

Hellenic Open University

Introduction

- Hellenic Open University (HOU) is an official Greek State University and **the only one that provides distance education in both undergraduate and postgraduate level**. For that purpose, it develops & implements appropriate learning material and methods of teaching
- The promotion of scientific research as well as the development of the relevant technology & methodology in the area of distance learning fall within the scope of the HOU's objectives

The need for HOU

- In Tertiary Education, Universities are usually based on face-to-face teaching & appear to have a series of restrictions (a student's inability to be present during lessons, compulsory Entrance Examinations, education provided to a narrow age group etc.)
- Open systems in Tertiary Education are founded on one principle, everyone's right to a life long education. As a result, they attract a considerable number of applicants & provide educational opportunities to many, as studying takes place at home, according to a timetable that suit students & their own pace, with no entrance examinations, the students develop their own educational physiognomy selecting various modules of courses

Qualifications

- The Qualifications the HOU offers include:
 - Undergraduate degrees
 - Postgraduate degrees (Masters)
 - Doctoral Degree
 - Undergraduate Vocational Training Certificates
 - Postgraduate Vocational Training Certificates
 - Certificates of attendance

Schools and Courses

- School of Applied Arts: 5 postgraduate courses
- School of Humanities: 3 undergraduate courses & 13 postgraduate courses
- School of Social Sciences: 3 undergraduate courses & 16 postgraduate courses
- School of Science and Technology: 2 undergraduate courses & 14 postgraduate courses
- Total: 56 courses
- 17 of them are new courses (2 undergraduate & 15 postgraduate)

HOU in numbers

- Number of graduate students: active 16.754, registered 19.054
- Number of postgraduate students: active 16.758, registered 18.509
- Number of modules: 485
- 10 buildings of total area: 11,750.88 sq.m.
- Total books published: 746
- Number of tutors: 1.970
- Average ratio of Tutors - Students 1/20

Studies at the Hellenic Open University

- Students are provided with various learning materials that can be used from home to study: printed course material, set books, audio and video material, cd-roms/software, specially prepared for distance learning
- Students must plan their own time to study course material, work on course activities & hand in assignments by the due date
- Students are continuously supported by the Academic Staff
- Students participate in four to five Contact Sessions with the Academic Staff during the academic year or semester

The Educational Material

- The educational material consists of books, readers, supplementary p/c material and/or CDs and DVDs
- The printed material is especially adapted to meet the needs & standards of Distance Education. In the HOU textbooks each chapter clearly states its particular aims & objectives, & also contains lists of key concepts & expected outcomes as well as a synopsis, bibliography and in some cases a guide for further reading
- Self assessment questions are also appear throughout the chapter & they are targeted in assisting students developing critical thinking strategies, connecting theory & practice, to seek solutions & get actively involved by creatively following the rationale of the texts

Tutor - Student Communication

- Every HOU tutor contacts his/her students many times during the academic year or semester either by e-mail or by telephone. Such communication aims at supporting students' learning by clarifying and discussing with them the various issues related with their studies as well as assisting them in their preparation for the assignments, suggesting additional bibliography, etc. motivating students and discussing ways of dealing with any learning or practical difficulties they might encounter in their studying. Such tutor - student communication is complemented by five four-hour Contact Sessions or Tutorials that each tutor has with his/her students

Tutor-Student meetings

- During these meetings Academic Staff Members familiarize students with the processes and procedures relevant to distance learning. Academic staff provide advice, support and general academic guidance to students throughout their studies, help them understand the content and methodology of the course, make sure that students have received and know how to use the required educational material in written assignments as well as in the exams

Independent Units

- **The Evaluation Unit (meae.eap.gr/el):** The objectives of the Unit are the assessment of the educational process of the HOU and more specifically the tutors, the modules, the educational material and the administrative services. Also, other activities of the Unit are the training of the tutors, external evaluation and scientific research on methods and procedures for assuring the quality of educational technologies
- **Library (lib.eap.gr/en):** The main services are borrowing services (borrowing, renewals and placing holds), access to electronic resources and services, studying in the premises of the library, provision of support and training to users, organizing events related to research, education and culture
- **Hellenic University Press (www.houp.gr/en):** Publish & promote books and reviews of scientific and academic interest of the highest possible quality in Greece. Our publications aim to promote and disseminate modern scientific research and teaching and publish books of general interest relating the fields of science and technology, humanities and social sciences.

