

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	HISTORY ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>EDG603</b>	<b>SEMESTER</b>	<b>4<sup>th</sup></b>
<b>COURSE TITLE</b>	Internet Technologies and Cultural Portals		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures (theoretical part - presentation, study of algorithms for practical problems)		3	5
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Background course		
<b>PREREQUISITE COURSES:</b>	Introduction to Informatics (1 <sup>st</sup> SEMESTER)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>– <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>– <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>– <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of this course is to let students have an introductory experience with fundamental issues in Internet Technologies, Web Portals in Culture and web applications. Students who regularly participate in course activities and successfully complete the course acquire the next key knowledge:</p> <ol style="list-style-type: none"> <li>1. The Internet and the World Wide Web.</li> <li>2. Historical review and basic elements.</li> </ol>

3. Web servers, proxy servers, web browsers.
4. Security issues over the web.
5. Web page design and implementation.
6. Web-page design principles, usability and aesthetics, website engineering development issues, structure, navigation, presentation.
7. Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
8. Introduction to the Semantic Web.
9. Implementation of Blogs.

In particular, students who regularly participate in course activities and successfully complete the course:

1. Have knowledge of fundamental principles and techniques of web programming.
2. Understand and develop common web sites and portals.
3. Are able to apply algorithmic techniques for client side web programming
4. Design and implement basic web user interfaces.

### **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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Familiarity with client side web programming

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

### 3. SYLLABUS

The aim of this course is to let students have an introductory experience with fundamental issues in Internet Technologies, Web Portals and web applications. Students who regularly participate in course activities and successfully complete the course acquire the next key knowledge:

- The Internet and the World Wide Web.
- Historical review and basic elements.
- Web servers, proxy servers, web browsers.
- Security issues over the web.
- Web page design and implementation.
- Web-page design principles, usability and aesthetics, website engineering development issues, structure, navigation, presentation.
- Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
- Introduction to the Semantic Web.
- Implementation of Blogs.

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- The Internet and the World Wide Web.
- Historical review and basic elements.
- Web servers, proxy servers, web browsers.
- Web page design and implementation.
- Web-page design principles,
- Usability and aesthetics
- Website engineering development issues, structure, navigation, presentation.
- Introduction to the Semantic Web.

Laboratory part:

- Development of a web portal for cultural heritage dissemination.
- Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
- Implementation of Blogs.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures (theoretical part)	39
	Lectures (laboratory part)	26
	Intense cooperation among	30

<p>tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	professor and students also using ICT	
	Independent study	30
	Course total (25 hours per credit)	<b>125</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> <li>- All students attending the course can participate in the intermediate examinations.</li> <li>- Scores are valid only for the current academic year.</li> <li>- Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%).</li> </ul> <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p> <p>(C) development of small size collaborative projects – a cultural web site / portal</p>	

## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Learn HTML 5, CSS and JavaScript

ISBN: 9605126583

Publishers: Giourdas M. (2013)

Authors: Julie C. Melonie

Full Manual for HTML 5 & CSS

ISBN: 9605126192

Publisher: Giourdas M. (2006)

Author: Laura Lemay

HTML 5 and CSS 3

ISBN: 9604615777

Publisher: Kleidarithmos (2013)

Authore: Elizabeth Castro

Introduction HTML and World Wide Web

ISBN: 9602096829

Publisher: Kleidarithmos

Author: Elizabeth Castro