

MODULE OUTLINE PSAE64

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	DIGITAL HUMANITIES: METHODS, TOOLS, PRACTICES (PSAE)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	PSAE64	SEMESTER OF STUDY	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		285	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/#psae64 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: • evaluate and use Digital Games in DH, • apply narrative techniques in the design of complex interactive DH projects, • use digital tools and educational platforms to create digital games to develop social and linguistic communication skills, • use digital tools appropriate for developing digital narratives that can be used in DH projects (e.g. advertising, museums etc.), • design pedagogical scenarios based on Digital Storytelling and Gamification.
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

<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>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>Introduction of innovative research</i>
• Search for, analysis and synthesis of data and information by the use of appropriate technologies, • Decision-making , • Individual/Independent work, • Project planning and management, • Respect for diversity and multiculturalism, • Development of free, creative and inductive thinking.	

3. MODULE CONTENT

The aim of the module is to introduce students to the basic concepts of digital storytelling and digital games. The theoretical approach of Digital Storytelling (DST), Game-Based Learning (GBL) and Gamification, on the one hand, and their practical application in DH, on the other, are examined. In the context of this module, the characteristics of DST and digital games will be presented, along with their pedagogical benefits for the development of social and linguistic competences, as well as their place as educational tools in DH. Tools and platforms suitable for the design and development of digital narratives and games will be presented and students will become familiar with their use. Finally, the need for instructional design in integrating and using these tools in a variety of DH subjects will be discussed.

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. Essav writing. Artistic creativity.</i>	<table><tr><th><i>Activity</i></th><th><i>Semester Workload</i></th></tr><tr><td>3 OSS (x 4 hours)</td><td>12</td></tr><tr><td>2 tutorial exercises (2 x 30 hours)</td><td>60</td></tr></table>		<i>Activity</i>	<i>Semester Workload</i>	3 OSS (x 4 hours)	12	2 tutorial exercises (2 x 30 hours)	60
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etc <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>	1 semester assignment	55
	Examination	2
	Individual study (12 hours x 13 weeks)	156
	Total module workload (hours)	285
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:

- Abderrahim, L., & González, D. N. (2020). The Impact of Digital Storytelling on the Motivation and Engagement of Young Foreign Language Learners. In M. R. Freiermuth & N. Zarrinabadi (Eds), *Technology and the Psychology of Second Language Learners and Users* (pp. 517-541). Cham: Palgrave Macmillan.
- Cabero, J., & Barroso, J. (2016). The educational possibilities of Augmented Reality. *Journal of New Approaches in Educational Research*, 5 (1), 44-50.
- Lambert, J. (2010). *Cookbook for Digital Storytelling*. New York: Digital Diner Press.
- Plass, L. J., Mayer, E. R., & Bruce D. H.(eds.) (2020). *Handbook of Game-Based Learning*. Cambridge, Mass.:The MIT Press.
- Prensky, M. (2007). *Digital Game-Based Learning*. Saint Paul: Paragon House.
- Tazouti, Y., Boulaknadel, S., & Fakhri, Y. (2020). A Virtual reality serious game for Language learning. *International Journal of Advanced Trends in Computer Science and Engineering*, 9(1), 713-716.
- Ohler, J. B. (2013). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks: Corwin Press.
- Sadler, R. (2012). *Virtual Worlds, Telecollaboration, and Language Learning: From Theory to Practice*. Bern: Peter Lang.

-Related scientific Journals:

- International Journal of Serious Games*, <https://journal.seriousgamesociety.org/index.php/IJSG>.
- International Journal of Game Based Learning*, <https://www.igi-global.com/journal/international-journal-game-based-learning/41019>.
- International Journal of Virtual and Augmented Reality*, <https://www.igi->

global.com/journal/international-journal-virtual-augmented-reality/145080.
Games and Culture, <https://journals.sagepub.com/home/gac>.