Independent Units

- **Center of counseling and psychological support (kesypsy.eap.gr):** main goal is to provide free information, support and psychological counseling services to all members of the community (students, teachers, administrators) who face occasional difficulties in developmental, personal and educational issues such as anxiety and stress (for example, reduced performance, lack of interest, physical events with psychological causes, isolation problems), difficulty in adapting to learning conditions, problems or difficulties in relationships (e.g. with a friend family, partner), psychosomatic problems, time management problems, decision-making, inability to concentrate, reduced performance, lack of interest, etc.
- **Internship office (practice.eap.gr)**
- **The Educational Content, Methodology and Technology Laboratory (e-CoMeT) (eeyem.eap.gr/en/ecomet)**

Events

- Summer schools
- Science Festival
- Seminars
- Lectures
- Exhibitions
- Cultural (music, dance, theater)

Members of

- Digital Skills and Jobs Coalition
- European Association of Distance Teaching Universities (EATDU)
- European University Association (EUA)
- European Association Of Institutions in Higher Education (EUROSHE)
- ISO 9001:2015 and ISO 27001:2013

The Educational Content, Methodology and Technology Laboratory (e-CoMeT)

About

- The e-CoMeT Lab supports and assists all members of HOU (academic staff, tutors, students and researchers) in creating, adopting, certifying and implementing qualitative educational content as well as to adopt and apply methodological and technological innovations in distance learning

Mission

- The mission of e-CoMeT Lab is the creation of educational standards and the development of educational methodologies suitable for distance learning and long-term students' assessment. E-CoMeT Lab effectively implement innovative research and development activities in order to design and develop printed and digital educational material, adopt and apply methods for distance education and develop educational services using ICT

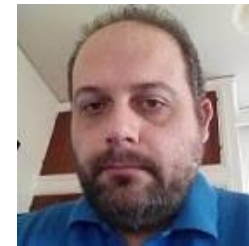
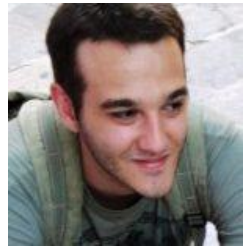
Activities

- Exploitation and production of ICT software solutions and their applications to distance learning and educational data management
- Creation (development, production, publication), access and usage (retrieval and sharing) and the preservation (storage and archiving, adjustment to be compatible with technological changes) of educational material (digital and printed)
- Development and evolution of distance learning methods, using state-of-the-art educational theories and technological evolution, which ensure a more effective application in distance learning

Divisions

- Division of Administrative Services & Technical Support
- Division of Massive Open Online Courses (MOOC)'
- Division of Educational Material and Course Development
- Division of Educational Methodologies
- Division of Systems and Technologies

Our team



Educational Material and Course Development

New courses

- Semester instead of year long modules
- 14 educational weeks
- Exclusively digital and interactive material
- Educational activities every week
- New ways to support students
- New ways of evaluating and feedback
- Enhancing interactivity
- Encouraging collaborative learning

Educational ecosystem

Educational Environment

The educational process takes place on the educational platform.

Tutor

Greater control of the students' educational experience. Emphasis on feedback.

Students

They are active in the learning process and are engaged to collaborate, create, communicate and experiment

Educational Material

Personalized, contemporary, interactive and digital

- New requirements for authoring, managing and distributing digital educational content

New technologies introduction

Digital, interactive material

- Providing educational material that motivates students to participate
- Adding individual or group activities

