

brief curriculum vitae

Dimitris Gouscos

updated as of February 2020

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Dimitris Gouscos (born in Athens, Greece, 1968) is Tenured Assistant Professor with the [Department of Communication and Media Studies](#) of the [National and Kapodistrian University of Athens](#), where he leads the [Participatory Governance and Digital Social and Humanitarian Innovation](#) track of the [MSc in Digital Communication Media and Interaction Environments](#). He holds a BSc (1990) and a PhD (1998) in Informatics and Telecommunications from NKUA. He has co-ordinated project teams for the [Organosi 2.0](#) platform for self-organized social solidarity initiatives in Greece, the TAXISnet electronic public service of the Greek Ministry of Finance (eEurope Good Practice Label 2001), the [Mathisi 2.0](#) (Learning 2.0) initiative for social media in education, the [Milia](#) (AppleTree) platform for digital storytelling (Euromedia Seal of Approval 2011), the [Ilektrodomatio](#) (Electroroom), the Lo and the [Magiko Filtro](#) (Magic Potion) digital games for learning (Comenius Edumedia Medal 2009), among others. He has worked as an external evaluator for the [EU Horizon 2020 Framework Programme](#) (2014, 2019), the [EU COST Framework](#) (2015-2017) and a number of national Programmes and RTD funding frameworks in Greece and other countries. He has worked as a consultant in Knowledge Economy and Science, Technology and Innovation for Sustainable Development with the [United Nations Economic and Social Commission for Western Asia](#), where he has delivered a guideline study on [Fostering Innovation in the Public Sector of the Arab Region](#) and presented as an expert in the 2019 workshop on [Capacity Building: Open Government and Emerging Technologies in the Arab Region](#). He has participated in 10 RTD projects and more than 20 ICT EU-funded and national projects and studies and, during 1997-2004, he has worked as special advisor with the [General Secretariat for Public Administration and Electronic Government of the Greek Ministry of Interior, Public Administration and Decentralization](#) and the [General Secretariat for Information Systems of the Greek Ministry of Economy and Finance](#). He has served as Programme Chair to the [5th European Conference on Games-Based Learning](#), and he currently serves as Editor-in-Chief of the [International Journal of Electronic Governance](#), Editorial Board Member for [Government Information Quarterly](#) and Associate Editor for the [International Journal of Political Activism and Engagement](#). Since 2000, he has taught at postgraduate and undergraduate level in the [University of the Aegean](#), the [University of Peloponnese](#), the [Open University of Cyprus](#) and the [National and Kapodistrian University of Athens](#) more than 25 courses on software engineering, information systems, digital communication, digital games, technology-enhanced learning, social media and electronic governance, and since 2006 he has supervised more than 40 completed master's theses and 7 doctoral theses (1 co-supervised thesis completed, 4 currently submitted for defense, 2 in progress). He lectures in the [Greek National Centre for Public Administration and Local Government](#). He has co-edited the proceedings of 2 international conferences and co-authored more than 100 research papers with more than 800 citations in peer-reviewed edited volumes, journals and conferences. His research interests focus on digital government and public services, e-governance for good, open government, public participation, social solidarity, humanitarian innovation, social media, games-based and technology-enhanced learning for change. He has edited 3 book translations in Greek, he is fluent in Greek (native language), English and French, and has a basic knowledge of Spanish. Since 2003, he is father of a girl with Catherine Vallet.

full curriculum vitae

Dimitris Gouscos

updated as of October 2015

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1. personal information



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family status : father of one daughter with Catherine Vallet

1.1 academic studies

PhD in Informatics

Department of Informatics and Telecommunications, University of Athens (1990-1998)

Diploma (Ptychion) in Informatics

Department of Informatics and Telecommunications, University of Athens (1986-1990)

⇒ *further details available in appendix A*

1.2 language skills

Greek mother language

English excellent

French very well

Spanish mid-level studies

⇒ *further details available in appendix A*

1.3 personal statements

⇒ *personal academic statement available in appendix B*

⇒ *personal diversity statement available in appendix C*

⇒ *personal teaching statement available in appendix D*

⇒ *personal research statement available in appendix E*

2. CV synopsis

Born in 1968, I am currently Assistant Professor with the Faculty of Communication and Media Studies of the University of Athens in the Laboratory of New Technologies in Communication, Education and the Mass Media, where I contribute to co-ordination of two research groups on Digital Media for Participation and Digital Games and Digital Media for Learning. I hold a BSc (1990) and a PhD (1998) from the Dept. of Informatics & Telecommunications of the Univ. of Athens.

I have co-ordinated project teams for the ecoKtima (ecoFarm) project for hybrid pervasive play-based learning, the Organosi 2.0 (Organizing 2.0) platform for self-organized social solidarity initiatives, the Mathisi 2.0 (Learning 2.0) initiative for social media in education, the Milia (AppleTree) platform for digital storytelling (Euromedia Seal of Approval 2011), the Ilektrodomatio (Electroroom), the Lo and the Magiko Filtro (Magic Potion) digital games for learning (Comenius Edumedia Medal 2009), and have participated in a lead role in the development of the TAXISnet electronic public service (eEurope Good Practice Label 2001). I currently serve as Editor-in-Chief of the International Journal of Electronic Governance and as Review Panel Member for the EU COST Action and have served as External Expert Evaluator to the EU H2020 Framework Programme and as Programme Chair to the 5th European Conference on Games-Based Learning.

Since 2000, I have taught at postgraduate and undergraduate level in the University of the Aegean, the University of Peloponnese and the University of Athens more than 20 courses on digital communication, digital games, participatory media, electronic governance, software engineering and information systems topics, and since 2006 I have supervised 25 completed master's theses and 5 doctoral theses in progress. I have participated in 10 RTD projects and more than 20 ICT EU-funded and national projects and studies and, during 1997-2004, I have worked as special advisor with the General Secretariat for Public Administration and Electronic Government of the Greek Ministry of Interior, Public Administration and Decentralization and the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance.

I have co-edited the proceedings of 2 international conferences and co-authored more than 90 research papers with more than 500 citations in peer-reviewed edited volumes, journals and conferences. I have organized a number of scientific events and regularly contribute as committee member and reviewer in international conferences and journals.

My overall research interests are interdisciplinary in nature and focus on exploring the potential of new media (online media, social media, open data, social big data, serious games, digital storytelling) and new information/process management techniques (visualization, datafication, gamification, storification) for electronic governance, open government, transparency, public participation, self-organization, social change and formal/informal learning.

I have edited 3 book translations in Greek, speak English and French and have a basic knowledge of Spanish. Since 2003, I am father of a girl with Catherine Vallet.

3. work experience

3.1 current positions

Assistant Professor in Design, Development and Management of Digital Communication Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens, <http://www.media.uoa.gr/ntlab> (July 2011 – today)

Editor-in-Chief, International Journal of Electronic Governance (IJEG) Inderscience Publishers, <http://www.inderscience.com/ijeg> (January 2012-today)

Review Panel Expert for the EU COST Action Proposal Submission, Evaluation, Selection and Approval (SESA) process (April 2015 – March 2017)

3.2 past positions

External Expert Evaluator, H2020 Framework Programme, ICT Topic (March-June 2014)

Programme Chair, 5th European Conference on Games-Based Learning (ECGBL 2011) (Athens, October 2011)

Lecturer in Design, Development and Management of Digital Communication Faculty of Communication and Media Studies, University of Athens (September 2006 – July 2011)

Assistant Professor in Software Engineering Department of Computer Science and Technology, University of Peloponnese, Greece (August 2005 – September 2006)

Visiting Assistant Professor Department of Computer Science and Technology, University of Peloponnese, Greece (September 2002 – August 2005)

Visiting Lecturer Department of Information and Communication Systems Engineering, University of the Aegean, Greece (March 2000 – August 2002)

Collaborating Instructor Collaborating Instructor with the Hellenic Open University for thematic unit "Introduction in Informatics" of the "Informatics" graduate studies curriculum. (October 2005 – August 2006)

Special Advisor General Secretariat for Public Administration and Electronic Government of the Greek Ministry of Interior, Public Administration and Decentralization (January 2003 – March 2004)

Special Advisor, Head of e-Service Projects Unit General Secretariat for Information Systems of the Greek Ministry of Economy and Finance (April 1997 – January 2002)

Research Fellow e-Government Laboratory, University of Athens (January 2002 – September 2013), Department of Informatics and Telecommunications, University of Athens (March 1989 – December 2001)

4. published work

4.1 editorial work

Editorial work published includes

- edited volumes of conference proceedings (2 volumes)
- guest-edited special issues (1 journal special issue and 1 magazine special issue)
- edited-in-chief international journal (IJEG, 7 volumes, 27 journal issues).

⇒ *further details available in appendix F*

4.2 research work

Research work published following peer review includes

- book chapters in peer-reviewed edited volumes (9 book chapters)
- peer-reviewed journal papers (19 journal papers)
- peer-reviewed conference papers (66 conference papers)
- peer-reviewed conference posters and abstracts (2 posters and 1 abstract).

Research work published by invitation includes

- book chapters by invitation (4 book chapters)
- conference papers by invitation (4 conference papers)
- articles and blog posts by invitation (1 blog post and 2 magazine articles)
- research theses (doctoral thesis, diploma thesis).

Research work presented by invitation includes

- invited conference/workshop/roundtable presentations (14 invited presentations).

⇒ *further details available in appendix F*

4.3 translation work

Translation work published includes

- translation and editing of books (1 academic textbook and 2 essay books)
- translation and editing of policy reports (2 policy reports).

⇒ *further details available in appendix G*

5. service to the research community

5.1 service to journals

Service to journals includes

- editorship-in-chief (1 international journal, IJEG)
- guest editorship (1 journal special issue and 1 magazine special issue)
- scientific committee membership and review of submissions (1 international journal)
- editorial review board membership and review of submissions (3 international journals)
- review of submissions (11 international and 2 Greek journals).

⇒ *further details available in appendix H*

5.2 service to edited volumes

Service to edited volumes includes

- editorial advisory board membership and review of submissions (2 edited volumes)
- review of submissions (1 edited volume).

⇒ *further details available in appendix H*

5.3 service to conferences

Service to conferences includes

- editorship of conference proceedings (2 international conferences)
- programme chairing (1 international conference, ECGBL 2011)
- steering committee membership and review of submissions (1 international conference)
- program committee membership and review of submissions (15 conferences, of which a number in annual editions)
- review of submissions (9 conferences, of which a number in annual editions)
- organization of scientific events within conferences (19 events organized within international and Greek conferences).

