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### ***Topic of report***

This report summarizes the results of the teaching carried out by Greek NETIS partner (Alexander Technological Educational Institute of Thessaloniki –ATEI) during the project period in Greece.

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# NETIS Teaching Report, Greece

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By Kerstin Siakas (Alexander Technological Educational Institute of Thessaloniki –ATEI)

Thessaloniki, November-December 2008

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# Background info

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The NETIS course in Greece at A.T.E.I of Thessaloniki, Department of Informatics was included in the syllabus under a compulsory course called “Informatics and the Society” in the 6<sup>th</sup> semester of study. The course is equivalent with 3 ECT. One semester is equivalent with 15 weeks of teaching including 2 exam periods. The NETIS course was taught in the autumn semester 2007/2008 (October 2007 – February 2008) and the spring semester 2007/2008 (March 2008 – September 2008). The course will also be taught in the future with the material created in the NETIS Programme.

# Details of course

A blended learning approach was used. Clear learning goals and expectations on learners were announced in the beginning of the semester. A laboratory class with 25 PCs was used for 2h contact per week for 13 weeks. Approx. 1 hour power point presentation was carried out by teacher and/or students and 1 hour discussion afterwards in the laboratory class room. During approximately a third of the contact hours the students performed small tasks on the Moodle learning environment or searched for information on the internet.

## I. Autumn Semester 2007-2008 (Totally 143 enrolled students)

The pedagogic model contained 3 alternatives:

1. Traditional teaching/learning (1 hour theory presentation by educator per week, final exams in the end of the semester based on certain chapters of the Greek NETIS course-book (downloadable pdfs from the Moodle learning platform).
2. Active learning (1-2 students produce in total 7 papers (chosen from a list including 7 groupings and totally 35 subjects) written according to certain requirements; presentation of the papers and participation in discussions) totally 15 students participated as active learner (11 groups (7 groups of 1 student, 4 groups of 2 students)).
3. Research (preparation of an Information Society subject to be included in the textbook of NETIS → Totally 4 papers were prepared with supervision of the teacher.

143		Medium		
Enrolled students <sup>1</sup>		Participating students <sup>2</sup>	Pass grade	Failed
Traditional students	1st exam opportunity	60	11 pass 5,82/10	49
Traditional students	2nd exam opportunity	29	11 pass 6,35/10	18
Active students (7 assignments)		15	14 pass 7,3/10	1
Active students (text book chapter)		4	4 pass 10,0	-
Total		108	40 pass	68

<sup>1</sup> Enrolled students mean students enrolled on the course (information gathered from the student database)

<sup>2</sup> Participating students are those students who either are active students and participate in classes or as a minimum come to the exams

## Improvement of the course after the first semester

The autumn semester course was evaluated by interviews with the participants. In general the active students expressed big satisfaction with the way the course was carried out. However, it became obvious that the work load was too big on the active students. The spring semester was taught in the same manner with the difference that only 5 tasks were required of the active students.

## 2. Spring Semester: (Totally 130 enrolled students)

130		Medium		
Enrolled students		Participating students	Pass grade	Failed
Traditional students	1st exam opportunity	41	25 pass 6,34/10	16
Traditional students	2nd exam opportunity	29	14 pass 6,07/10	15
Active students (5 assignments)		23	23 pass 7,08/10	-
Total		93	62 pass	31

## 3. NETIS at the IS2 course at the 18th summer school of Jyväskylä University

The NETIS course was also taught 20 teaching hours at the University of Jyväskylä summer school (3 ECTS)<sup>3</sup> in Finland as an extra dissemination. In total 90 students had applied to the course but only 20 students were accepted to fit in the laboratory class room. However, of the 20 accepted students only 6 participated finally.

6		Medium		
Enrolled students		Participating students	Pass grade	Failed
Active students (Small tasks + one big assignment)	Assessment participation + final multiple choice test	6	6 pass good <sup>4</sup>	-
Total		6	6 pass	-

<sup>3</sup> IS2 course at the 18<sup>th</sup> summer school of Jyväskylä University, please see [http://www.jyu.fi/science/muut\\_yksikot/summerschool/en/JSS18courses/is/is](http://www.jyu.fi/science/muut_yksikot/summerschool/en/JSS18courses/is/is)

<sup>4</sup> grading: excellent, good, satisfactory, fail

# NETIS course assessment: Student satisfaction

In the spring semester a questionnaire, designed by the instructor, regarding user satisfaction of the NETIS course was distributed to the active students in the class room during the last lecture, to the traditional students during the first exam period and to the students at the summer school of Jyväskylä University. The results of the analysis are presented below.

