

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Education		
<b>ACADEMIC UNIT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>D01P35</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Artificial Intelligence and Humanities Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background, specialised knowledge, and development of digital skills		
<b>PREREQUISITE COURSES:</b>	-----		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/">https://elearn.uoc.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course "Artificial Intelligence and Humanities Education" is an introductory course in the dynamically developing and interdisciplinary field of Digital Humanities, designed specifically for students interested in education, humanities and at the same time AI. Its broader purpose is to cultivate competences in students that will enable them to respond more confidently to the challenges of the digital age, education in the digital age and humanities in the digital age. More specifically, the aim of the course is to familiarize</p>

students with uses and prospects of AI that can improve: a) the curriculum of humanities courses in school education, b) the teaching of these courses, and c) the relevant educational research.

Upon completion of the course, students are expected to be able to:

- Understand the potential uses of Artificial Intelligence (AI) in education and evaluate them
- Be aware of the difficulties and challenges that may arise during the uses of AI in education
- Understand the broader educational and social dimensions surrounding the uses of AI in education
- Know and evaluate uses of ICT in education in the humanities
- Interpret the objectives and evaluate the results of educational research projects using AI
- Produce theoretically informed proposals - plans for conducting educational research in the humanities using AI.
- Produce educational scenarios for the use of AI in humanities education
- To organise activities to promote and cultivate interest in humanities education through AI
- To develop transversal and transferable communication and collaboration skills through group work
- As future teachers, to be able to develop in their students skills that ensure good practices in managing digital information, such as critical reception of data in a text, text visualisation, critical and creative use of digital resources abundantly available on the Internet.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Working independently*  
*Working in an international environment*  
*Decision-making*  
*Production of free, creative and inductive thinking*  
*Working in an interdisciplinary environment*  
*Team work*  
*Exercising criticism and self-criticism*  
*Adapting to new situations*  
*Critical thinking and creativity in decision-making*  
*Developing problem-solving skills for the educational community*  
*Developing collaborative skills in a modern context (especially in digital environments)*

### (3) SYLLABUS

AI today has invaded contemporary everyday life and is widely used (or can be used) in education (teaching, learning and research).

But how does AI work? What are the big data in education? What are ontologies and how can they be used in education and educational research? Which AI tools can be used in teaching and learning related to humanities and what can they add to it? What difficulties are likely to be encountered in using AI in education?

All the above will be explored through the study of relevant literature, as well as concrete examples of AI uses that will relate to various fields of education, such as the development and/or analysis of the Curriculum, the introduction of innovations in education, the renewal of teaching and learning, etc. Students will be involved in studying relevant literature, developing educational scenarios for the use of AI in humanities courses and analysing real research data during laboratory-based exercises.

In detail, the following topics are developed and discussed:

1. Potential uses of AI in Education and perspectives for teaching and learning
2. Difficulties and challenges arising in the use of AI in education
3. Educational and social dimensions surrounding the uses of AI in education (algorithmic stereotypes, social perceptions of AI, etc.)
4. Uses of AI in humanities education: perspectives on teaching and learning
5. Uses of AI in research on humanities education.
6. Educational scenarios for the use of AI in humanities education.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face with the possibility of hybrid course attendance
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching: <ul style="list-style-type: none"><li>• Presentations with multimedia content (images, video)</li><li>• Provision of recommended literature and supporting material</li></ul> In communication with students: <ul style="list-style-type: none"><li>• Supporting the learning process through the electronic platform elearn (announcements, information, messages, documents, user groups, etc).</li><li>• E-mail, group messages, etc.</li></ul>

<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	39
	Independent study	31
	Development of teaching scenarios or research plans	30
	Exam preparation and final written exam	30
	Course total	<b>130</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The criteria against which students will be assessed will be derived from the learning outcomes and will be made known and clear to students from the outset, as they will be discussed with them.</p> <p>Assessment will be made by written examination at the end of the semester. Where appropriate and only under certain conditions, an oral examination may be given, with the same characteristics as the written examination (cases of diagnosed and proven difficulty in the written examination). Students will be given the opportunity to write and submit an essay, group or individual, supportive or exculpatory depending on the course. Essays will only add 1-3 points to the written examination grade (if of the required quality) if the grade is equal to or greater than 5.</p>	

##### (5) ATTACHED BIBLIOGRAPHY

Isaias, P., Sampson, D. & Ifenthaler, D. (2020). *Technology Supported Innovations in School Education*. Available on line: <https://link.springer.com/book/10.1007/978-3-030-48194-0>

Williamson, B. (2017). *Big Data in Education*. SAGE

Stancin, K., Poscic, P. & Jaksic, D. (...). Ontologies in education – state of the art, *Education and Information Technologies*, 25, 2020. <https://doi.org/10.1007/s10639-020-10226-z>

Curricula based on semantic technologies:  
[https://www.researchgate.net/publication/303561096\\_Collaborative\\_Development\\_of\\_Informatics\\_Curricula\\_Based\\_on\\_Semantic\\_Technologies](https://www.researchgate.net/publication/303561096_Collaborative_Development_of_Informatics_Curricula_Based_on_Semantic_Technologies)

Websites  
<https://www.schooleducationgateway.eu/el/pub/resources/tutorials/ai-in-education->

[tutorial.htm](#)

<https://www.nationalcoalition.gov.gr/skills-intelligence/techniti-noimosyni-kai-ekpaideysikat/>

*Relevant scientific journals:*

Educational Technology & Society (ET&S)