⇒ *further details available in appendix H*

6. teaching assignments

6.1 postgraduate teaching assignments

Postgraduate teaching assignments include contributions in the following Master's Programmes:

- Master's Programme in Communication and Media Studies, University of Athens (assignments for 4 courses during years 2007-2016)
- Joint Master's Programme in Information and Communication Technologies for Education, University of Athens (assignments for 2 courses during years 2006-2014)
- Joint Master's Programme in Economics and Administration of Telecommunication Networks, University of Athens (assignments for 2 courses during years 2004-2009)
- Joint Master's Programme in Electronic Automation, University of Athens (lectures for 1 course during years 1999-2000).

⇒ *further details available in appendix I*

6.2 undergraduate teaching assignments

Undergraduate teaching assignments include contributions in the following Diploma (Ptychion) Programmes:

- Diploma Programme in Communication and Media Studies, University of Athens (assignments for 4 courses and lectures for 1 course during years 2006-2016)
- Diploma Programme in Education Sciences in Pre-School Age, Democritus University of Thrace (lectures for 1 course during years 2008-2010)
- Diploma Programme in Computer Science and Technology, University of Peloponnese (assignments for 6 courses during years 2002-2006)
- Diploma Programme in Information and Communication Systems Engineering, University of the Aegean (assignments for 4 courses during years 2000-2002)
- Diploma Programme in Informatics and Telecommunications, University of Athens (lectures for 1 course during years 1990-1994).

⇒ *further details available in appendix I*

7. thesis supervision

7.1 doctoral theses

Experience with doctoral theses includes contribution as:

- principal supervisor (4 theses in progress, Faculty of Communication and Media Studies, University of Athens)
- assistant supervisor (1 thesis in progress and 2 completed theses, Faculty of Communication and Media Studies, University of Athens and Department of Informatics and Telecommunications, University of Athens)
- supervisory committee member (4 theses in progress, Faculty of Communication and Media Studies, University of Athens and Department of Early Childhood Education, University of Athens)
- examining jury member (2 completed theses, Department of Informatics and Telecommunications, University of Athens and Department of Management Science and Technology, Athens University of Economics and Business).

⇒ *further details available in appendix J*

7.2 master's theses

Experience with master's theses includes contribution as:

- principal supervisor (2 theses in progress, 16 completed theses, Master's Programme on Communication and Media Studies, Joint Master's Programme on Information and Communication Technologies for Education, University of Athens)
- assistant supervisor (9 completed theses, Joint Master's Programme on Information and Communication Technologies for Education, University of Athens)
- examining jury member (40 completed theses, Master's Programme on Communication and Media Studies, Joint Master's Programme on Information and Communication Technologies for Education, Joint Master's Programme on Economics and Administration of Telecommunication Networks, University of Athens).

⇒ *further details available in appendix J*

7.3 diploma (ptychion) theses

Experience with diploma (ptychion) theses includes contribution as:

- principal supervisor (1 completed thesis, Greek National School of Public Administration and Local Government)
- assistant supervisor (4 completed theses, Department of Information and Communication Systems Engineering, University of the Aegean).

⇒ *further details available in appendix J*

8. RTD and project experience

8.1 coordination of research groups and projects (2006-2015)

During years 2006-2015, coordination of research groups and internal (non-funded) research projects of the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens, implemented by researchers at a postgraduate, doctoral and postdoctoral level (2 research groups and 4 internal research projects).

⇒ *further details available in appendix K*

8.2 experience with RTD projects (1989-2015)

During years 2006-2015, coordination of nationally-funded RTD projects of the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens, implemented by researchers at a postgraduate, doctoral and postdoctoral level (7 RTD projects).

⇒ *further details available in appendix L*

During years 1989-2004, involvement in lead technical roles in EU-funded RTD projects of the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance and the Department of Informatics and Telecommunications of the University of Athens (5 RTD projects).

⇒ *further details available in appendix M*

8.3 experience with ICT projects and studies (1990-2004)

During years 1997-2002, involvement in lead roles with technical consultancy and co-ordination responsibilities in ICT projects and studies of the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance (11 projects and studies).

⇒ *further details available in appendix N*

During years 1990-2004, involvement in nationally-funded ICT projects and studies of the Department of Informatics and Telecommunications of the University of Athens (9 projects and studies).

⇒ *further details available in appendix O*

9. additional experience

9.1 expert evaluation of research proposals (2013-2017)

Review Panel Expert for the EU COST Action (2015-2017) and expert evaluation of research proposals submitted to the EU Horizon 2020 Programme (2014) and the Netherlands Organisation for Scientific Research (2013).

⇒ *further details available in appendix P*

9.2 expert evaluation of ICT tenders (1997-2004)

Technical and economic evaluation of tenders for national ICT projects and studies submitted to the Greek public sector (4 calls for tenders during years 1997-2004).

⇒ *further details available in appendix P*

9.3 vocational training and public lecturing (2010-today)

Vocational training and public lecturing experience includes

- lecturing as a certified tutor for the Greek National School of Public Administration and Local Government (ESDDA) (1 course, years 2014-2015)
- coordination of vocational specialization seminars and lecturing in vocational specialization and public seminars (6 seminars during years 2010-2012).

⇒ *further details available in appendix P*

9.4 consultancy, auditing and studies (1995-today)

Scientific consultancy, auditing and delivery of studies for a number of funded and not-for-profit projects (5 projects during years 1995-2015).

⇒ *further details available in appendix P*

9.5 administrative service (1994-today)

Service to administrative bodies, committees and associations includes

- service as member to the Senate (years 2008-2009) and the Technical Council (years 2015-2017) of the University of Athens, the Committee of Library Curators of the School of Economics and Political Science (year 2015-), the Administrative Committee of the Joint Master's Programme on Information and Communication Technologies for Education (years 2009-today) and committees of the Department of Communication and Media Studies (3 committees, years 2007-2014)
- service as member/chair to committees and boards of scientific and professional associations (3 associations, 1994-today).

⇒ *further details available in appendix P*

10. citations and distinctions

10.1 research work citations

Publish or Perish (<http://www.harzing.com/pop.htm>, search through Google Scholar, search term "Author's name: Gouscos", manually excluding synonyms) returns 529 results for research work published in English.

10.2 research and project work distinctions

Distinctions achieved include (most recent first):

- as of February 2014, the Intl Journal of Electronic Governance (Editor-in-Chief D. Gouscos) has been accepted for indexing in Elsevier Scopus following evaluation against a number of journal quality criteria; at the same time, IJEG is listed in the E-Government Reference Library (EGRL) of the Univ. of Washington;
- the Milia digital storytelling platform (technical coordinator D. Gouscos, scientifically responsible M.Meimaris) has received, in October 2011, the Euromedia Seal of Approval award of Erasmus Euromedia Awards 2011;
- the Magic Potion digital adventure game for learning (technical coordinator D. Gouscos, scientifically responsible M.Meimaris), which has been developed in Greek by the EPINOISI project has received, in June 2009, the Comenius Edumedia Medal award of Comenius Edumedia Awards 2009;
- paper "Re-orienting information systems for customer-centric service: The case of the Greek Ministry of Finance", D. Stamoulis, D. Gouscos, P. Georgiadis & D. Martakos, 9th European Conference on Information Systems (ECIS 2001) has received the e-Government Track best paper award;
- the TAXISnet electronic services (lead involvement D. Gouscos, Political Supervisor P.Georgiadis), which have been the first e-government services successfully rolled-out in Greece, have received an eEurope Good Practice Label award on November 2001.

11. endorsements, acknowledgements, evaluations

11.1 skills endorsements and social mentions

Peer endorsements for research skills include 93 endorsements for 23 skills on ResearchGate (top-5 endorsed skills: E-Government; Citizen Participation; E-Democracy; Social Informatics; E-Learning, more information available at http://www.researchgate.net/profile/Dimitris_Gouscos/info).

Peer endorsements for academic and professional skills include 532 endorsements for 38 skills on LinkedIn (top-5 endorsed skills: Lecturing; Teaching; Higher Education; Research; Science, more information available at <https://gr.linkedin.com/pub/dimitris-gouscos/3/7a/562>).

Peer social mentions for research, academic and professional work include 63 mentions on Twitter (more information available at <https://twitter.com/search?f=realtime&q=%40gouscos&src=typd>).

11.2 student acknowledgements

⇒ *indicative student acknowledgements available in appendix Q*

11.3 teaching evaluations

⇒ *indicative teaching evaluations available in appendix R*

12. CV appendices

A – academic and language qualifications

B – personal academic statement

C – personal diversity statement

D – personal teaching statement

E – personal research statement

F – published research work

G – published translation work

H – service to the research community

I – teaching assignments

J – thesis supervision

K – coordination of research

L – RTD projects experience in NTLab

M – RTD projects experience in GSIS, DIT

N – ICT projects and studies experience in GSIS

O – ICT projects and studies experience in DIT

P – additional experience

Q – indicative student acknowledgements

R – indicative teaching evaluations

12.1 webpages on social media

Facebook <https://www.facebook.com/gouscos>

Twitter <https://twitter.com/gouscos>

LinkedIn <https://www.linkedin.com/in/dimitris-gouscos/>

12.2 webpages on bibliographic databases

Scholar Google <http://scholar.google.gr/citations?user=spl-vV4AAAAJ>

Research Gate http://www.researchgate.net/profile/Dimitris_Gouscos

Academia.edu <https://uoa.academia.edu/DimitrisGouscos>

appendix A – academic and language qualifications

A.1 academic qualifications

PhD in Informatics, University of Athens

doctoral thesis

“Specification of Information Systems Dynamics through Objects, Rules and Petri Nets”

mention	Excellent
date of acquisition	January 12, 1998

Diploma (Ptychion) in Informatics, University of Athens

specialization “Computer Systems and Applications”

diploma thesis

“An Object-Oriented Design for Hypermedia Databases”

mention	Excellent (9,35/10)
date of acquisition	December 10, 1990

A.2 scholarships for academic studies

undergraduate studies scholarships by the Greek State Scholarships Foundation

(scholarships for excellence throughout the duration of undergraduate studies)

postgraduate studies scholarship by the Greek State Scholarships Foundation

(November 1991 - October 1994)

A.3 language qualifications

English

University of Cambridge Proficiency in English Language, mention “B”

University of Michigan Proficiency in English Language, mention “With Honors”

French

Superieur III diploma in French by the French Institute of Athens, mention “Assez Bien”

Spanish

Basico diploma in Spanish by the Cervantes Institute of Athens

appendix B – personal academic statement

Aged 47 y.o. and teaching at a University level since 2000, I consider myself to be at a stage of my professional life and scientific career where I can be most productive. Consequently, I have an active interest for high-quality research and teaching.