	ATEI		JYU	
	N	Mean	N	Mean
<b>Assessment scale 1-5</b> 1 = I totally disagree, 5 = I totally agree				
<b>Questions to International Students at Jyväskylä university summer school</b>				
The length of the course was suitable		-	6	4,2
The distribution of teaching hours per week was suitable		-	6	4,2
The objectives of the course were clear		-	6	3,8
Teaching methods used were suitable		-	6	4,5
Teaching material supported studies		-		4,7
<b>Common Questions</b>				
The content of the course was important with regard to professional knowledge	47	2,8	6	4,5
The content of the course was important with regard to general knowledge	48	2,1	6	4,2
The level was suitable for the students	44	2,9	6	4,5
The course was interesting	41	3,0	6	4,5
The course was better than my expectations	47	3,7	6	4,5
<b>Questions to Greek students</b>				
The subject matter is understandable	48	2,9		
The size of the material is appropriate	48	3,0		
I had difficulties because of the learning environment	48	3,3		
I would like to participate actively in the learning environment of the course	46	2,3		

From the results we conclude that the international students at Jyväskylä university summer school on the whole have assessed the course with higher grades. A possible reason could be that there were only 6 students on the course and the students got to know each other and the instructor very well. Also the course was intensive with 2 contact-hours per day for two weeks. On the other side most of the Greek respondents have not actively taken part in the course. They have eventually followed a few lectures, but on the whole they have been passive learners.

The Greek students were asked how many times they participated in the class. The following responses were received:



1=poor, 5=excellent

1. Lecturer was well prepared	4,2
2. Lecturer used examples to illustrate theory	4,5
3. Lecturer adapted to the needs of students	4,7
4. Lecturer motivated students to participate actively in lessons	4,3
5. My learning had clear objectives	3,8
6. I participated in classes regularly	4,5
7. I participated actively in tasks	4,2
8. I continuously assessed my development	3
9. I reached the goals I had set for the course	3,7
10. My level of English	3,8
11. My previous knowledge of the subject	3,5
12. My interest in the subject	4,5
13 Course overall grade	3,8

As we can see from the table lecturer received high grades. The overall assessment of course was also on the higher side. Students' interest in the subject was graded high.

The opinions of the International students from the summer school regarding the **content of the course** are stated below:

1. The subjects discussed in this course are very interesting and in my opinion relevant.
2. This is a rather interesting course that gives general knowledge about the information society. I think that the length of the course must be bigger so the students have time to read all the book in order to understand the topic deeper and to get the motivation and wish to continue studying the information society objectives.
3. The content was interesting and there was a lot of new information. There are topics, that would have been interesting to learn more but due to time limit that was not possible. I hope that in future I will have to opportunity to learn more about these things.
4. I guess that the course content was well structured, but I think that if there were more examples it would be even better. I would also like comparisons (EU countries, 80s - 90s)

5. Interesting, well structured
6. The course book covers the topic well

The opinions of the International students from the summer school regarding the **strengths, weaknesses, proposals for future development** are stated below:

1. I personally prefer that a course has clearly defined tasks and structure. The freedom to work on anything we were interested in regarding the information society was a little bit strange for me
2. Strengths: good teaching book that gives the milestones for studying, weakness: the course (even if it is so short) could be more saturated
3. Strengths: interesting subject, course book is very informative, motivated teacher, weakness: although freedom is good, I would have liked more precise objectives and schedules. It was a bit confusing at times what was expected of us
4. Everything is OK
5. I think that 2 hours /day is not enough, maybe 3-4 hours /day. I liked very much the flexibility of the course because I think that if somebody want to learn something he/she need to do it in his/her way.
6. More overall guidance and control of work of students. The theory lessons could cover the whole content of the course book.

Three questions/comments are presented below with the Greek students' own answers.

1. *What did you like about the course?*

- The lesson is understandable
- It's an easy course
- Additional concepts that I had not seen elsewhere and I learned through the course
- The multifaceted knowledge. The possibility of conducting work through which you discover and learn and generally you're activated as a student
- The lesson is understandable and the assignments support this
- The material was interesting and broadened the horizons
- The part where the student was active
- The preparation work
- The debate on information society issues. Constructive dialogue.
- The presentations
- The cooperation of students
- I generally liked all about the knowledge that I gained so that I will be able to approach easier the prospective employers in the future
- The terms used are extremely useful for our subsequent career path

- Knowledge of European policies
- The content of the course
- That the form of the course was in a climate of debate.
- The presentation of the work by other students gained interesting knowledge
- Ability to make work that offer knowledge
- The analysis of information technology in relation to society
- That the student activity delivered work that was understandable and interesting
- Learning by doing and not reading and taking exams

2. *What didn't you like about the course?*

- The obscure course-book
- Unintelligible material. Many concepts – definitions
- The time of the course (10-12 on Friday morning)
- The course-book
- Too much work
- Too much material
- The difficult and complex vocabulary of matter
- The lack of printed materials is a problem
- Obscure Vocabulary
- The generalities of the course. I would prefer more specific issues
- The course-book includes many difficult concepts that not very interesting to know
- It is not very clear to the student what to expect from the lesson and what is the objective of the course
- The indifference of other students at the time of the presentation of the work

3. *Suggestions for improving the lesson:*

- The course should be a simple discussion in which knowledge will be acquired through debate and certainly the students will learn something
- The final examinations should be as easy as possible because the course has nothing to do with professional knowledge
- More particular material
- Less home-work
- More lesson hours or separation and creation robust course

- Better class-room - perhaps amphitheatre
- Greater use of technological equipment
- Use of white-board and tele-conference
- The matter being more understanding
- Delivery of books and course participation in blackboard instead of Moodle
- To have books and not in electronic form
- Less material and better organization. The lesson is not so interesting to be so difficult
- Correction of the notes to make them more comprehensible