Module: New Trends in Educational Technology	
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copyright	whether copyright or other restrictions apply to the use of this object Copyright by author/creator. Free distribution during and within the IAA study group members; For any other use, request permission.
languages of instruction	at least English, but more languages are also welcome English and Greek
educational goals and objectives	broad and specific purposes or goals This module aims to: ▪ introduce students to trends related with advances in educational technology, especially as used in medical and biomedical sciences ▪ familiarize students with relevant terminology ▪ make students aware of issues and difficulties in preparing and deploying educational processes using technology ▪ provide students with an indicative list of available technological options, methods and tools for developing educational material/objects
educational context	principal environment within which the learning and use of this module is intended to take place, e.g. undergraduate preclinical, undergraduate clinical, postgraduate, residency, continuous education, etc This module is meant to be part of: a. a basic module in Medical Informatics within an postgraduate course intended for medical science students (e.g. MSc in Medical Research Methodology/Technology, general educational programs for residents, etc) b. a basic module in Medical Informatics and/or related topics intended for undergraduate medical students c. an introductory module in Information Technology Standards intended for applied sciences/engineering at a postgraduate level
learning outcomes	what students will know and be able to do as a result of engaging in the learning process of this specific educational module By the end of this module students will be able to: 1. create a list of the steps involved in the educational process 2. explain the relative merits and requirements for contemporary teaching strategies/methods 3. use modern Web 2.0 tools for collaborative learning 4. discuss and critique the issues of concern with new educational technology trends

	5. select and utilize suitable tools to develop electronic educational material
	6. design a framework for applying educational information standards
	7. prepare electronic educational material according to educational information standards and the selected framework
content outline	description of the content of the educational object 1. Updating the educational process: the support of Information Technology (IT) 2. the process of educational module design 3. contemporary teaching methods: eLearning, ePBL, eInteraction 4. development of educational material 5. eLearning platforms platforms and web collaborations environments 6. subsystems and functionality of Learning Management Systems (LMS) 7. the design of SCORM-compliant educational material for LMS 8. methods and tools for evaluation of and/or by students 9. accreditation issues 10. new trends (wikis, blogs, mobile learning, etc) 11. Knowledge management and quality issues
keywords	keywords or phrases describing the object teaching/learning, eLearning, web collaboration environments, LMS, accreditation, SCORM standard
teaching methods & strategies	lecture, discussion, case study, problem solving, etc A lecture (prerecorded available for download or on the web or via teleconferencing) supported by a discussion forum.
type	e.g. exercise, questionnaire, figure, index, exam, problem statement, simulation, diagram, graph, slide, experiment, self assessment, presentation slides, worksheet, video, reading material, exam sheet, graph, etc. ▪ powerpoint presentation or flash material on the web ▪ video ▪ discussion forum ▪ reading material (published papers from the literature) ▪ self assessment on the web
instructions for use	comments on how this object is to be used by an educator other than the creator 1. Make sure the students attend the lecture and go through the video. 2. For educational context (a) use content items 1-4 and 8-11. For educational context (b) use content items 1-4, 8 and 10-11. For educational context (c) use content items 1-11. 3. A list of possible discussion topics (an guidelines for discussion deployment) is provided for the teacher to use after the lecture according to audience type (under/post graduate,

	medical/technical, etc.). The discussion can be carried out within the lecture theatre or via a discussion forum on the web under the supervision of the instructor. Upon request, the discussion forum can be coordinated by the creator of the educational module. 4. Invite students to go through the self-assessment exercises. 5. Go back to discussion, if necessary.
instructions hours / workload	approximate or typical time it takes to work with this object ▪ lecture: 2-4 hours (depending on educational context) ▪ video: 10 min ▪ discussion: 1-2 hours ▪ reading: 4 hours ▪ self-assessment: 20 min
indicative bibliography	a list of basic references and/or other related educational resources P D Bamidis, S Konstantinidis, C L Papadelis, E Perantoni, C Styliadis, C Kourtidou-Papadeli, and C Pappas, "An e-learning platform for Aerospace Medicine", Hippokratia. 2008 August; 12(Suppl 1): 15–22. Boulos MN, Maramba I, Wheeler S. Wikis, blogs and podcasts: a new generation of Web-based tools for virtual collaborative clinical practice and education. BMC Med Educ. 2006 Aug 15;6:41 P. D. Bamidis, M. M. Nikolaidou, S. T. Konstantinidis, C. Pappas, "A Proposed Framework for Accreditation of Online Continuing Medical Education," cbms,pp.693-700, Twentieth IEEE International Symposium on Computer-Based Medical Systems (CBMS'07), 2007
life cycle	what is the expected lifetime of the object – when new updates should be provided The material will be enriched monthly until it is completed. Overall evaluation and update will be done annually.