Having worked in interdisciplinary domains and groups, I am oriented towards research and teaching on subjects that are not exclusively confined to a single closed domain. I deeply believe that the cross-referencing of different disciplines lies at the heart of extremely interesting ideas and innovative forward thinking.

Last but not least, leading a personal and family life within a multi-cultural and multilingual setting, as mentioned below, I have come to appreciate and learnt to be open to the richness that the contact with people from different languages and cultures can bring about.

My full curriculum vitae, documents my overall experience and expertise from earning my PhD (1998) up till now in my current position (2011-today, Assistant Professor of Digital Communication in the Department of Communication and Media Studies of the University of Athens).

I am experienced in writing research grant proposals, and have in major part written the proposals which were finally funded for projects in which I have been involved as coordinator.

I have a strong commitment to teaching excellence, as testified by the evaluation forms and comments that I regularly gather from my students, and I am constantly trying to enrich the courses that I teach at an undergraduate and postgraduate level with new topics and literature as well as practical assignments, beyond attendance of lectures, which allow students to benefit the most out of each course. As a result of this effort, as well as of the close attention that I try to pay to my relations with students that I teach or mentor, a number of my postgraduate students stay close to our research groups beyond the term of their studies and are actively involved in my own on-going research.

I have excellent oral/written communication skills in English, and very good oral/written communication skills in French, given that my own research contacts outside Greece come from English- and French-speaking countries. If I may also note that the mother of my 11-y.o. daughter, with whom we have lived together before the birth of my daughter and ever since, is French-Greek, which allows us to live in a completely bilingual family setting.

I have very good interpersonal skills for teamwork and, in nearly all the research projects that I have coordinated in my current position in the University of Athens, I have worked with research teams of up to 15 people, coming from different disciplines and often from different settings (schools, companies) outside the University. Additionally, my experience during years 1997-2002 in the Greek Ministry of Economy and Finance and during years 2003-2004 in the Greek Ministry of Interior, Public Administration and Decentralization has been a constant exercise towards effectively collaborating with groups of public sector servants and officers, as well as ICT companies and consultants.

My preference for collaborating with different disciplines has been in line with my decision, back in 2006, to make a move from a pure CS academic faculty (Department of Computer Science of the University of Peloponnese) to the Faculty of Communication and Media Studies of the University of Athens, which is interdisciplinary by nature. My research work on e-governance, digital communication, social media, digital games and digital storytelling in my current position has given me the chance to work together with colleagues and professionals from a number of different domains, from school teachers and public servants to communication studies, cultural studies, social and political scientists. Moreover, this effort has also allowed me to appreciate the value of grounded teaching and engaged research, explicitly targeted at field-level applications which can serve to students, as a testbed for confirming their capabilities and scientific mindset, to academics and researchers, for testing their theoretical concepts and expectations, as well as to user communities, that can finally benefit from successful designs and implementations of new digital media and socio-technical systems applications for a social purpose.

This collaboration has proven quite fruitful, and research work such as the Magic Potion digital game for learning and the Appletree online platform for digital storytelling, which have received international distinctions, as well as the TAXISnet e-services from my past experience with e-government projects, have been the result of such multi-disciplinary work and cross-fertilization. Moreover, the Editorship-in-Chief of the International Journal of Electronic Governance, and the handling of review and publication processes for submitted research manuscripts and special issues, has proven a precious experience in appreciating and synthesizing other people's scientific viewpoints and opinions.

This experience, at the same time, has given me the opportunity to appreciate the implications of collaborating with colleagues from different cultures and nationalities. My experience with deployment of e-government solutions, as well as with putting digital games and digital media at work in education and communication, has allowed me to better understand that effective technology acceptance and delivery of outcomes is first and foremost a matter of socio-technical approaches as well as cultural and social issues related to the appropriation of technology and the opening up of power relations, rather than an outcome of pure technical features.

Finally, as I live and work in a country which has a considerable delay in ICT infrastructures and literacy, and is more often than not trying to advance through leapfrogging, I have come to better understand the problems of trying to introduce technology and make it work in technologically novice settings, as well as the importance of rules of thumb such as "think big – start small" and others, often mentioned in OECD and other international organizations' policy briefs, for the success of technology solutions in real life. The single most important success factor, in this respect, may be to effectively communicate objectives, principles and enthusiasm and handle human relations with a demanding and at the same time understanding attitude, which "algorithmically-minded" technology-centered approaches often risk to overlook.

appendix C – personal diversity statement

As also mentioned in my personal academic statement, I have come to understand and appreciate, out of personal and professional experience, the richness that diversity can bring to one's personal, social and professional life and development.

More specifically, concerning my personal life:

- The mother of my 11-y.o. daughter, with whom we have lived together before the birth of my daughter and ever since, being French-Greek, I live in a completely bi-lingual and bicultural family and friends setting.
- Myself representing a so-called "social mobility" case (my grandfather being a farmer, my father being a grocer, I have managed to finish my studies and now serve as Assistant Professor in the University of Athens), I have come to meet people from many different social categories and economic statuses, and learnt that everyone that we meet has something to tell us, as long as we can stay open to listening.
- Being of Greek origin, I am conscious of the fact that I come from a culture and language which is minority in Europe, let alone in the rest of the world.

Last but not least, being a father is by definition one of the most authentic experiences that one can have with diversity. Children have their own code of thinking and doing, and we as parents have to accept and learn it from scratch.

In light of the above, I consider myself as familiar with diversity on a personal basis, and at the same time as bringing diversity to my social surroundings, especially with non-Greek contacts and settings.

In my academic work, I also cope with diversity at a number of levels. More specifically:

- In some cases, I have coordinated project teams in which researchers with special needs (motor or sensor problems) have managed to participate on a completely equal basis with the rest of the team.
- In the Faculty of Communication and Media Studies of the University of Athens, I have contributed as member of a faculty committee for international student mobility (EU ERASMUS program for academic mobility); in the context of this role, I have had the opportunity to meet incoming students from Universities from abroad with which our Faculty has bi-lateral exchange agreements and help them find their way into the Faculty's curriculum and the courses that I teach.
- In my research work as Editor-in-Chief of the International Journal of Electronic Governance as well as reviewer for international journals and conferences, I have the opportunity to come in contact with many diverse cultures and viewpoints, which I need to handle and synthesize.

In this respect, I am happy to be bringing diversity to academic colleagues and communities from other disciplines and/or other countries, on the one hand as a Greek faculty member, and on the other as coming from a scientific background which may include some parts outside the backgrounds of my academic contacts and networks.

appendix D – personal teaching statement

As detailed in my CV, I hold a BSc in Informatics (1990) and a PhD in Information Systems (1998) from the Department of Informatics and Telecommunications of the University of Athens and, following my PhD, I have gathered teaching experience in a number of fields having to do with applications of ICT and digital media for socio-technical systems for communication, participation and learning. More specifically:

- I am currently Assistant Professor of Digital Communication with the Faculty of Communication and Media Studies of the University of Athens and a research fellow of the Laboratory of New Technologies in Communication, Education and the Mass Media, where I contribute to co-ordination of two research groups on Digital Games and Digital Media for Learning and Digital Media for Participation.
- Since 2000 I have taught at postgraduate and undergraduate level in the University of the Aegean, the University of Peloponnese and the University of Athens more than 20 courses on digital communication, digital games and games-based learning, participatory media, electronic governance, software engineering, information systems and IT management topics.
- Since 2006 I have taught in the BA on Communication and Media Studies and the MA on Communication and Media Studies of the Faculty of Communication and Media Studies of the University of Athens, as well as in the Joint MEd on ICT for Education which is run by the Faculty of Early Childhood Education of the University of Athens.
- In my current position with the Faculty of Communication and Media Studies of the University of Athens (2006-today) I have contributed in establishing, for the first time in the Faculty's undergraduate and postgraduate programs, a number of individually- (by myself) and team-taught interdisciplinary elective courses with topics on applications of digital media (digital games, social media, interactive storytelling), as socio-technical systems for communication, participation and learning. These courses, whose curriculum is updated on a yearly basis from the state-of-the-art in these subjects as well as my own ongoing research, have received students' interest and achieved a steady audience per academic year as well as a good reputation, testified by the evaluation sheets gathered from attending students on a regular basis, for their interest, their combined theoretical and practical contents and the overall learning experience that they provide.
- I have provided supervision to a number of doctoral and master's theses. My experience includes (a) currently guiding 4 doctoral theses in progress as principal supervisor, and contributing to 1 doctoral thesis in progress as assistant supervisor, (b) having examined 2 doctoral theses as external jury member, (c) having guided 25 master's theses as principal or assistant supervisor and (d) having examined 40 master's theses as external jury member, in the context of one MA (Communication and Media Studies), one MEd (Information and Communication Technologies for Education) and one MSc (Economics and Administration of Telecommunication Networks) programs, from 2004 until today.

Out of this experience, my initial post-doctoral expertise (1998-2006) mainly refers to information systems, software engineering, e-government and electronic public services, as well as business planning and management of IT, whereas my current expertise (2006-today) mainly refers to digital media (social media, digital games, digital storytelling) and their applications as socio-technical systems for communication in open governance, interactive storytelling, inclusive participation and playful learning.

In this respect, my current teaching agenda in the University of Athens primarily focuses on topics such as the following, taught with emphasis on underlying theory, methodologies, tools and current practice:

(at an undergraduate level)

- design, development and evaluation of digital communication, open digital content and information services online
- design, development and evaluation of digital games and playful digital media

(at a postgraduate level)

- serious applications of playable digital media (with a focus on the playability aspects of digital games, social media and interactive storytelling) on formal and informal learning
- applications of participatory digital media (with a focus on the participatory aspects of social media and open data) on public participation and engagement.

In all of these teaching topics, my preferred instructional approach is based on a blending of (a) in-class lectures with (b) lab sessions for learning to use appropriate software tools, coupled with (c) individual and group project assignments for literature study and development/evaluation of pilot cases that lead to delivery of (d) oral presentations and (e) written reports with structured requirements and specifications.

This is in fact the approach that I am currently using in the undergraduate and postgraduate courses that I teach in my current position, in the Faculty of Communication and Media Studies of the University of Athens. What is more, for the organization and details of activities (a) to (e) above, I have come through experience to elaborate guidelines and materials for student guidance, whereas the overall activity mix, evaluation criteria, degrees of freedom, challenges for creative and critical thinking and demands for engaging presentations and scientific writing are explained to and discussed with students.

