

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION AND SPORT SCIENCES		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION AND SPORT SCIENCES		
<b>LEVEL OF STUDIES</b>	LEVEL 7		
<b>COURSE CODE</b>	PE02	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	EDUCATIONAL TECHNOLOGY AND MEDIA IN TEACHING INCLUSIVE & SPECIAL PHYSICAL EDUCATION		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		2	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	ELLECTIVE		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK ENGLISH FOR ERASMUS STUDENTS		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/PHYED5D108/">https://eclass.duth.gr/courses/PHYED5D108/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

The course is designed to help students take advantage of information and communication technology in teaching inclusive & special physical education, in order to use them as: a) as a simulation instrument, a research medium, b) a medium of applying the scientific method, c) a medium to facilitate student interaction with the course subject matter and, finally, d) a cognitive tool for teaching and learning.

Upon the completion of this course the students will be able to:

- Understand the basic concepts of information & communication technology application and their use in teaching inclusive & special physical education.
- Use educational technology applications in teaching inclusive & special physical education.
- Exploit the technological applications of information & communication technology and the new learning environments in educational programs that promote inclusive & special physical education.
- Evaluate the use and the integration of information & communication technology in educational process.

#### General Skills

*Name the desirable general skills upon successful completion of the module*

<p>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</p>	<p>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</p>
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, ICT Use</li> <li>• Adaptation to new situations</li> <li>• Autonomous work</li> <li>• Teamwork</li> <li>• Promoting free, creative and inductive reasoning</li> <li>• Production of new research ideas</li> </ul>	

### 3. COURSE CONTENT

1. Principles of Using Visual Symbols – Designing Effective Materials I & II
2. Utilizing the Online Graphic Design Platform "Canva" in Physical Education
3. Application of the Online Graphic Design Platform "Canva" in Physical Education
4. Artificial Intelligence and Physical Education: An Introductory Approach
5. Artificial Intelligence in Physical Education: Creating Videos with Pictory AI
6. Utilizing Interactive Video Games in Physical Education
7. Interactive Video Games in Physical Education: Leveraging the Gamma AI System
8. Video Use and Management in Physical Education – Online Applications (EdPuzzle)
9. Digital Video Tools in Physical Education: Practical Application of OpenShot
10. Artificial Intelligence Applications in Physical Education: The Case of Magic School AI
11. Creating Quizzes and Lessons in a Game-Based Learning Environment (Quizizz, Quizlet)
12. Utilizing the "Google Apps" Workspace in Physical Education
13. Using Audio Editing Tools in Physical Education (Audacity)

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	Face to face, Distance learning (synchronous, asynchronous)	
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in Teaching, in Laboratory Education, in Communication with students	
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	30
	Bibliographic research & analysis	40
	Laboratory Exercise	60
	Demonstrations, practical exercises, collaborative activities	40
	Presentations, discussion, practical exercises	50
	Practical training, cooperative activities	30
	<b>Total</b>	<b>250</b>

STUDENT EVALUATION	
<p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<ol style="list-style-type: none"> <li>1. Mid-term exams</li> <li>2. Problem-solving projects</li> <li>3. Final (written) exams</li> </ol>

## 5. SUGGESTED BIBLIOGRAPHY

1. Smaldino, S., Lowther, D. & Russell, J. (2010). Εκπαιδευτική τεχνολογία και μέσα για μάθηση. Αθήνα: Έλλην.
2. Mohnsen S.B. (2014). Η χρήση της Τεχνολογίας στη Φυσική Αγωγή (Επιμ. Αντωνίου, Π.). Θεσσαλονίκη: Δίσιγμα.
3. Vernadakis, N., Giannousi, M., Derri, V., Kellis, I. & Kioumourtzoglou, E. (2010). Athens 2004 Team Leaders' Attitudes toward the Educational Multimedia Application "Leonidas". Journal of Educational Technology & Society, 13(1), 208-219.
4. Vernadakis, N., Antoniou, P., Giannousi, M., Zetou, E., & Kioumourtzoglou, E. (2011). Comparing hybrid learning with traditional approaches on learning the microsoft office power point 2003 program in tertiary education. Computers & Education, 56(1), 188-199.
5. Vernadakis, N., Gioxtsidou, A., Antoniou, P., Ioannidis, D., Giannousi, M. (2012). The impact of Nintendo Wii to physical education students' balance compared to the traditional approaches. Computers & Education, 59(2), 196-205.
6. Vernadakis, N., Derri, V., Tsitskari, E. & Antoniou, P. (2014). The effect of Xbox Kinect intervention on balance ability for previous injured young competitive male athletes: a preliminary study. Physical Therapy in Sport, 15, 148-155.
7. Vernadakis, N., Papastergiou, M., Zetou, E. & Antoniou, P. (2015). The impact of an exergame-based intervention on children's fundamental motor skills. Computers & Education, 83, 90-102. <http://dx.doi.org/10.1016/j.compedu.2015.01.001>
8. Papastergiou, M., Natsis, P., Vernadakis, N., & Antoniou, P. (2021). Introducing tablets and a mobile fitness application into primary school physical education. Education and Information Technologies, 26(1), 799-816. <https://doi.org/10.1007/s10639-020-10289-y>
9. Papastergiou, M., Kanaros, D., Papamichou, A., & Vernadakis, N. (2021). Effects of a project based on mobile applications, exergames and a web 2.0 social learning platform on students' physical activity and nutritional criteria in the era of COVID 19. Educational Media International, 58(4), 297-316. <https://doi.org/10.1080/09523987.2021.1989765>
10. Syropoulou, A., Vernadakis, N., Papastergiou, M., & Kourtessis, T. (2021). Psychometric evaluation of the rosenberg self-esteem scale in primary school students with mild intellectual disability: First evidence. Research in Developmental Disabilities, 114 <https://doi.org/10.1016/j.ridd.2021.103964>

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

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<b>Contact details:</b>	<a href="mailto:nvernada@phyed.duth.gr">nvernada@phyed.duth.gr</a>
<b>Supervisors: (1)</b>	NO
<b>Evaluation methods: (2)</b>	Written examination with distance learning methods
<b>Implementation Instructions: (3)</b>	<p>The examination in the course will be carried out in subgroups of users in the eClass, depending on the number of participants in the course, on the day according to the examination program announced by the Secretariat.</p> <p>The exam will be conducted through Teams. The link will be sent to students via eClass exclusively to the institutional accounts of those who have registered for the course and have learned the terms of distance methods.</p> <p>Students will have to log in to the examination room through their institutional account, otherwise they will not be able to participate. They will also take part in the examination with a camera, which they will have open during the examination. Before the start of the exam, students will show their identity to the camera, so that they can be identified.</p> <p>Each student should answer multiple choice questions, free text development, critical thinking. Each of the questions is graded from 0.5 to 2.0 points depending on the question category.</p>