criteria, • organise lesson plans by using digital media, • explore and apply current pedagogical trends and methods and teaching practices with regard to the use of digital media and technologies in education, • identify the dimensions of digital literacy, both functional and critical, in teaching examples and teaching applications, critique them and revise them accordingly.	
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>	
<i>Search for, analysis and synthesis of data and</i>	<i>Project planning and management</i>

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

3. MODULE CONTENT

In this module, students focus on the basic parameters of the thinking developed in recent years about the use of digital media in teaching. Emphasis is placed on teaching subjects related to language (ancient Greek, Modern Greek, second/foreign language, literature), as well as theoretical approaches to the extent that they concern broader issues of teaching in the humanities. Although the focus is on teaching in the first and, especially, the second level of general education, the module also deals with issues of teaching and education in other forms of education (informal, adult etc.) and other levels (post-secondary, higher education). Apart from discussing theoretical concerns and the issues raised by them, the module also aims at familiarizing students with digital tools and media for language education, fostering the related functional literacy, cultivating criteria for the selection and evaluation of digital learning resources and educational environments such as the development of criteria for the evaluation and assessment of digital learning resources (e.g. websites), the implementation of teaching plans using digital media and the development of critical reflection on the practices of consolidating digital literacy, both functional and critical, in teaching.
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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>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>3 OSS (x 4 hours)</td><td>12</td></tr> <tr> <td>2 tutorial exercises (2 x 20 hours)</td><td>40</td></tr> <tr> <td>1 semester assignment</td><td>60</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>283</td></tr> </tbody> </table>	Activity	Semester Workload	3 OSS (x 4 hours)	12	2 tutorial exercises (2 x 20 hours)	40	1 semester assignment	60	Examination	2	Individual study (13 hours x 13 weeks)	169	Total module workload (hours)	283
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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 exam grades constitute a 60 percent of the students' final course grade. For further information go to the <u>EAP Study Guide</u>.														

5. SUGGESTED BIBLIOGRAPHY

- Suggested bibliography:

- Kress, G. 2003. *Literacy in the new media age*. New York: Routledge.
- Andrews, R. (ed.) (2004) *The Impact of ICT in Literacy Education*. London / New York: Routledge.
- Koskimaa, R. (2007). Cybertext Challenge: Teaching Literature in the Digital World in Arts and Humanities. *Higher Education*, 6 (2), Sage Publications.
- Erstad, O., Gilje, O. & de Lange, T. (2007). Re-mixing multimodal resources: Multiliteracies and digital production in Norwegian media education. *Learning, Media and Technology* 32(2): 183–98.
- Van Peer, W., Zyngier, S., & Viana, V. (2010). *Literary Education and Digital Learning. Methods and Technologies for Humanities Studies*. Hersley / New York: Information Science Reference.
- Lenhart, A. (2012). *Digital divides and bridges: Technology use among youth*. Washington, DC: Pew Research Center.
- Δημητρούλια Ξ., Τικτοπούλου Α. (2015). *Ψηφιακές λογοτεχνικές σπουδές*. Ηλεκτρονικό βιβλίο. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών.

-Related scientific Journals:

- Computer Assisted Language Learning*, <https://www.tandfonline.com/journals/ncal20>.
- Contemporary Educational Technology*, <https://www.cedtech.net>.
- Digital Culture & Education*, <https://www.digitalcultureandeducation.com>.

Digital Education Review, <https://revistes.ub.edu/index.php/der/about>.

Education and Information Technologies, <http://link.springer.com/journal/10639>.

Journal of Learning and Teaching in Digital Age, <https://dergipark.org.tr/en/pub/joltida>.

Technology, Pedagogy and Education, <https://www.tandfonline.com/toc/rtp20/current>.