My objectives for organizing a course, in this respect, are to make it a methodologically demanding and at the same time intellectually compensating experience, as gamified (in terms of rules and challenges for active student participation and delivery of project assignments) as possible, establishing for participating students an interesting learning path that they need to follow, availing of no easy shortcuts to success, but providing certainty, on the other hand, that everybody stays tuned in the learning process, whereas hard work constitutes condition not only necessary, but also sufficient, in order to bring about good results.

Last but not least, as my teaching and research experience at the Faculty of Communication and Media Studies of the University of Athens shows, the processes of communicating, interacting, playing, storytelling, changing and engaging through digital media have many interesting cross-references with concepts and models from management, education and social science disciplines, the latter being able to provide fertile grounds for bringing up new ideas for forward-thinking theory, innovative research and purposeful applications of digital media and socio-technical systems.

In this line of thought, I feel it would be interesting to explore further opportunities for collaboration, at the level of co-designing and team-teaching courses centered on concrete learning topics, and possibly overall programs centered on concrete learning themes, with academic colleagues from other disciplines, as this may be considered to enrich the mission and reach of study curricula and contribute to an orientation towards interdisciplinary education. This, in my view, would be a substantial (in terms of academic rigor) and at the same time practical (in terms of efficiency, effectiveness and breadth and depth of academic consensus) way to consolidate and enhance an academic curriculum today with forward-thinking topics, which could improve both the overall curriculum's internal quality (in terms of curriculum-wide cohesion, synergies and economies of scale) as well as its external performance (in terms of attracting and retaining the academic interest of students and faculty alike). I believe that this dimension of cross-disciplinarity (if I may be allowed this term, in the sense of not only sufficing in the co-existence of multiple scientific disciplines but, furthermore, actively pursuing their interaction toward innovative directions) in the design, teaching and operation of courses and programs could be an important factor that may contribute to an academic curriculum standing out on the long run as an example of good academic practice.

appendix E – personal research statement

As detailed in my CV, I hold a Diploma in Informatics (1990) and a PhD in Information Systems (1998) from the Department of Informatics & Telecommunications of the University of Athens and, following my PhD, I have gathered teaching experience in a number of fields having to do with applications of ICT and digital media for socio-technical systems for communication, participation and learning. More specifically:

- I am currently Assistant Professor of Digital Communication with the Faculty of Communication and Media Studies of the University of Athens and a research fellow of the Laboratory of New Technologies in Communication, Education and the Mass Media, where I contribute to co-ordination of two research groups on Digital Games and Digital Media for Learning and Digital Media for Participation.
- I have co-ordinated project teams for the ecoKtima project for hybrid pervasive play-based learning, the Organosi 2.0 (Organizing 2.0) platform for self-organized networks for social solidarity, the Mathisi 2.0 (Learning 2.0) initiative for social media in education, the Milia (AppleTree) platform for digital storytelling (Euromedia Seal of Approval 2011), the Ilektrodomatio (Electroroom), the Lo and the Magiko Filtro (Magic Potion) digital games for learning (Comenius Edumedia Medal 2009), and contributed as Programme Chair for the 5th European Conference on Games-Based Learning. I serve as Editor-in-Chief of the International Journal of Electronic Governance and have participated in development of the TAXISnet electronic public service (eEurope Good Practice Label 2001).
- I have participated in 10 RTD projects and more than 20 ICT projects and studies and, during 1997-2004, have worked as special advisor with the General Secretariat for Public Administration and Electronic Government of the Greek Ministry of Interior, Public Administration and Decentralization and the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance.
- I have co-edited the proceedings of 2 international conferences and co-authored more than 90 research papers with more than 500 citations in peer-reviewed conferences, journals and edited volumes. I have organized a number of scientific events and contribute regularly as reviewer in international conferences and journals.
- In my past work as a research fellow in the Department of Informatics and Telecommunications of the University of Athens, as well as special advisor with the Greek public sector, I have been responsible for planning the design, deployment and operation of e-service and information system projects, as well as performing research in the context of EU-funded projects on e-Government. In this effort I have had, among others, to handle in practice, through peer-to-peer learning, problems of poor leadership and lack of management culture with respect to identifying strategic objectives and priorities, establishing efficient citizen-centric processes and services, and following-up project progress.

- In my current work with the Laboratory of New Technologies in Communication, Education and the Mass Media, I have planned and coordinated research and projects focused on developing digital media (digital games, interactive storytelling, social media) socio-technical applications and capacity building for learning and participation. Within these projects it has been necessary to apply leadership skills in order to overcome bureaucratic procedures, reconcile different/conflicting multidisciplinary viewpoints and effectively deliver high-quality results on time/on budget, while at the same time keeping the project teams satisfied and encouraged.
- Concerning the attraction of research and capacity building funds, I have thus far contributed (proposal writing and project coordination) to approx. 300,000 EUR of EU funding (CB-BUSINESS RTD project) plus approx. 700,000 EUR of EU/national cofunding (EPINOISI RTD project, Mathisi 2.0 and Mathisi 2.0 plus capacity building projects) for the University of Athens, working together with industrial, academic, public sector and education partners.

Out of this experience, my initial post-doctoral expertise (1998-2006) mainly refers to information systems, software engineering, e-government and electronic public services, as well as business planning and management of IT, whereas my current expertise (2006-today) mainly refers to digital media (social media, digital games, digital storytelling) and their applications as socio-technical systems for communication in open governance, interactive storytelling, inclusive participation and playful learning. In this respect, my current research agenda in the University of Athens primarily focuses on two major directions:

(a) applications of digital media as socio-technical communication platforms for participation and engagement, including sub-topics as

- assessing the transparency of policy- and decision-making processes;
- assessing the openness of public data;
- assessing the presence and interactivity of public agencies on social media;
- deploying digital platforms for public participation, advocacy and engagement over social media, debating/storytelling media and digital games;
- investigating the potential of blending established and emerging digital media (e.g. locative media, smart apps, pervasive games) for public engagement;
- running controlled-scale targeted pilots to assess critical success factors and innovative ideas for digital media-based engagement;
- investigating public engagement in more specific domains, e.g. community-supported production, collaborative consumption, crowdfunding/crowdsourcing

(b) applications of playful digital media as socio-technical communication platforms for learning and change, including sub-topics as

- assessing the learning potential of digital games with respect to playability/player enjoyment;

- assessing the learning potential of digital games with respect to free-form vs. controlled game mechanics and gameplay;
- assessing the learning potential and affordances of social games as digital toys;
- planning education scenarios for games-based teaching;
- planning persuasion scenarios for games-based change;
- deploying playful digital platforms for learning and change;
- investigating the learning and change potential of cross-media and trans-media play, blending analog toys, digital games as well as emergent digital media (e.g. pervasive games, social games, smart apps);
- investigating the learning and change potential of interactive storytelling as a framework of play;
- running controlled-scale targeted pilots to assess critical success factors and innovative ideas for playful digital media-based learning and change.

On top of these topics, I am interested in exploring new research subjects and collaborations which can allow better integration with faculty colleagues and curricular/research units, and may have a potential to extending the mission and reach of interdisciplinary research. Generally speaking, I believe it would be interesting to explore possibilities for structuring common research agendas on interdisciplinary subjects which fall at the intersection of current research and innovative, purposeful dimensions that emerge from informing and cross-referencing research agendas in third domains with the properties and affordances of digital media. In this respect, I am open to further discussing how my own specializations and research themes can relate to other research areas, with a view to structuring new research agendas.

At the same time, I would like to pursue the research effort proposed above alongside with my major current research directions described in the first part of my approach. I believe that all these directions, on applications of digital media to learning, change, advocacy, participation and engagement, can cross-fertilize with the research agenda of management, education and social science disciplines in interesting ways, and at the same time also allow to sustain a broader agenda and network of research collaborations which can have the potential to add to the research effort interdisciplinary orientation and reach.

Last but not least, I would like to note that I am be interested in following the above research directions in collaboration not only with academic colleagues but also with graduate and, if possible, also undergraduate students, in the firm belief that the tighter the liaisons that can be established between research, teaching and mentoring, the better for the quality and outcomes of all these learning processes. Interdisciplinary research comprising a collaborative effort by definition, I am open to collaborating along the above directions with forward-thinking, interdisciplinary colleagues, students and groups, which can allow to synthesize the experience of academic faculty with students' enthusiasm towards innovative ideas and research objectives with a meaningful purpose.

appendix F – published research work

F.1 edited volumes of conference proceedings

- [1] Dimitris Gouscos and Michalis Meimaris (eds.), *Proceedings of the 5th European Conference on Games-Based Learning*, Academic Conferences International, ACI Publications, UK, October 2011.
- [2] Michael Meimaris and Dimitris Gouscos (eds), *Challenges and Uses of Information and Communication Technologies – Media and information diffusion: towards an open society*, Proceedings EUTIC 2007 International Conference, Gutenberg Publications, Athens, 2008, ISBN 978-960-01-1235-1.

F.2 guest-edited journal special issues

- [1] Apopseis.gr online journal (<http://apopseis.gr>), Issue No.8, "Social Self-Organization Actions and the Internet", July 2014, editors: Dimitris Gouscos and Michalis Meimaris. Online available at http://apopseis.gr/images/organosi_teliko.pdf.
- [2] Electronic Journal of e-Learning (EJEL, <http://ejel.org/>), Volume 10 Issue 2, Special Issue on Games-Based Learning, July 2012, pp.159-256, editor: Dimitris Gouscos. Online available at <http://ejel.org/volume10/issue2>.

