PROGRAMME OF STUDY SUBJECT IN BA STUDY PROGRAMME ON ‚CAREER AND PROFESSIONAL COUNSELLING‘

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to	Reg. No.
EDU 3017	**C 2**	**6**	**2011-06-02**	**2013-06-02**	...

Course type	Compulsory
Course level	Bachelor
Semester the course is delivered	Fifth
Study form	Distant

Course title in Lithuanian

ŠVIETIMO INFORMACINĖS TECHNOLOGIJOS

Course title in English

INFORMATION TECHNOLOGIES IN EDUCATION

Short course annotation in Lithuanian

Besimokantieji įgis gebėjimų ir žinių, būtinų analizuoti ir vertinti informacinių technologijų panaudojimo švietimo galimybes; planuoti ir organizuoti mokymo ir mokymosi veiklas, naudojant informacines technologijas; projektuoti ir organizuoti mokymą ir mokymąsi nuotoliniu būdu; taikyti efektyvius inovatyvius mokymosi rezultatų vertinimo metodus, naudojant informacines technologijas.

Short course annotation in English

The students will acquire skills necessary to analyze and evaluate the possibilities for application of information technologies in education, to plan and organize teaching and learning activities using information technologies, to design and organize online teaching and learning; to apply effective and innovative methods for assessing the learning results by using information technologies.

Prerequisites for entering the course

Introduction to informatics, learning theories and strategies, social research methodology.

Course aim

The students will acquire skills necessary to analyze and evaluate the possibilities for application of information technologies in education, to plan and organize teaching and learning activities using information technologies.

Links between study programme outcomes, course outcomes and criteria of learning achievement evaluation

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
To prepare teaching and learning programmes of subjects in social sciences.	To apply information technologies designing distance learning curriculum.	To apply information technologies designing distance learning curriculum.
To organize teaching and learning of individuals, groups, communities and organizations.	To plan learning and teaching using information technologies.	A learning activity designed using IT.
	To organize learning and teaching using information technologies.	The learning is organized using IT.
To select and apply innovative teaching methods for individual, group, community and organizational learning.	To analyse and evaluate possibilities to use IT in education.	Analysis of possibilities to use IT in education presented.
	To compare various IT and to identify their benefits and shortcomings.	Various IT and their benefits and shortcomings are compared.
	To prepare an instrument to assess the quality of cases of IT application in education.	An instrument to assess the quality of cases of IT application in education prepared.
To apply effective and innovative methods for evaluation of teaching and learning outcomes.	To evaluate learning outcomes using IT.	Examples are presented how learning outcomes can be evaluated using IT.

Link between course outcomes and content

Course outcomes	Content (topics)
To analyse and evaluate possibilities to use IT in education.	Technology enhanced learning conceptual approach in Lithuania and Europe.
	Historical perspective of application of IT in education.

To plan learning and teaching using information technologies.	Tendencies and perspectives of the use of IT in education.
	ICT tools to ensure interactivity and support .
To compare various IT and to identify their benefits and shortcomings.	Variety of information technologies in education, their benefits and shortcomings: technological change, web 2.0 tools, choice and other criteria for distance learning curriculum designing.
	Challenges and problem areas of information society.
To apply information technologies designing distance learning curriculum.	Planning learning and teaching activities using information technologies.
	Designing technology enhanced learning and teaching curriculum and learning and teaching organization.
	Open Educational Resources.
To prepare an instrument to assess the quality of cases of IT application in education.	Quality assurance in distance education.
To organize learning and teaching using information technologies.	Organization and management of distance education within an organization
	Interaction and interactivity
	Distance education support systems.
	Virtual mobility.
To evaluate learning outcomes using IT.	Variety of information technologies in education, their benefits and shortcomings: technological change, web 2.0 tools, choice and other criteria for distance learning curriculum designing.

Study (teaching and learning) methods

Lectures, analysis of theoretical material. Video conferences and video lectures. Analysis and discussing of practical examples. Individual work (practical tasks and homework). Group work and seminars. Discussions and reflections. Individual projects (homework and practical tasks).

Methods of learning achievement assessment

Graded practical tasks. Graded homework. Mid-term examination – test (with the possibility to apply the theory of the degree of certainty). Examination – test (with the possibility to apply the theory of the degree of certainty). Active participation in learning – 6 reflections on the basis of free form or recommended form, indicating personal learning progress, success/ failures in task performance, recommendations for study process improvement – 1 additional point to the second homework.

Distribution of workload for students (contact and independent work hours)

Lectures - 30 val.
Seminars – 20 hours.
Individual and team work - 80 hours.
Teamwork organization – 20 hours: preparation and discussion of tasks – 4 hours; planning and organization of study process – 4 hours; consultations online - 4 hours; evaluation and feedback – 8 hours.

Structure of cumulative score and value of its constituent parts

Exam (50%), mid-term (14 %), practical tasks (12 %), homework (24 %).

Recommended reference materials

No.	Publication year	Authors of publication and title	Publishing house	Number of copies in		
				University library	Self-study rooms	Other libraries
Basic materials						
1.	2008	Pawlowski M. J. The Quality of Global Education. In K. Pukelis et al. (Eds.) Quality of Higher Education, 5, 12-31.				
2.	2008	McMahon T., Thakore H. Teaching online: research based guidelines for academics and professionals. In K. Pukelis et al. (Eds.) Quality of Higher Education, 5, 12-31.				
Supplementary materials						
1.	2010	Ala-Mutka, K. Learning in Informal Online Networks and Communities. JRS Scientific and Teaching Reports.	Brussels: European Commission			
2.	2009	Redecker, C. Learning 2.0: The Impact of web 2.0 Innovations on Education	Brussels: European			

		and Training in Europe. JRS Scientific and Teaching Reports.	Commission.	

Course programme designed by

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