COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Teaching and Learning using ICT			
COURSE CODE	HY0702	**SEMESTER**	6, 8
HOURS per WEEK	3	**ECTS**	4
COURSE CATEGORY	Elective	**COURSE TYPE**	Scientific area, Skills development
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	**PREREQUISITES**	HY0601
OFFERED TO ERASMUS	YES	**ECLASS PAGE**	https://eclass.uth.gr/courses/PRE_U_147/

2. LEARNING OUTCOMES

Learning Outcomes

Upon successful completion of the course, students are expected to:

- Define and describe the terms of the ARCS and ICAP models and apply these models to ICT-enhanced educational designs.
- Compare and contrast the way support can be provided in different learning contexts either with or without ICT.
- Critically evaluate common claims about the learning effectiveness of videos, informational sites, and simulations.
- Use the Learning Designer software to document their educational designs.
- Identify important national repositories of educational material and understand their basic functionalities.
- Apply learning theories to the evaluation of ICT-enhanced designs.
- Design small interventions with selected educational software.
- Understand basic principles of STEAM
- Recall the definitions of augmented and virtual reality and compare and contrast current views on their educational effectiveness.
- Implement a small robotics application.
- Identify ways of using AI in primary education.

General Competences

Data and information search, analysis and synthesis, using IT as needed

Teamwork

Respect for diversity and multiculturalism

Respect for natural environment Critical and self-critical thinking

☒Advancement of free, creative and inductive thinking

3. CONTENT

Critical approach: Videos, Information Sites, Simulations

Learning Environments and Educational Technologies

Learning Designer

Repositories

Types of ICT uses with high added learning value

Learning Theories and ICT

STEAM and Robotics

Augmented and Virtual Reality

Artificial Intelligence in Education

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person
USE OF ICT	Teaching and learning: Slide show / Learning Designer/Digital School/ google forms Laboratory Training: use of computer / software and digital sources that pertain to primary education Communication: Webmail / eClass / MSteams (possible)/ google drive
COMPULSORY ATTENDANCE	NO — **MAXIMUM NUMBER OF ABSENCES:**

TEACHING ORGANIZATION

Activity	*Semester Workload (hours)*
Lectures	21
Laboratory exercise	18
Literature study & analysis	30
Essay writing	13
Study	20
Examination	2
Course total	***104***

EVALUATION

Type	*Format*	*Weighting*
Final written exam	Multiple Choice Questions Open-Ended Questions	100%
Written assignment / report / performance / portfolio		30%

Description of other evaluation method / Evaluation criteria: Tasks related to the use of educational software in the design or the evaluation of scenarios, are completed during each lab meeting.

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the *Eudoxus* service)

Φύκαρης Ι. (2015) Τεχνολογίες Πληροφορίας και Επικοινωνιών & Διδακτική Μεθοδολογία.

Τζιμογιάννης Α. (2019) Ψηφιακές τεχνολογίες και μάθηση του 21ου αιώνα Εκδόσεις Κριτική

Other books / Notes

Σοφός, Α., Κώστας, Α., Παράσχου, Β., Σπανός, Δ., Γιασιράνης, Σ., Τζόρτζογλου, Φ., & Βρατσάλη, Ν. (2023). Σχεδιασμοί εκπαιδευτικού υλικού & τεχνολογίες για την ψηφιακή εκπαίδευση [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. http://dx.doi.org/10.57713/kallipos-170

Scientific journals

Computers and Education, https://www.sciencedirect.com/journal/computers-and-education

Journal of the Learning Sciences, https://www.tandfonline.com/toc/hlns20/current

Scientific articles

Other

Πρακτικά Συνεδρίων ΕΤΠΕ https://www.etpe.gr/conferences/