F.3 book chapters in peer-reviewed edited volumes

- [1] Kirginas, S. and Gouscos, D. "Exploring the Impact of Free-form and Structured Digital Games on the Player Experience of Kindergarten and Primary School Students". In *Handbook for Research on Gaming Trends in P-12 Education*, D. Russell, J. Laffey (eds), James Gee (foreword), IGI Global (to appear).
- [2] Karamagioli, E., Gouscos, D. "In the Quest of Opened-Up Governmental Policies in Greece: Challenges and Recommendations". In "Case Studies in e-Government 2.0 – Changing Citizen Relationships", Imed Boughzala, Marijn Janssen & Saïd Assar (eds), Springer, 2014, pp.87-101, online available at http://link.springer.com/chapter/10.1007/978-3-319-08081-9_6.
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- [5] Eleni-Revekka Staiou & Dimitris Gouscos, "Open Governance, Civic Engagement and New Digital Media", in *Active Citizen Participation in E-Government: A Global Perspective*, A. Manoharan & M. Holzer (eds.), IGI Global, 2012, online available at <http://www.igi-global.com/chapter/open-governance-civic-engagement-new/63383>.
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- [7] Dimitra Florou & Dimitris Gouscos, "Social media-based communities of practice for education in citizenship and sustainability", in *Public Sector Reform Using Information Technologies: Transforming Policy into Practice*, Thanos Papadopoulos & Panagiotis Kanellis (eds), IGI Global, 2011, online available at <http://www.igi-global.com/chapter/social-media-based-communities-practice/56390>.
- [8] Eleni Staiou and Dimitris Gouscos, "Socializing E-Governance - A Parallel Study of Participatory E-Governance and Emerging Social Media", in *Comparative E-Government: An Examination of EGovernment Adoption across Countries*, Christopher G. Reddick (ed), Springer Integrated Series in Information Systems, 2010, online available at <http://www.springerlink.com/content/g01414588226pk0x/>.
- [9] Maria Saridaki, Dimitris Gouscos and Michalis Meimaris, "Digital Games-Based Learning for Students with Intellectual Disability", in *Games-Based Learning Advancements for Multi-Sensory Human Computer Interfaces: Techniques and Effective Practices*, Thomas Connolly, Mark Stansfield and Liz Boyle (eds), Information Science Reference Publishers, UK, 2009, ISBN 978-1-60566-360-9, pp.304-325, online available at <http://www.igi-global.com/chapter/digital-games-based-learning-students/18802>.

F.4 peer-reviewed journal papers

- [1] Poutakidou, M. and Gouscos, D. "Using wikis for environmental education and awareness of primary and secondary education students in Greece". In *International Journal of Civic Engagement and Social Change (IJCESC)*, vol. 2, no. 1, 2015 (to appear).
- [2] Spanoudakis, M., Nakou, A., Meliadou, E., Gouscos, D. and Meimaris, M. "Milia (AppleTree), an online platform for digital storytelling". In *Journal of Cultural Science*, special issue on "Broadening Digital Storytelling Horizons", B. Simsek (ed), vol. 8, no.2, 2015, online available at <http://cultural-science.org/journal/index.php/culturalscience/article/view/118>.
- [3] Mouchtari, E., Meimaris, M., Gouscos, D. and Sfyroera, M. "Learning and intergenerational communication through digital storytelling in the first grades of primary school: Yesteryear Jobs". In *Journal of Cultural Science*, special issue on "Broadening Digital Storytelling Horizons", B. Simsek (ed), vol. 8, no.2, 2015, online available at <http://cultural-science.org/journal/index.php/culturalscience/article/view/114>.
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- [5] Evika Karamagioli, Dimitris Gouscos "Management aspects of E-Government Projects: contextual and empirical findings". In Special Issue on "e-Government Project Management", L. Anthopoulos (ed.), *International Journal of Public Administration in the Digital Age (IJPADA)*, IGI Global, vol.1, no.3, 2014, pp. 22-47, online available at <http://www.igi-global.com/article/management-aspects-of-e-government-projects/117753>.
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- [9] Aspasia Papaloi, Dimitris Gouscos "Parliamentary Information Visualization as a means for legislative transparency and citizen empowerment? Investigating the rationale, aspirations, feasibility and effectiveness of PIV efforts", *eJournal of eDemocracy and Open Government (JeDEM)*, 2013, vol.5, no.2, pp.174-186, online available at <http://www.jedem.org/article/view/222>.
- [10] Dimitra Karantzeni, Dimitris Gouscos, "eParticipation in the EU: re-focusing on social media and young citizens for reinforcing European identity". In Special Issue on "Electronic Citizen Participation: Realising the Promise", A.Prosser (ed.), *Transforming Government: People, Process and Policy (TG:PPP)*, Emerald, vol.7, no.4, 2013, pp.477-500, online available at <http://www.emeraldinsight.com/doi/full/10.1108/TG-01-2013-0003>.
- [11] (in Greek) Maria-Eleni Ntourlia, Dimitris Gouscos "Educational Intervention Using the Lure of the Labyrinth Digital Game for Teaching Mathematics at the 6th Grade of Primary School". In *New Pedagogue*, Vol. 1, September 2013, pp.58-72, online available at <http://neospaidagogos.gr/periodiko/index1.html>.
- [12] Panagiotis Tragazikis, Sotiris Kirginas & Dimitris Gouscos, "Digital games for entrepreneurial learning, innovation and creativity: examples and evaluation criteria", Special Issue on "Innovative Entrepreneurship: Sources of Innovation, Policies and Learning", A. Kakouris & P. Ketikidis (guest editors), *International Journal of Innovation and Regional Development (IJIRD)*, Vol.4, No.3/4, 2012, pp. 314-337, online available at <http://www.inderscience.com/info/inarticle.php?artid=47564>.
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F.5 peer-reviewed conference papers

- [1] (in Greek) Mavraki, M., Gouscos, D., Papoudi, D. and Meimaris, M. "Evaluating the Capability of Generalizing Basic Concepts of the Magic Potion Digital Game in Analog Play for a group of Students in the Autism Spectrum". In the *Panhellenic Conference on Education in the Era of ICT*, Athens, 7-8 November 2015 (to appear).
- [2] (in Greek) Fragkiskou, A. and Gouscos, D. "Adolescents and Digital Gaming. Differentiations due to Demographic and Sociocultural Factors". In the *Panhellenic Conference on Education in the Era of ICT*, Athens, 7-8 November 2015 (to appear).

- [3] Staiou, E.R., Karamagioli, E. and Gouscos, D. "Social media use by self-organized social solidarity initiatives in Greece". In the 2015 Social Media, Activism and Organisations Symposium (#SMAO15), London, UK, 6 November 2015 (to appear).
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- [5] (in Greek) Eugenia Siampanopoulou, Dimitris Gouscos, Michalis Meimaris, "Save the Mammals of the Mediterranean with Q and R – An example of a pervasive game in formal education for preschool children", 8th Panhellenic Conference of Teachers for ICT, Syros, Greece, 26-28 June 2015.
- [6] (in Greek) Marina Tomara, Dimitris Gouscos, Vassilios Tselfes, "The Perceptions of Students After Primary School for Fundamental Notions of Classic Mechanics (Speed, Acceleration, Mass, Weight, Force)", New Pedagogue Conference, Athens, 23-24 May 2015.
- [7] (in Greek) Eugenia Siampanopoulou, Dimitris Gouscos, Maria Sfyroera, "Learning through Digital Play. A New Approach to the Learning Use of Digital Media", in Proceedings of the Panhellenic Conference on Education in the Era of ICT, Athens, 22-23 November 2014, pp. 995-1003. Online available at http://synedrio.edu.gr/dvd/ISBN_978_960_99435_6_7_Praktika_Synedriou_22_23_Noe_2014.pdf.
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- [9] (in Greek) Aikaterini Fragkiskou, Dimitris Gouscos, Vassilis Gialamas, "Attitudes of Adolescent Students towards Digital Gaming and Effects of Digital Gaming on Learning, School Performance and Sociability", in Proceedings of the Panhellenic Conference on Education in the Era of ICT, Athens, 22-23 November 2014, pp. 1591-1599. Online available at http://synedrio.edu.gr/dvd/ISBN_978_960_99435_6_7_Praktika_Synedriou_22_23_Noe_2014.pdf.

- [10] (in Greek) Panagiotis Tragazikis, Dimitris Gouscos, "Connecting Storytelling with Design of Digital Games for Learning. An Investigation of the Potential to Connect Design Patterns of Digital Games with the Propp Narrative Morphology", in Proceedings of the Panhellenic Conference on Education in the Era of ICT, Athens, 22-23 November 2014, pp. 1600-1607. Online available at http://synedrio.edu.gr/dvd/ISBN_978_960_99435_6_7_Praktika_Synedriou_22_23_Noe_2014.pdf.
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- [18] Eleni Giannari, Dimitris Gouscos, "Social Media, Greek Enterprises and the Financial Crisis – Some New Relations?", EUTIC 2011 International Conference on Challenges and Uses of ICT, Brussels, Belgium, November 2011.
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- [38] E. Staiou, H. Delopoulos and D. Gouscos, "Interactive digital communication and e-governance in everyday life", International Conference on New Media and Information: Convergences and Divergences, Athens, Greece, May 2009.
- [39] M. Saridaki, D. Gouscos and M. Meimaris, "Digital Game-Based Learning for Students with Mild Intellectual Disability: The EPINOISI Project", 4th International Conference on Challenges and Uses of ICT - The dynamics of development: at the crossroads of the world (EUTIC 2008), Lisbon, Portugal, October 2008.
- [40] M. Saridaki, G. Chaniotakis, V. Manoli, D. Manassis, M. Karafotia, D. Gouscos and M. Meimaris, "Applying Digital Game Based Learning solutions to the primary and special classroom: results from field studies", 2nd European Conference on Games-Based Learning (ECGBL 2008), Barcelona, Spain, October 2008, pp.401-412.
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- [56] M. Legal, G. Mentzas, D. Gouscos & P. Georgiadis, "CB-BUSINESS: Cross-Border Business Intermediation through Electronic Seamless Services", 1st International Conference on Electronic Government (EGOV 2002), Aix-en-Provence, France, September 2002, Springer Verlag, Lecture Notes in Computer Science, vol. 2456, pp.338-343. (SpringerLink, http://dx.doi.org/10.1007/3-540-46138-8_55)
- [57] D. Gouscos, G. Mentzas & P. Georgiadis, "Planning and Implementing e-Government Service Delivery: Achievements and Learnings from On-Line Taxation Services in Greece", Workshop on e-Government, 8th Panhellenic Conference on Informatics, Nicosia, November 2001, pp.439-446.
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- [59] D. Stamoulis, D. Gouscos, P. Georgiadis & D. Martakos, "Re-orienting information systems for customer-centric service: The case of the Greek Ministry of Finance", 9th European Conference on Information Systems (ECIS 2001), Bled, Slovenia, June 2001, pp.977-986.

best paper award for e-Government Track, ECIS 2001

- [60] D. Gouscos, P. Georgiadis & T. Sagris, "From Introvert IT Systems to Extrovert e-Services: e-Government as an Enabler for e-Citizens and e-Business - A Framework of Principles", Electronic Business and Electronic Work 2000 Conference (EBEW 2000), Madrid, October 2000, IOS Press, pp.866-872.
- [61] A. Tsalgatidou, D. Gouscos & C. Halatsis, "Dynamic Process Modelling through Multi-Level RBNs", Fourth International Working Conference on Dynamic Modelling and Information Systems (DYNMOD 1994), Noordwijkerhout, Netherlands, September 1994, Delft University Press, pp.327-341.
- [62] A. Tsalgatidou, D. Gouscos & C. Halatsis, "Specifying and Validating Requirements: The VENUS System", 11th International Conference on Technology of Object-Oriented Languages and Systems (TOOLS Europe 1994), Paris, March 1994, Prentice Hall Intl, pp.89-101.
- [63] C. Halatsis, P. Stamatopoulos, I. Karali, C. Mourlas, D. Gouscos, D. Margaritis, C. Fouskakis, A. Kolokouris, P. Xinos, M. Reeve, A. Veron, K. Schuerman & L.-L. Li, "MaTourA: A Multi-Agent Tourist Advisor", Information and Communication Technologies in Tourism (ENTER 1994), Vienna, January 1994, pp.140-147.
- [64] (in Greek) D. Gouscos, A. Tsalgatidou & C. Halatsis, "An Entity-Based Data Model and its Mathematical Definition", 4th Panhellenic Conference on Informatics, Patras, Greece, December 1993, vol. II, pp.641-654.
- [65] A. Tsalgatidou, D. Gouscos & C. Halatsis, "Rule-Based Behavioural Modeling of Information Systems", 26th Hawaiian International Conference on System Sciences (HICSS 1993), Hawaii, January 1993, IEEE Computer Society Press, vol. IV, pp.409-418.
- [66] M. Hatzopoulos, D. Gouscos, M. Spiliopoulou, C. Vassilakis & M. Vazirgiannis, "An Object-Oriented Data Model for Hypermedia Systems", Delta and Beyond Conference, Hague, October 1990, pp.483-493.