Teleconferences

Opportunity for students to study fully from distance

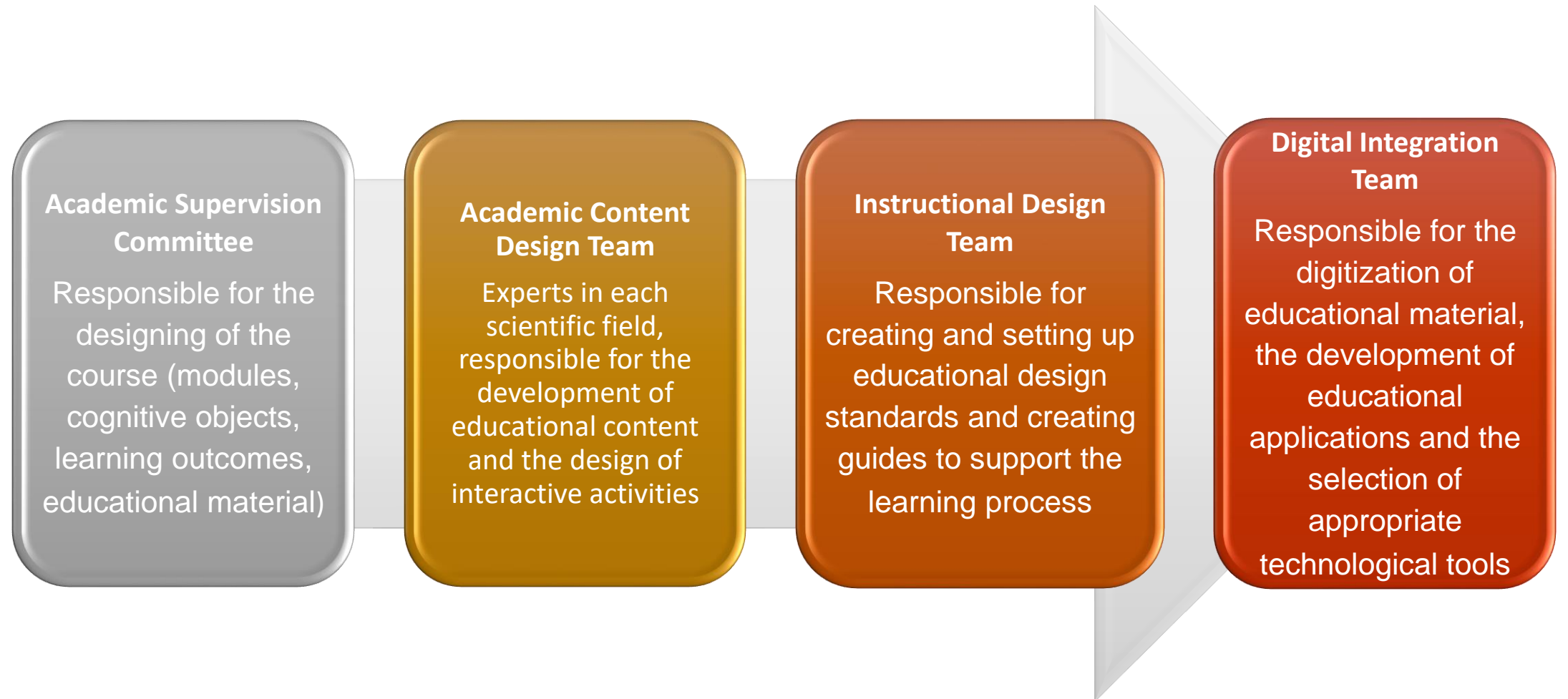
New pedagogical and technical educational solutions

Use of modern systems and learning tools

New methods of supporting and evaluating students

Synchronous/Asynchronous communication with students, opportunities for evaluation through assignments and activities

Collaborative Development



Forms of material

Customized to the digital learning platform



Σημαντικές προσωπικότητες - Έρευνα

Διαρευνήστε και μάθετε λεπτομέρειες για τη ζωή και το έργο των Karl Marx, Friedrich Engels, Louis Althusser, Antonio Gramsci. Επιδείτε εσείς τις πηγές που θα χρησιμοποιήσετε (κείμενα στο διαδίκτυο, βιβλία, βίντεο στο YouTube κ.ά.) αλλά και τον χρόνο που θα αφιερώσετε στην έρευνα σας. Η μελέτη σας δεν θα αξιολογηθεί με κάποιον τρόπο, αλλά θα σας βοηθήσει στη διεύρυνση των γνώσεων που αποκομίσατε από την ανάγνωση του αντίστοιχου κεφαλαίου, στο προηγούμενο βήμα.






