

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Internet Supported Learning Enviroments			
COURSE CODE	HY1306	SEMESTER	6, 8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Compulsory	COURSE TYPE	Scientific area, Skills development
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	HY0103
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_112/

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: Name at least 6 Web 2.0 applications that can support learning in primary education and understand their basic functionality. Implement educational environments using wikis, Google Drive, and blogs. Implement TED-Ed lessons for integration into flipped classrooms. Name Web 2.0 applications that support inquiry-based learning and can argue for the plus and cons of their functionality. Name Web 2.0 applications that can support their professional development as primary school teachers. State usability criteria for websites. Compare and contrast educational websites with informational websites. Apply principles of blended learning to combine Web 2.0 applications with face-to-face work. Name ways of using Artificial Intelligence to support online learning environments. Design a learning environment based on a Web 2.0 application in at least one subject area. Define Learning Analytics and argue about its value in education
General Competencies
Data and information search, analysis and synthesis, using IT as needed Decision-making Autonomous work Teamwork Project design and management Respect for diversity and multiculturalism Respect for natural environment Critical and self-critical thinking Advancement of free, creative and inductive thinking

3. CONTENT

Technology and Education in the context of Web 2.0. Transfer of learning theories, teaching strategies, and design principles to online environments. Online learning support tools - online repositories. Communities of Educators - New identities of educators - Professional development of educators with online support. Distance and blended learning, MOOCs. Educational analytics and the use of Artificial Intelligence in the context of online learning.
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4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person											
USE OF ICT	Teaching and learning+ Laboratory Training: Slide show / specialized software / MsTeams/ e-me/ PbWorks/ Ted-ed/ google drive Communication: Webmail / eClass											
COMPULSORY ATTENDANCE	YES	MAXIMUM NUMBER OF ABSENCES:	2									
TEACHING ORGANIZATION	Activity		Semester Workload (hours)									
	Lectures		39									
	Literature study & analysis		30									
	Implementation of a study (project)		15									
	Study		25									
	Examination		1									
	Course total		110									
EVALUATION	<table><tr><th>Type</th><th>Format</th><th>Weighting</th></tr><tr><td>Final oral examination</td><td></td><td>70%</td></tr><tr><td>Written assignment / report / performance / portfolio</td><td></td><td>30%</td></tr></table>			Type	Format	Weighting	Final oral examination		70%	Written assignment / report / performance / portfolio		30%
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	Final oral examination		70%									
	Written assignment / report / performance / portfolio		30%									
	Description of other evaluation method / Evaluation criteria: The evaluation process is conducted in Greek.											
	<u>Regarding Formative Assessment</u> , it is:											
	Group-based and relies on: The individual projects of the student groups during the workshops Class discussions The group responses of the students in Google Forms Individual with written answers to open-ended short-answer questions											
	<u>Regarding Summative Assessment</u> , it is:											
	Group-based based on the Public Presentation that the groups perform on Web 2.0 applications related to education or on relevant articles Group-based based on the final project of each group Individual with individual examination of the students based on their group work											

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Αβούρης Ν., Καραγιαννίδης, Χ., Κόμης, Β. (2009) Συνεργατική Τεχνολογία, Κλειδάριθμος
Ρετάλης, Σ., Αβούρης, Ν., Αναστασιάδης Π. κα (2023) Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης
Πατηνιώτης Μ. (επιμ.), (2002) Εισαγωγή στις Ψηφιακές Σπουδές, Εκδόσεις Ροπή
Σοφός Α. (2010) Παιδαγωγικές διαστάσεις των νέων μέσων, Γρηγόρης
Σοφός Α., Τζώρτζογλου Φ. (2022) 50+8 Web 2.0 εργαλεία για την εκπαίδευση και τον εκπαιδευτικό, Γρηγόρης
Other books / Notes
Γιαννούλας, Α. (2023). Από τη διά ζώσης εκπαίδευση με ψηφιακά εργαλεία στην εξ αποστάσεως [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. http://dx.doi.org/10.57713/kallipos-126
Τζιμογιάννης Α., (2017) Ηλεκτρονική μάθηση, Εκδόσεις Κριτική
Scientific journals
Ανοικτή Εκπαίδευση https://ejournals.epublishing.ekt.gr/index.php/openjournal
The International Review of Research in Open and Distributed Learning
Scientific articles
Wegerif, R. (2024). Afterword: Dialogic space. Theory Into Practice, 63(2), 239-250.
Other
ISTE (International Society for Technology in Education): https://www.iste.org/
Edutopia: https://www.edutopia.org/
Common Sense Education: https://www.commonsense.org/
Web3.0: https://www.investopedia.com/web-20-web-30-5208698