COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		**SEMESTER**	3rd
COURSE TITLE	Artificial Intelligence in the Service of Teaching: Designing Lessons with New Technologies		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Skills Development / Pedagogical Specialization
PREREQUISITE COURSES:	Teaching Methodology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (with English support available for Erasmus students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	Not yet available

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, students will be able to:

- Identify and utilize contemporary Artificial Intelligence tools in teaching practice.
- Design micro-lessons based on Cognitive Load Theory (Sweller et al.) and the Cognitive Theory of Multimedia Learning (Mayer).
- Implement experiential techniques (Kolb) and pedagogical scenarios of active learning using AI tools.
- Engage in reflective evaluation of their experience (Schön).
- Theoretically justify their choices based on valid, Scopus-indexed literature.

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
	Respect for the natural environment

Decision-making *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *……*

- Search and analysis of information using ICT
- Project planning and management
- Teamwork and collaboration
- Development of reflective and critical thinking
- Development of pedagogical and digital literacy
- Exercise of critical and self-critical thinking
- Demonstration of social, professional, and ethical responsibility and sensitivity regarding issues related to Artificial Intelligence

(3) SYLLABUS

General Content:

- Introduction to Artificial Intelligence and its applications in Education
- Pedagogical theories and AI: Cognitive Load Theory, Cognitive Theory of Multimedia Learning, reflective practice
- Selection and presentation of appropriate Artificial Intelligence tools, e.g., ChatGPT, Canva AI, Diffit, Curipod, MagicSchool
- Design of a micro-lesson using AI tools – teacher/student roles
- Trial implementation, feedback, and reflection

Purpose of Each Assignment:

The purpose of each assignment is to apply an AI tool in the design and pilot implementation of a micro-lesson in the context of philological subjects (Language, Literature, or History), taking into account the pedagogical theories of Cognitive Load Theory and the Cognitive Theory of Multimedia Learning, and grounding the work in valid international literature.

Collaboration Structure:

- The project is carried out in student pairs.
- One member assumes the role of teacher, the other of student, in order to experience both sides of the learning interaction and record what works and what challenges arise.
- At the end, they complete a shared reflective commentary based on their experience, referring to:
    - The pedagogical use of the AI tool
    - Their experience of role-playing
    - The challenges, ethical questions, and suggestions for improving the learning experience

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Face-to-face or blended learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching
Use of AI tools
Digital communication platform
Student collaboration platform</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
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.

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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
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<tr><td>Course total</td><td></td></tr>
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<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>1. PowerPoint presentation (lesson plan quality): 20%

2. Final project per pair (lesson plan + implementation + reflection): 80%

Assessment criteria for the final project:
• Integration of theory and literature: 20%
• Pedagogical use of the AI tool: 20%
• Experiential implementation and reflection: 20%
• Originality and creativity: 20%</td></tr>
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(5) ATTACHED BIBLIOGRAPHY

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