COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΔΕΕ702 **SEMESTER** Z (WINTER)
COURSE TITLE	Pedagogical use of ICT II

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
lectures, laboratory exercises	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background, specialised general knowledge, skills development
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=913

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students are expected to demonstrate knowledge and understanding in the field of educational technology. The course is about the design of ICT-supported instructional interventions and educational scenarios. ICT tools used are open educational resources and especially learning objects, concept mapping, web quests.

Students will be able to apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences in the pedagogical use of ICT in the teaching practice. They are expected to have the ability to gather and interpret relevant data, communicate information, ideas, problems and solutions on digital learning objects and ICT supported instructional interventions and educational scenarios.

They will develop those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy on the design of interventions and scenarios based on Technological Pedagogical Content Knowledge.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
	Respect for the natural environment

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course "Pedagogical use of ICT" deals with the design of ICT-supported instructional interventions and educational scenarios. Emphasis is given on ICT as cognitive tools. Students develop instructional interventions and educational scenarios by using learning objects from the national repository fotodentro.

Students' participation in the course is obligatory. The student cannot omit more than two sessions. The course involves a theoretical, a laboratory part as well as homework submission.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face, practice in the computer room.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, laboratory education, communication with students.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Teaching hours	9
	Laboratory hours	30
	Examination hours	3
	Homework hours	25
	Study hours	40
	Other (software management)	18
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public*	Summative and conclusive evaluation. Problem solving, written work, laboratory work.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Depover, C., Karsenti, T., Κόμης, Β. (2010). Διδασκαλία με τη χρήση της τεχνολογίας. Προώθηση της μάθησης, ανάπτυξη ικανοτήτων. Αθήνα: Κλειδάριθμος.

Μικρόπουλος, Τ. Α. (2000). Εκπαιδευτικό λογισμικό: Θέματα σχεδίασης και αξιολόγησης λογισμικού υπερμέσων. Αθήνα: Κλειδάριθμος.Bloom's digital taxonomy, http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy

A Model of Learning Objectives, http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/

- Related academic journals:

- Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση

- British Journal of Educational Technology

- Computer Science Education

- Computers & Education

- Education and Information Technologies

- Educational Technology Research & Development

- Interactive Learning Environments

- International Journal of Artificial Intelligence in Education

- Journal of Computing in Childhood Education

- Journal of Educational Technology & Society

- Journal of Interactive Media in Education

- Journal of Research on Technology in Education

- Themes in science and technology education