F.6 peer-reviewed conference posters and abstracts

- [1] (in Greek) Irini Haidi, Despoina Paspala, Loukas Koutsikos, Dimitris Gouscos, Michalis Meimaris, "Third Age in the Digital Era", poster presented in the 13th Panhellenic Conference on Gerontology and Geriatrics, Athens, 26-28 February 2015.
- [2] (in Greek) Maria Tsapara, Maria Krikilani, Natalia Tzovara, Michalis Meimaris, Dimitris Gouscos, "E-motions – Educational Intervention for Emotional Development in Kindergarten Children", 9th Panhellenic Conference of the World Organization for Early Childhood Education (OMEPE), Ioannina, Greece, October 2013.

- [3] Alexandra Nakou, Andreas Giannakoulopoulos, Dimitris Gouscos and Michael Meimaris, "Exploring Intergenerational Interactions Using Social Games: an Experimental Pilot", 5th European Conference on Games-Based Learning, Athens, Greece, October 2011.

F.7 book chapters by invitation

- [1] (in Greek) Gouscos, D. (2013) Open Governance, Interactive Storytelling, Social Media, Playful Learning: Pathways across Networks of Human Thinking. In *20 years and something ... Anniversary Collective Volume of the Faculty of Communication and Media Studies, University of Athens*, Meimaris, M. (ed), University of Athens Research Institute of Applied Communication, Athens, pp.36-48.
- [2] (in Greek) Michalis Meimaris and Dimitris Gouscos, "Digital Games and Learning", Introduction to the Greek edition of Marc Prensky, *Digital Games-Based Learning*, Michalis Meimaris (ed.), Metaixmio Publications, Athens, 2009, ISBN 978-960-455-534-5.
- [3] Manolis Kalikakis, Dimitris Gouscos, Costas Vassilakis and Panagiotis Georgiadis, "An Approach for Re-engineering the Taxation Process to Support Participatory Decisions on Tax Budget Allocation", in *Participatory Budgeting: Concepts and Country Experiences*, Jayshree Bose (ed), Icfai University Press, Hyderabad, India, 2008, ISBN 978-81-314-1559-7, pp.48-63.
- [4] (in Greek) Dimitris Gouscos, "Fifth Generation Computers", appendix in *History of Informatics*, Philippe Breton, Diavlos Publications, 1991, Athens, Greece.

F.8 conference papers by invitation

- [1] (in Greek) Gouscos, D. (2011) Toy Libraries and Technology – Towards a Concept of a Digital Toy Library. In *Toy Libraries – Spaces for Communication and Entertainment, Proceedings of an International Colloquium*, Kourti, E. & Bistas, I. (eds), Athens, November 2011.
- [2] (in Greek) Alexandra Nakou, Dimitris Gouscos and Michalis Meimaris, "Educational approaches and practical capabilities for exploiting social media in learning processes", Crisis and Governance of Educational Systems – Fourth International Colloquium on Educational Design, Rhodes Island, Greece, May 2011.

- [3] (in Greek) Michalis Meimaris and Dimitris Gouscos, "The Game of Learning: Educational Processes with the help of Digital Games", Change and Governance of Educational Systems – Second International Colloquium on Educational Design, Rhodes Island, Greece, May 2009.
- [4] (in Greek) D. Gouscos, "Mass Media and the Internet: from information media to information communities. A reference to national and local Greek media", Meeting on "Mass Media of the Aegean – Problems and Prospects", M. Heretakis & N. Demertzis (coord.), Astypalea Island, Greece, June 2006.

F.9 articles and blog posts by invitation

- [1] Papaloi, A. and Gouscos, D. "Lessons Gained from Parliamentary Information Visualization (PIV)". VoxPopulI blog, Legal Information Institute, Cornell University Law School. October 30, 2014. Online available at <http://blog.law.cornell.edu/voxpath/2014/10/30/lessons-gained-from-parliamentary-information-visualization-piv/>.
- [2] (in Greek) Dimitris Gouscos, "Social Self-Organization Actions and the Internet: Towards the (re)appearance of more peer-to-peer and radical concepts of organization and participation?" In Apopseis.gr online journal special issue on "Social Self-Organization Actions and the Internet", Dimitris Gouscos and Michalis Meimaris (eds), vol. 8, pp. 7-16, July 2014. Online available at http://apopseis.gr/images/organosi_teliko.pdf.
- [3] (in Greek) Eleni-Revekka Staiou, Aspasia Papaloi and Dimitris Gouscos, "New digital media: opportunities for empowerment or threats for disempowerment of citizen participation in city commons", MedSOS Magazine, number 70, January-March 2011.

F.10 research theses

- [1] (in Greek) D. Gouscos, "Specification of Information Systems Dynamics through Objects, Rules and Petri Nets", Doctoral Thesis, Dept. of Informatics and Telecommunications, University of Athens, January 1998, supervised by A. Tsalgaidou.
- [2] (in Greek) C. Vassilakis & D. Gouscos, "An Object-Oriented Design for Hypermedia Databases", Diploma Thesis, Dept. of Informatics and Telecommunications, University of Athens, October 1990, supervised by M. Hatzopoulos.

F.11 invited conference/workshop/roundtable presentations

- [1] Dimitris Gouscos, "Participatory Design: Openness vs. Effectiveness". Athens International Forum on Citizens' Engagement, Athens, March 2015.
- [2] Dimitris Gouscos, "Serious Gaming: using digital games beyond entertainment". 1st Digital Games Festival (DGF 2014), TEI of Piraeus, May 2014.
- [3] Aspasia Papaloi & Dimitris Gouscos, "Visualizing legislative documents: Paving the way to a meaningful user experience?". International Conference Open Legislative Data in Paris II - Time has come for Law Tracking. Paris, 28 May 2014,
- [4] Dimitris Gouscos, presentation in the colloquium on "Education and Democracy: the Challenge of Digital Technologies", within the "Athens Dialogues 2012" series of events, Athens, Onassis Foundation Conference Center, December 2012.
- [5] Dimitris Gouscos, presentation in the roundtable on "We will meet! In the living room or online", within the "Parent in the 21st Century" conference, Athens, DAIS Cultural Center, February 2012.
- [6] Dimitris Gouscos, presentation in the roundtable on "Research for social media in Greece, 2012", within the 3rd Conference on Social Media "Social Media and Enterprises: Where does this relation head for?", Athens, Benaki Museum, February 2012.
- [7] Dimitris Gouscos, "Toy Libraries and Technology: towards a concept of Digital Toy Libraries", International Colloquium on "Toy Libraries: Spaces for Communication and Entertainment", Athens, University of Athens, November 2011.
- [8] Dimitris Gouscos & Alexandra Nakou, "Social Digital Gameplay", International Colloquium on "Toy Libraries: Spaces for Communication and Entertainment", Athens, University of Athens, November 2011.
- [9] Marina Tomara & Dimitris Gouscos "The electro-room: an interactive educational game for teaching electricity in primary school 5th-graders", e-Learning Expo 2011 Exhibition, Athens, Zappion Hall, October 2011.
- [10] Michalis Meimaris & Dimitris Gouscos, "Game Based Learning", within a workshop on "Serious Games Development, Insights, Implementation", Multimedia Laboratory, National Technical University of Athens, July 2011.
- [11] Dimitris Gouscos, "Storytelling, interaction, creativity: from the apple of knowledge to the appletrees of learning", workshop on Audiovisual Media and Education – The Visualization of Storytelling: From Evgenios Trivizas to Logicomix, organized by the European Animation Center (Athens, March 2011).
- [12] D. Gouscos and M. Saridaki, "EPINOISI R&D Project on Specialised Formation of General and Special Education Teachers and Production of Digital Game-Based Educational Material for Mild Intellectual Disability", Toys and Culture – 5th Conference of the Intl Toy Research Association, Nafplion, Greece, July 2008.

- [13] Dimitris Gouscos, "Electronic Games for Learning: Examples and Highlights", thematic session on "Digital Games-Based Learning", , within the 3rd annual series of lectures Communication Issues 2007-2008 (Athens, February 2008), chair: Prof. M. Meimaris.
- [14] Dimitris Gouscos, "Assessments of electronic government", thematic session on "Planning and evaluating electronic government projects", 2nd Management Scientists Conference "Modern Trends in Management Science: New Public Management, Corporate Social Responsibility and Civil Society" (Chios Island, Greece, October 2007), chair: Prof. R. Panagiotopoulou.

appendix G – published translation work

G.1 academic textbooks

- [1] Fundamentals of Database Systems (R. Elmasri & S.B. Navathe, Addison Wesley Publishers, 1994), translation in Greek Dimitris Gouscos, scientific editing in Greek Michalis Hatzopoulos, Diavlos Publications, 1996, Athens, Greece.

G.2 essay books

- [1] The Wisdom of Science (H. Brown, Cambridge University Press, 1986), translation and editing in Greek D. Gouscos & G. Pefanis, Diavlos Publications, 1994, Athens, Greece.
- [2] Histoire de l' Informatique (P. Breton, Éditions La Decouverte, 1985), translation and editing in Greek D. Gouscos & G. Pefanis, Diavlos Publications, 1991, Athens, Greece.

