SCHOOL	SCHOOL OF SCIENCE		
ACADEMIC UNIT	COMPUTER SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**406SBOB**	**SEMESTER**	**4**th
COURSE TITLE	ICT IN EDUCATION		

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	2	5
Tutorial Exercises	2	
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*	Specialized General Knowledge,
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (for erasmus students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	-

LEARNING OUTCOMES

The development of Information and Communication Technologies (ICT) in recent years has led to their widespread adoption in the educational process. The impact of the use of ICT is multidimensional and many questions, possibilities and perspectives arise.

The course seeks to present and promote discussion on the concerns of the introduction of ICT in education.

The course aims to present the use of ICT in education and then to systematically study the requirements arising from it, the attitudes of the stakeholders and individuals involved, and the impact of ICT on education and society.

Upon successful completion of the course the student will be able to:
- Understand the impact of ICT on social life and the economy.
- Recognise the interdependence of knowledge and technology.
- Recognise the concerns about the application of ICTs in
- Recognise the importance of the application of ICT in education.
- Get to know the software that exists in most Greek schools.
- Be able to evaluate the main impacts of the use of ICT in education.
- Gain knowledge about the methodology of using ICT in education and be able to apply them.
- Recognise the usefulness of ICT in education and be able to propose appropriate ways of applying them.
- Has sufficient theoretical knowledge of models of ICT use in education.
- Is aware of the social, ethical and legal problems arising from the development and the widespread use of ICTs.
- Discusses critically the spread and use of ICT.
- Argues and proposes solutions focused on solving social, educational, cultural and legal-ethical issues relating to the introduction of ICT ICT in education.
- Understand the issues arising from the use of ICT and Web 2.0 applications in issues related to the use of ICT and Web applications and applications in collaborative learning environments.
- Understands the pedagogical use of ICT in special education.
- Reformulate present curricula and propose solutions with the pedagogical use of ICT in education

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous Work
- Group work
- Exercise of criticism and self-criticism
- Promotion of free, creative and deductive thinking

SYLLABUS

- Introduction to ICT
- Information and Communication Technology.
- The spread of ICT and its social and economic impact
- The interdependence of knowledge with 'knowledge technology'.
- The new social and professional requirements arising from the development of information and communication technology
- ICT uses in education
- The introduction of computers in schools as a curriculum problem: the computer as an object of instruction.
- The computer as a teaching tool
- Web 2.0 and collaborative environments in education
- Virtual and mixed reality environments in education
- The use of mobile and electronic devices in the educational process
- Teachers and ICT: attitudes, perceptions, requirements
- Learner and ICT: use, attitudes and concerns.
- Gender and adoption of new technologies in the past and today.
- Social, ethical, legal and political problems arising from the spread of ICT Information and Communication Technology.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (in class)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Supporting learning process through the online platform e-class Collaborative docs, AR platfor ARTutor

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
Lectures	26x2 =52 hours
Tutorial Exercises	13x2 =26 hours
Collaborative Projects	30 hours
Indipendent study	17 hours
Course total	**125 hours**

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 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.

Total grade (100%):
- Assignments (100%)

ATTACHED BIBLIOGRAPHY

- Κωνσταντίνος Μπίκος (2012). Ζητήματα Παιδαγωγικής που θέτουν οι Τεχνολογίες της

Πληροφορίας και των Επικοινωνιών. Θεσσαλονίκη: Ζυγός.

- Χρ. Σολομωνίδου (2009). Η χρήση του υπολογιστή στο σύγχρονο σχολείο. Βόλος: Πανεπιστ. Εκδόσεις Θεσσαλίας
- Κόμης, Β. (2004). Εισαγωγή της εκπαιδευτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και των Επικοινωνιών. Αθήνα: Εκδόσεις Νέων Τεχνολογιών.
- Νέα μέσα στην εκπαίδευση: τρέχουσες και παλαιότερες προσεγγίσεις, Σ. Αλιβίζος, & Κ. Βρατσάλης (επιμ.). Στο: Παιδαγωγική αξιοποίηση των νέων μέσων στην εκπαιδευτική διαδικασία (σσ. 39-45). Αθήνα: Εκδοτικός Όμιλος Ίων
- Τζιμογιάννης, Α. (2017). Ηλεκτρονική Μάθηση: Θεωρητικές Προσεγγίσεις και Εκπαιδευτικοί Σχεδιασμοί. Αθήνα : Κριτική
- Crook, C., Harrison, C., Farrington-Flint, L., Tom‡s, C. and Underwood, J. (2010). The Impact of Technology: Value-added classroom practice Coventry: Becta. Διαθέσιμο on line: http://www.ictliteracy.info/rf.pdf/impact-digital-tech.pdf
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- Έκθεση παρακολούθησης της εκπαίδευσης και της κατάρτισης του 2015, Ευρωπαϊκή Επιτροπή Διαθέσιμο on line:
- http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/2015/monitor2015-cyprus_el.pdf
- Proceedings of ETPE conferences «ICT in Education» https://www.etpe.gr/conferences/