Ο δημοσιογράφος ως ερευνητής

Παρακολουθήστε μια σύντομη συνέντευξη που μας παραχώρησε ο δημοσιογράφος Ιωάννης Παπαδόπουλος. Ακούγοντάς του θα έχετε την ευκαιρία να ενημερωθείτε από τη σκοπιά του δημοσιογράφου για τις δυσκολίες που αντιμετωπίζει ο σύγχρονος δημοσιογράφος, τη μεθοδολογία της έρευνάς του, την αξιολόγηση των θεμάτων του και τον προσεκτικό του στάχυνου.



Γ. Παπαδόπουλος (video - συνέντευξη)
10:17 | 30 προφίλ | 2:52

Συμμετοχή σε Συζήτηση

Ακούστε το ηχητικό αρχείο. Πρόκειται για την αφήγηση μιας γυναίκας που διαγνώστηκε με καρκίνο του μαστού το 2010, είχε καλή πρόγνωση και έχει αποδραστηθεί.

Στη συνέχεια συζητήστε μεταξύ σας και ανταλλάξτε τις απόψεις και τα συναισθήματα που σας γεννήθηκαν. Οι κριτικές λειτουργούν ως όφονες που θα κατευθύνουν τη συνομιλία σας.

- Αναγνωρίζετε φάσεις των προσφερόμενων σταδίων στην πορεία επίεξεργασίας και διαχείρισης της νόσου; (Θυμηθείτε ότι είναι δυνατόν κάποια μέλη της οικογένειας να μην ακολουθήσουν αυτή την πορεία ή μερικές φορές κάποια στάδια να παραλειφθούν. Ο χρόνος επίσης παραμονής σε κάθε στάδιο διαφέρει από άτομο σε άτομο.)
- Υπήρξαν αλλαγές στην καθημερινή ζωή των μελών της οικογένειας λόγω της ασθένειας ή της πιθανής νοσηλείας του ασθενούς;
- Τι αντίκτυπο είχε η νόσος στα μέλη της οικογένειας (π.χ. στην επικοινωνία μεταξύ των μελών της);
- Ποιους μηχανισμούς ενεργοποίησης προκειμένου να αντιμετωπίσουν την κατάσταση;

Συζήτηση - Ασθένεια και Ψυχολογική Προσαρμογή της Οικογένειας

Φυσιολογία του αίματος (Blood and related physiology)

Αυτή την εβδομάδα μελέτης διαβάστε το δεύτερο κεφάλαιο με τίτλο *Blood and related physiology* από το βιβλίο *Master Medicine: A core text of human physiology with self assessment*. Μεταξύ άλλων, μελετά τη σύσταση του αίματος, τους ανοσοολογικούς μηχανισμούς και τη διεργασία της αιμόστασης.

Αναφορά: McGeown, J. (2007). *Master Medicine: A core text of human physiology with self assessment (3rd ed.)*. (σσ. 37-58) USA: Churchill Livingstone/Elsevier.

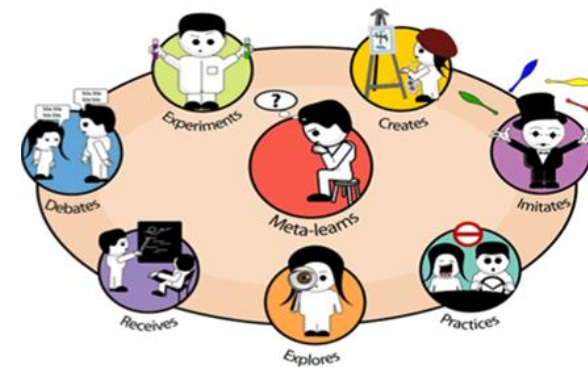
💡 Το εν λόγω κείμενο διατίθεται μέσω του Ψηφιακού Αναγνώστη (βλ. στο πάνω μέρος της σελίδας).

Educational activities

Customized to the digital learning platform

Activation, implementation, practice, assimilation, linking new knowledge with preexisting, cooperative, self-evaluation-hetero-evaluation, sharing knowledge-experiences, developing critical thinking

- Reflection questions
- Closed/open type assignments
- Creating collaborative text (Wiki)
- Educational games
- Self/Peer-assessment
- Participating in discussions



Closed/open type assignments

Cohesive markers are an important feature of most texts, but they are neither necessary nor sufficient for language production and comprehension. Consider the following examples:

”

A: That's the telephone.
B: I'm in the bath.
A: OK.