G.3 policy reports

- [1] Government of the Future, OECD Public Management Policy Brief no.9, translation and editing in Greek D. Gouscos & A. Georgiadou, Athens, 2001.
- [2] The Hidden Threat to e-Government: Avoiding Large Government IT Failures, OECD Public Management Policy Brief no.8, translation and editing in Greek D. Gouscos & A. Georgiadou, Athens, 2001.

appendix H – service to the research community

H.1 Editor-in-Chief, International Journal of Electronic Governance

Founding Member of the Editorial Board, Executive Editor (January 2006 – December 2011) and Editor-in-Chief (January 2012 – today) of the International Journal of Electronic Governance (IJEG), Inderscience Publishers, <http://www.inderscience.com/ijeg>.

IJEG is published in 4 issues per year and is currently in its 7th volume of publication. More than 130 research papers have already been published in IJEG, at an acceptance rate of approx. 58% and an average throughput time (from submission to production) currently approx. 6 months.

The issues published include, among others, special issues on the following topics :

- *One-Stop Government* (guest editors E. Tambouris & K. Tarabanis, 2008)
- *eParticipation Systems and Services in Converging Regions* (guest editors Y. Charalambidis, M. Wimmer & G. Misuraca, 2008)
- *Delivering Electronic Government* (guest editor G.P. Sahu, 2009)
- *Users and uses of electronic governance* (guest editors S. Wojcik & G. Moss, 2009)
- *Methodologies, Technologies and Tools enabling e-Government* (guest editors F. Corradini & A. Polzonetti, 2010)
- *(Re)Creating Public Sphere, Civic Culture and Civic Engagement: Public Service Media vs. Online Social Networks* (guest editors P. Iosifidis & M. Meimaris, 2011).
- *Deliberation in the participatory web: prospects and challenges* (guest editors D. Milioni & V. Triga, 2012)
- *Voting Advice Applications and State of the Art: Theory, practice, and comparative insights* (guest editors T. Chadjipantelis, U. Serdült & V. Triga, 2012)
- *Security and Privacy of E-Government Applications and Services* (guest editors K. Papapanagiotou & V. Vlachos, 2013)
- *New Developments in Online Political Participation* (guest editors S. Gavras and F. Greffet, 2013).

As of February 2014, IJEG has been accepted for indexing in Elsevier Scopus (<http://info.scopus.com/>), following evaluation against a number of journal quality criteria. At the same time, IJEG is listed in the E-Government Reference Library (EGRL) of the University of Washington (<http://faculty.washington.edu/jscholl/egrl/>).

⇒ further details available: <http://www.media.uoa.gr/~gouscos/IJEG%20leaflet%20EN.pdf>

H.2 guest editorship of special issues

- [1] Apopseis.gr online journal (<http://apopseis.gr>), Issue No.8, "Social Self-Organization Actions and the Internet", July 2014, editors: Dimitris Gouscos and Michalis Meimaris. Online available at http://apopseis.gr/images/organosi_teliko.pdf.
- [2] Electronic Journal of e-Learning (EJEL, <http://ejel.org/>), Volume 10 Issue 2, Special Issue on Games-Based Learning, July 2012, pp.159-256, editor: Dimitris Gouscos. Online available at <http://ejel.org/volume10/issue2>.

H.3 membership in journal committees/boards and review of submissions

- [1] (January 2015 – today) Member of the Reviewer Committee of the Electronic Journal of e-Government, Academic Publishing Limited (<http://www.ejeg.com/main.html>)
- [2] (January 2014 – today) Member of the International Scientific Committee of the K@iros Transdisciplinary Review in Information and Communication Sciences and Foreign Civilisations (<http://revuekairos.univ-bpclermont.fr/>)
- [3] (April 2013 – today) Member of the international Editorial Review Board of the International Journal of Civic Engagement and Social Change (IJCESC), IGI Global, <http://www.igi-global.com/journal/international-journal-civic-engagement-social/75851>
- [4] (September 2012 – today) Member of the international Editorial Review Board of the International Journal of Public Administration in the Digital Age (IJPADA), IGI Global, <http://www.igi-global.com/journal/international-journal-public-administration-digital/70583>.

H.4 review of submissions for journals

- [1] Computers & Education An International Journal (CAE), Elsevier Publishers.
- [2] Journal of Cultural Science, Special Issue on Interactive Storytelling.
- [3] Electronic Journal of e-Government (EJEG), Academic Publishing Limited.
- [4] International Journal of E-Politics (IJEP), Special Issue on E-Deliberation, Political Institutions, Online Political Networks and Public Engagement.
- [5] (in Greek) New Pedagogue Online Journal.
- [6] (in French) Questions de Communication • Série Actes, Numéro Spécial sur la thématique Public(s) et Pratiques Médiatiques, Presses Universitaires de Nancy.
- [7] Transforming Government: People, Process and Policy (TG:PPP), Emerald Publishers.

- [8] (in Greek) Zitimata Epikoinonias (Communication Issues), University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens.
- [9] International Journal of Society Systems Science (IJSSS), Inderscience Publishers.
- [10] Government Information Quarterly (GIQ), Elsevier Publishers.
- [11] IEEE Intelligent Systems, Special Issue on Transforming E-government & E-participation, IEEE Computer Society Press.
- [12] International Journal of Business Process Integration and Management (IJBPIIM), Special Issue on Middleware for Web Services, Inderscience Publishers.
- [13] Future Generation Computer Systems - The International Journal of Grid Computing: Theory, Methods and Applications (FGCS), Elsevier Publishers.

H.5 membership in edited volume boards and review of submissions

- [1] Editorial Advisory Board member and reviewer, *Handbook for Research on Gaming Trends in P-12 Education*, D. Russell, J. Laffey (eds), James Gee (foreword), IGI Global (to appear), more information available at <https://sites.google.com/site/gamingtrendsinp12education/>.
- [2] Reviewer, *Social Media and Local Governments: Theory and Practice*, Z.M. Sobaci (ed), Springer, 2015, more information available at <http://www.springer.com/gp/book/9783319177212>.
- [3] Editorial Advisory Board member, *Cognitive and Emotional Processes in Web-Based Education: Integrating Human Factors and Personalization*, C. Mourlas, N. Tsianos, P. Germanakos (eds), IGI Global, 2009, more information available at <http://www.igi-global.com/book/cognitive-emotional-processes-web-based/157>.

H.6 editorship of conference proceedings

- [1] Dimitris Gouscos and Michalis Meimaris (eds.), *Proceedings of the 5th European Conference on Games-Based Learning*, Academic Conferences International, ACI Publications, UK, October 2011.
- [2] Michael Meimaris and Dimitris Gouscos (eds), *Challenges and Uses of Information and Communication Technologies – Media and information diffusion: towards an open society*, Proceedings EUTIC 2007 International Conference, Gutenberg Publications, Athens, 2008, ISBN 978-960-01-1235-1.

H.7 Programme Chair, 5th European Conference on Games-Based Learning

Programme Chair of the 5th European Conference on Games-Based Learning (ECGBL 2011) which was organized in Athens, in October 2011, by the Laboratory of New Technologies in Communication, Education and the Mass Media, with the support of the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens and in collaboration with the Hellenic-American Union.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/ECGBL%20leaflet%20EN.pdf>

H.8 membership in conference steering committees and review of submissions

- [1] International Symposium on Challenges and Uses of ICT – Strategies for Change in Systems and Territories (EUTIC 2009, 2010, 2011, 2012, 2013, 2014, 2015)

H.9 membership in conference programme committees and review of submissions

- [1] MIAu 2016 Conference - Computerized Mediations of Authority: new forms of writing, new recognition practices?
- [2] IDEATOPOS 2015 Social and Technological Innovation International Unconference
- [3] e-Democracy 2015: Citizen rights in the world of the new computing paradigms 6th International Conference
- [4] International Conference for E-Democracy and Open Government (CeDEM 2015)
- [5] International Conference on Digital Storytelling in Times of Crisis (DST 2014)
- [6] Intl Conference on Electronic Governance and Open Society: Challenges in Eurasia (EGOSE 2014, 2015)
- [7] European Conference on Social Media (ECSM 2014, 2015)
- [8] International symposium of the DEL research network "Online political participation and its critics" (June 2013)
- [9] Hybrid City Conference (2013, 2015)
- [10] European Conference on Games-Based Learning (ECGBL 2012, 2013, 2014, 2015)

- [11] 1st International Symposium on Innovation and Sustainability in Education (InSuEdu 2012), co-located with SEFM 2012
- [12] International Conference on Electronic Government (EGOV 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015)
- [13] International Conference on eParticipation (ePart 2009, 2010, 2011, 2012, 2013, 2014, 2015)
- [14] International Conference on Methodologies, Technologies and Tools enabling e-Government (MeTTeG 2008, 2009)
- [15] Mediterranean Conference on Information Systems (MCIS 2009, 2010)

H.10 review of submissions for conferences

- [1] New Pedagogue Panhellenic Conference (2014, 2015)
- [2] Panhellenic Conference on Education in the Age of ICTs (2014, 2015)
- [3] International Conference for E-Democracy and Open Government (CeDEM 2013, 2014)
- [4] e-Government Track of the Hawaii International Conference on System Sciences (HICSS 2006, 2008, 2012, 2013, 2014, 2015)
- [5] 1st International Conference on Serious Games (ICSG 2014)
- [6] International Conference on Intelligent Environments (IE 2007, 2008)
- [7] Conference on the Education and Research in Computer Aided Architectural Design in Europe (eCAADe 2006)
- [8] 2nd Second European Conference on Mobile Government (EURO MGOV 2006)
- [9] Middleware for Web Services Workshop (MWS 2005)

H.11 organization of scientific events

- [1] Scientific and Organizing Committee member of the International Conference on Digital Storytelling in Times of Crisis (Athens, May 2014), co-organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens with the collaboration of the Hellenic American Union.
- [2] Scientific Committee Member for the Conference on "Protecting the Minors in the Digital Age" in the context of the Greek Presidency of the EU Council (Athens, April 2014).

