

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΔΕΥ062	SEMESTER	E (WINTER)
COURSE TITLE	INFORMATION TECHNOLOGIES AND EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>	WEEKLY TEACHING HOURS	CREDITS	
lectures, laboratory exercises	4	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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=192		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students are expected to demonstrate knowledge and understanding in the field of educational technology. Emphasis is given on Computer Science and Information and Communication Technologies (ICT).</p> <p>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. They are expected to have the ability to gather and interpret relevant data, communicate information, ideas, problems and solutions on ICT supported instructional interventions and educational scenarios.</p> <p>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 affordances of ICT in teaching practice and learning process.</p>
<p>General Competences <i>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?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <i>Project planning and management</i></p>

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> ● 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 “Information Technologies and Education” presents the theoretical background of the pedagogical use of ICT, emphasis given on primary education. It is the obligatory course of a series of courses on Computer Science and ICT in Education.

The course is the basis for the design of ICT supported instructional interventions and educational scenarios.

The course involves a theoretical, a laboratory part as well as homework submission.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>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</i>	Activity	Semester workload
	Teaching hours	39
	Laboratory hours	15
	Examination hours	3
	Homework hours	25
	Study hours	50
	Other (Laboratory hours, software management)	18
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem</i>	Summative and conclusive evaluation, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, laboratory work.	

solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Μικρόπουλος, Τ. Α., Μπέλλου, Ι. (2010). *Σενάρια διδασκαλίας με υπολογιστή*. Αθήνα: Κλειδάριθμος.

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

Δημητριάδης, Σ. Ν. (2014). *Θεωρίες μάθησης και εκπαιδευτικό λογισμικό*. Θεσσαλονίκη: Τζιόλα.

Schunk, D. H. (2010). *Θεωρίες μάθησης: Μια εκπαιδευτική προσέγγιση*. Αθήνα: Μεταίχμιο. A Model of Learning Objectives,

<http://www.celt.iastate.edu/teaching-resources/effective-practice/revise-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