[Ex 1.] (taken from Widdowson, 1979: 138)

I bought a Ford. A car in which President Wilson rode down the Champs Elysès was black. Black English has been widely discussed. The discussions between the presidents ended last week. A week has seven days. Every day I feed my cat. Cats have four legs. The cat is on the mat. Mat has three letters.

[Ex 2.] (taken from Brown & Yule, 1983: 197)

Our kitchen floor is very damp. We have two children and would like a third. Could you please send someone round to do something about it?

[Ex 3.] (taken from Carter et al., 1997: 190)


Which of the above examples are cohesive and which are not? What is the 'problem' with them? Make notes on these issues, and then compare them with what follows in the educational material.



Question 1

Not yet answered

Marked out of 1.00

 Flag question

Choose the types that correspond to the notion "*correctness*".

Select one or more:

- 1. discourse competence
- 2. linguistic competence
- 3. pragmatic competence
- 4. intercultural competence
- 5. strategic competence

Peer/Self- assessment

Language Policy, Political Theory, and English as a 'Global' Language (assignment - peer review) [P]

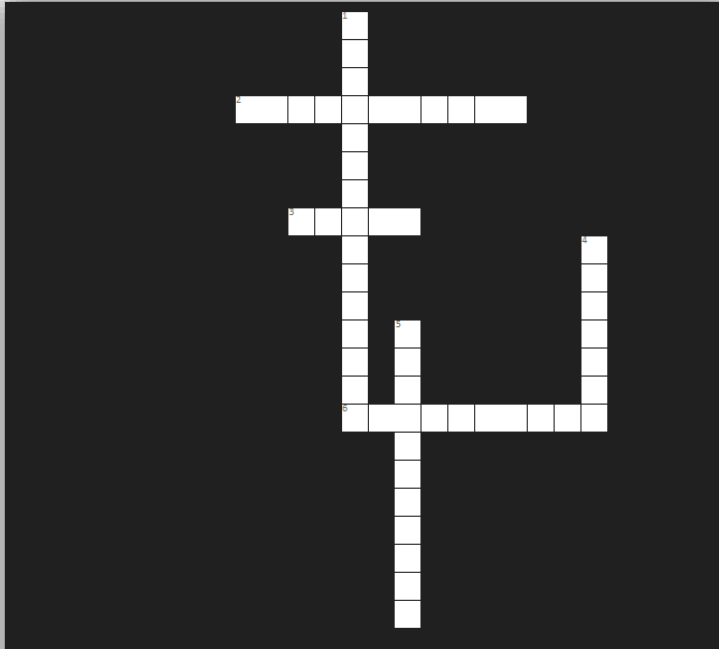
Setup phase

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
<ul style="list-style-type: none"> ✓ Set the workshop description ✓ Provide instructions for submission ✓ Edit assessment form 	<ul style="list-style-type: none"> ✓ Provide instructions for assessment ✗ Allocate submissions expected: 25 submitted: 0 to allocate: 0 		<ul style="list-style-type: none"> ✗ Calculate submission grades expected: 25 calculated: 0 ✗ Calculate assessment grades expected: 28 calculated: 0 ✗ Provide a conclusion of the activity 	

Description

What are the three positions Tom Ricento problematizes in this video? Create a word document (400-600 words) and upload it to the platform. In pairs offer and receive peer review on your understanding of Ricento's talk.

Educational games



ΟΡΙΖΟΝΤΙΑ

2 Οι δημοσιογράφοι δεν παραθέτουν την απλώς, γίνονται «χειριστές» του περιεχομένου της. (με άρθρο)

3 Η διαχείριση του περιεχομένου γίνεται σε πολλές και διαφορετικές _____.

6 Η δημοσιογραφία των δεδομένων (data journalism) θα μπορούσε να θεωρηθεί _____ της δημοσιογραφίας.

