

e-Learning and Distance Learning (e-Learning II)

Lecturer-co-ordinator: Athanassios Jimoyiannis

The general purpose of the course is to provide postgraduate students the knowledge and the tools needed to understand and critically study the technological, pedagogical, instructional and contextual issues that determine the framework of e-Learning. The course examines critical issues, trends and current perspectives of e-Learning and distance learning. The main focus is directed to the current models and technologies used in e-Learning systems, and the principles underpinning/guiding the design and evaluation of e-Learning systems and programs.

The course content is structured along five axes:

- The evolution of Distance Learning
- e-learning technologies and e-Learning models
- Course Management Systems and Web 2.0 applications
- Design and evaluation of e-Learning programs
- Policies and trends in e-Learning and distance learning (Virtual Campuses, Communities of Practice-Learning).

e-Learning and Distance Learning (e-learning II) – 5 ECTS

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Course description

This module provides a broad overview of critical issues, trends and current perspectives in relation to e-learning and distance learning. Particular emphasis is placed to current e-learning models and technologies, and the principles underpinning the design and the evaluation of e-learning systems and programmes. The main topics of this module include:

- Distance Learning
- E-learning technologies and e-learning models
- Social media and Web 2.0 technologies
- Design and evaluation of e-learning programmes
- Trends in e-learning and distance learning (Virtual Learning Environments, Open Educational Resources, Communities of Practice).

Objectives

Postgraduate students will have the opportunity to explore and critically study the technological, pedagogical, instructional and contextual issues that determine e-learning and distance learning as an independent research and educational practice field.

Learning outcomes

After having completed this module, students will be able

- to review and debate on the evolution of distance learning as scientific field
- to experience a range of on-line technologies and reflect on their outcomes for instruction and learning
- to critically examine the theoretical underpinnings of e-learning models and pedagogies
- to apply their knowledge and skills to design learning programs by using a range of on-line resources, media and technological platforms
- to critique and evaluate current e-learning models and pedagogies in typical education and life-long learning
- to develop a complete view of e-learning as an independent research field.

Structure

The module comprises lectures, practice and a series of synchronous and asynchronous activities implemented through the e-learning platform (<http://moodle.korinthos.uop.gr>).

Students' assessment

Students' assessment is based on their participation in on-line activities, the individual assignments and collaborative work/studies.

Bibliography

Garrison D. (2011). E-Learning in the 21st Century: A Framework for Research and Practice. Routledge Falmer.

Course folder (instructor's notes, worksheets, articles, online sources etc.) which is updated every academic year.