ΚΑΘΕΤΑ

1 Στην παραδοσιακή δημοσιογραφία ή "κανονική", όπως την ονομάζει ο Bakker, ένας δημοσιογράφος θα πρέπει να έχει _____ ευημερία, πάθος για την έρευνα και να γνωρίζει επαρκώς τις τεχνικές λήψης συνεντεύξεων.

4 Η δημοσιογραφία τα τελευταία χρόνια έχει γίνει πιο _____.

5 Αυτή η δημοσιογραφία δεν έχει εξαφανιστεί, αλλά συνδυάζεται με τα καθήκοντα που προκύπτουν από τους νέους ρόλους των δημοσιογράφων.

Participating in discussions

- Interaction
- Exchange of knowledge and experience
- Educational discussion groups



Reading against the text (Group Activity - Forum Discussion) [E]

In this activity you are going to work in three separate groups in the forum discussion. You can also use alternative communication tools such as personal emails, skype etc. Each group should search and choose one everyday text from the printed or digital media similar to those Christian Chun uses during his speech. Then, each group should upload its chosen text and comment on them in the group discussion area. Your tutor will read and provide the necessary feedback on your answers.



Reading against the text (GroupA)



Reading against the text (GroupB)



Reading against the text (GroupC)



ED 1/13

On the basis of the above discussion, and using as much of the suggested terminology as possible, reflect on your own teaching situation. On a separate sheet of paper, make notes on the following questions.

- In which Kachruvian circle does it belong? Does it belong to the core or the periphery?
- What is the status of English in your country? Is any variety of English used outside the classroom and for what purposes?
- Which variety of English is taught in your classroom? To what extent is this based on an 'informed decision' (for example, is it the result of a particular testing syllabus)?
- What are your learners' attitudes towards English?
- Is your classroom monolingual or multilingual? Are your learners predominantly monolingual or multilingual?

Share your experiences and discuss your views with your colleagues in the forum, or raise these issues for discussion at the contact sessions.



Forum – Teaching Situation Reflection (ED 1/13)

Collaborative


The above discussion (consult the corresponding section of your educational material) on the main differences between speech and writing has important implications for the learning and teaching of L1. As EFL teachers, you may ask yourselves whether and how the study of L1 is worth dealing with. Write your answer in the wiki and check the answers provided by your colleagues; can you add any more reasons after looking at your colleague's answer?

You can view the indicative answer by clicking on the button, but only after you have completed your assignment.



Wiki - Learning and teaching of L1 (ED 9/6)



 Key ED9.6

Supplementary material



Resources

- Cook, V. (2009). Developing links between second language acquisition research and language teaching. In K., Knapp & G. Antos (Eds.), *Handbook of foreign language communication and learning* (pp.139-162). Berlin: Mouton de Gruyter.
- Long, M. (2014). *Second-language acquisition and task-based language teaching*. Oxford, UK: Wiley Blackwell.
- Black Box Videocast 1: Methodological Principles for Language Teaching https://www.youtube.com/watch?v=Ui_JZFANBZQ

Module structure

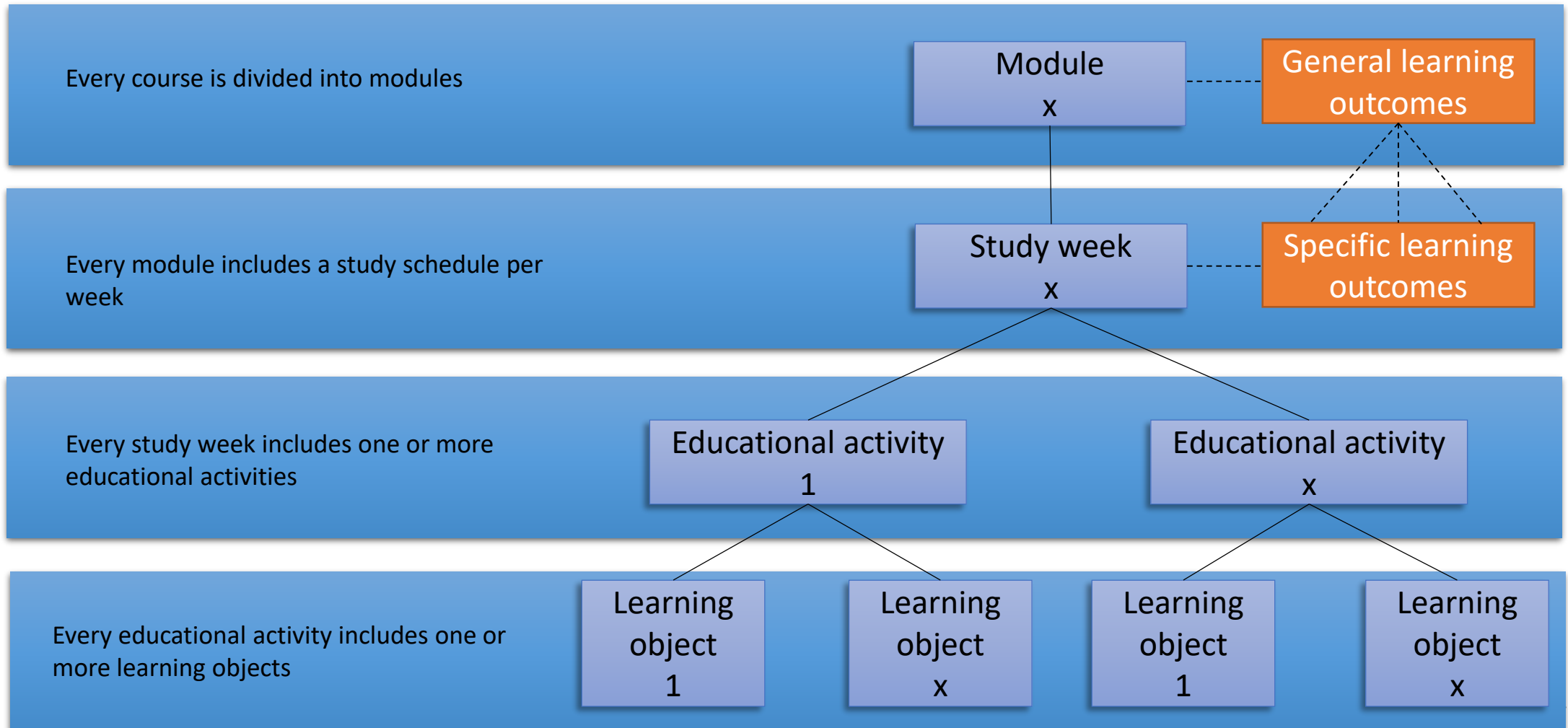
Each study week contains:

- Information
- Base material
- Educational material
- Sources/ bibliography / accompanying material
- Supplementary material

Each module contains:

- Student study guide
- Platform and tools guides

Structure of a course module



Patras

- Third-largest city and the regional capital of Western Greece, in the northern Peloponnese. The city is built at the foothills of Mount Panachaikon, overlooking the Gulf of Patras.
- Has a population of 260,308 and extends over an area of 738.87 km² (in 2011). The core settlement has a history spanning for four millennia; in the Roman period it had become a cosmopolitan center of the eastern Mediterranean whilst, according to the Christian tradition, it was also the place of Saint Andrew's martyrdom.

- Is a commercial hub, while its busy port is a nodal point for trade and communication with Italy and the rest of Western Europe. The city has two public universities and one Technological Institute, hosting a large student population and rendering Patras an important scientific centre with a field of excellence in technological education. The Rio-Antirio bridge connects Patras' easternmost suburb of Rio to the town of Antirrio, connecting the Peloponnese peninsula with mainland Greece.
- Every year, in February, the city hosts one of Europe's largest carnivals: notable features of the Patras Carnival include its mammoth satirical floats and balls and parades, enjoyed by hundreds of thousands of visitors in a Mediterranean climate. Patras is also famous for supporting an indigenous cultural scene active mainly in the performing arts and modern urban literature. It was European Capital of Culture in 2006.



Communication

- Hellenic Open University
 - www.eap.gr/en
 - info@eap.gr
 - www.facebook.com/eapuni
 - twitter.com/eapuni
 - www.linkedin.com/school/hellenic-open-university
- e-CoMeT Lab
 - eeyem.eap.gr/en/ecomet
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