- [3] Scientific and Organizing Committee member of the event "Usability and Accessibility Days 2013 – Healthcare: Collaborating for Better Systems" (Athens, December 2013), co-organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens.
- [4] Co-organizer, together with Prof. Michalis Meimaris, of a thematic session on "Social Self-Organization Initiatives and the Internet: Towards a Concept of Organization 2.0?", within the 8th annual series of lectures Communication Issues 2012-2013 (Athens, February 2013).
- [5] Scientific and Organizing Committee member of the event "Usability and Accessibility Days 2012 – Usability in Financial Systems" (Athens, November 2012), co-organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, Univ. of Athens.
- [6] Organizing Committee member of the 3rd Conference on Social Media "Social Media and Enterprises: Where does this relation head for?", Hellenic Institute of Communication, Athens, February 2012.
- [7] Scientific and Organizing Committee member of the event "Usability and Accessibility Days 2011 – Designing for Social Change" (Athens, November 2011), co-organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens.
- [8] Scientific and Organizing Committee member of the digital games for learning exhibition Serious Games Showcase & Best Practices (SGS-Best 2011), in conjunction with the ECGBL 2011 Conference (Athens, October 2011), organized by the Laboratory of New Technologies in Communication, Education and the Mass Media, with the support of the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens and in collaboration with the Hellenic-American Union.
- [9] Scientific and Organizing Committee member of the digital games for learning exhibition Playful Learning Media (PlayLearn 2011), in conjunction with the ECGBL 2011 Conference (Athens, October 2011), organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the Joint Master's Programme on Information and Communication Technologies for Education, with the support of the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens and in collaboration with the Hellenic-American Union.

- [10] Organization of presentations of the Milia research group (co-ordinators : D. Gouscos, M.Meimaris) on "The Appletree: a space for storytelling", within the 4th Children's Book Fair of the National Book Center of Greece (Athens, January 2011) and the eLearning Expo 2010 exhibition (Athens, October 2010).
- [11] Scientific and Organizing Committee member of the event "Usability and Accessibility Days 2010 – Communicating in the Digital Age" (Athens, November 2010), co-organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens.
- [12] Organization, in collaboration with Professor M. Meimaris, of presentations and children labs on "Playing with Stories", within the 8th Folktales Festival 2010 of the Greek Centre for the Study and Dissemination of Myths and Folktales (Kea Island, Greece, July 2010).
- [13] Organizing Committee member of the colloquium on "Play, Storytelling, Technology – in quest of the digital counterpart of human consolation" (Athens, June 2010), co-organized by the University Research Institute of Applied Communication and the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens.
- [14] Organizing Committee member of a workshop on "Educational Applications Using Scratch" (Rhodes Island, Greece, May 2010), co-organized by the Learning Technology and Education Engineering Laboratory, University of the Aegean, Greece, Laboratory of New Technologies in Communication, Education and the Mass Media, University of Athens, Greece and K-15 Education School Advisors (scientifically responsible: Prof. Angeliki Dimitrakopoulou).
- [15] Organization of a thematic session on "Open Governance and Participatory Discourse: towards an effective digital collectivity?", within the 5th annual series of lectures Communication Issues 2009-2010 (Athens, April 2010).
- [16] Scientific and Organizing Committee member of the event "Usability and Accessibility Days 2009 – Designing for a Viable World" (Athens, November 2009), co-organized by the Laboratory of New Technologies in Communication, Education and the Mass Media and the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens.
- [17] Organization, in collaboration with Professor M. Meimaris, of a thematic session on "Digital Folktales", within the 7th Folktales Festival 2009 of the Greek Centre for the Study and Dissemination of Myths and Folktales (Kea Island, Greece, July 2009).

- [18] Organization of a thematic session on “Development of new services for participatory digital communication and electronic governance”, within the 4th annual series of lectures Communication Issues 2008-2009 (Athens, May 2009).
- [19] Organization, in collaboration with Professor M. Meimaris, of a thematic session on “Digital Games-Based Learning”, within the 3rd International Conference on Challenges and Uses of Information and Communication Technologies – Media and information diffusion: towards an open society (EUTIC 2007), Athens, November 2007.

International Journal of

Electronic Governance

Editor-in-Chief:
Prof. Dimitris Gouscos

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Scope of the Journal

ISSN: 1742-7509 (Print), ISSN: 1742-7517 (Online)

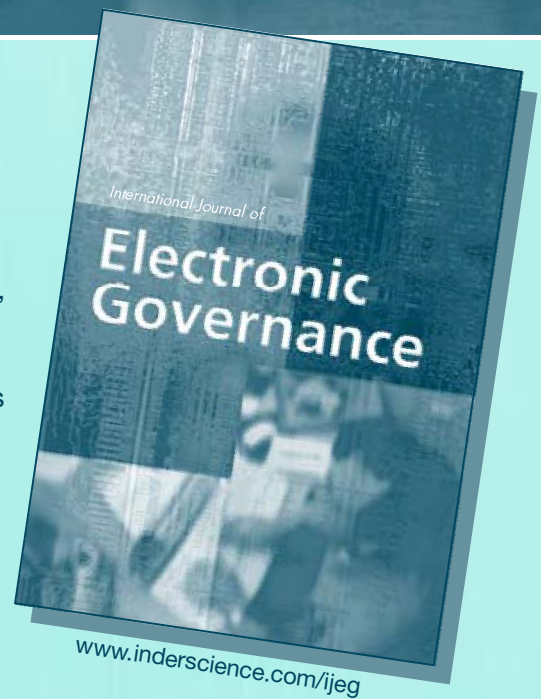
IJEG, a fully refereed journal, publishes articles that present current research and practice in all areas of electronic governance.

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IJEG publishes high quality original and review research papers, technical reports, conference reports, book reviews, notes, commentaries and news to keep readers at the forefront of the latest thinking and research in electronic governance, as well as case studies, management reports, practical applications, best practice reports and success stories to illustrate the design, implementation, development and management of electronic governance projects. IJEG publishes regular and special issues with themes that can alternate between different domains of electronic governance practice. Contribution to the journal may be by submission or invitation, and suggestions for special issues and publications are welcome.

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- Communication/content/interaction/ cognitive technologies
- Simulations, serious gaming
- Communal/political/institutional legitimisation
- Organisational/training/legal/financial aspects
- Social aspects, virtual social behaviour/community building
- Psychological/cognitive aspects, virtual cognition/awareness/identity building
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**5th European Conference on
Games Based Learning
University of Athens
20-21 October 2011**



- Share the latest thinking in this field
- Engage with contemporary thinking in games based learning research
- Join in lively debates
- Network and discuss research with peers
- Learn techniques and approaches to research from around the globe

Themes include:

Technology

Pedagogy

Social and ethical issues

Games based collaborative learning,

Games based learning for history, heritage and politics

User centred learning game design



Read and download the full call for papers at

<http://academic-conferences.org/ecgbl/ecgbl2011/ecgbl11-call-papers.htm>

Important dates:

Abstract submission deadline:	31 March 2011
Notification of abstract acceptance:	7 April 2011
Full paper due for review:	19 May 2011
Notification of paper acceptance (with any changes):	28 July 2011
Earlybird registration closes:	11 August 2011
Final paper due (with any changes):	25 August 2011
Final author registration date:	15 September 2011

Earlybird registration is open until 11 August and there are discounts for group bookings. For registration options, see

<http://academic-conferences.org/ecgbl/ecgbl2011/ecgbl11-registration.htm>

5th European Conference on Games-Based Learning University of Athens, Greece 20-21 October 2011

ECGBL Conference Director: Professor Thomas Connolly, University of the West of Scotland, UK

2011 Conference Chair: Professor Michael Meimaris, Director of the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens, Greece

ECGBL Programme Director: Dr Mark Stansfield, University of the West of Scotland, UK

2011 Programme Chair: Dr. Dimitris Gouscos, Lecturer, Faculty of Communication and Media Studies, University of Athens

Call for Papers Posters, Round Table Proposals, Practitioner Contributions and Product Demonstrations

Over the last ten years, the way in which education and training is delivered has changed considerably with the advent of new technologies. One such new technology that holds considerable promise for helping to engage learners is Games-Based Learning (GBL). This Conference offers an opportunity for scholars and practitioners interested in the issues related to GBL to share their thinking and research findings and provides a forum for discussion, collaboration and intellectual exchange for all those interested in any of these fields of research or practice. Papers can cover various issues and aspects of GBL in education and training. We are particularly interested in empirical research that addresses whether GBL enhances learning.

The conference committee welcomes contributions on a wide range of topics using a range of scholarly approaches including theoretical and empirical papers employing qualitative, quantitative and critical methods. Action research, case studies and work-in-progress/posters are welcomed approaches. PhD Research, proposals for roundtable discussions, non-academic contributions and product demonstrations based on the main themes are also invited. Possible topics include, but are not limited to:-

Technology:

- innovative games-based learning technologies, applications, tools and environments;
- use of mobile games for learning;
- technology for massively multiplayer online games (MMOGs) for learning;
- designing educational/psycho-educational games;
- implementation issues associated with games-based learning.

Pedagogy:

- learning and instructional theory for games-based learning;
- Role playing;

- assessment in games-based learning;
- evaluation of games-based learning;
- use of narrative and storytelling;
- use of audio;
- integrating digital games and traditional learning methods;

Social and Ethical Issues:

- social and collaborative aspects of games-based learning;
- Political education using games; gender, age, cultural and violence issues;
- ethical issues;

organizational issues associated with the implementation of GBL in education and training

Publication opportunity

5th European Conference on Games Based Learning, 20-21 October 2011, Athens, Greece

Papers accepted for the conference will be published in the conference proceedings, subject to author registration. The proceedings have an ISBN and a list of accreditations is posted on the conference website. Papers presented at the conference will be considered for publication in a special issue of the [Electronic Journal of e-Learning](#).

As well as full academic papers, the following submissions are welcomed:

Work in Progress/Posters: Researchers are invited to submit current projects which are either at the proposals stage or are work in progress.

PhD Research: Doctoral Candidates are invited to submit papers describing their research.

Case Study Submissions: Submissions should be written to publishable standards.

Non-Academic Contributions: Contributions from individuals and organisations working in the field. These contributions can take the form of a presentation or a demonstration.

Round Table Proposals: Topical subjects proposed for discussion.

Product Demonstrations and Exhibitor Opportunities: If you are contributing to the conference in any of the above categories you can also request the opportunity to give a product demonstration. If you would like to exhibit and/or demonstrate a product at the conference we suggest that you apply for one of our exhibitor packages.

Submission details:

Abstracts: All submission types (other than product demonstrations) require a 300-500 word abstract in the first instance, to be received by **31 March 2011**. Please read the guidelines at

<http://academic-conferences.org/abstract-guidelines.htm>

Submission: Only accepted by online form submission at

<http://academic-conferences.org/ecgbl/ecgbl2011/ecgbl11-abstract-submission.htm>

Full paper: Only required for academic submissions once the abstract has been selected, no more than 5,000 words to be received by **19 May 2011**. Papers should be submitted as .doc or .rtf file attachments by email to the Conference Manager, [Julia Hawkins](mailto:julia.hawkins@academic-conferences.org) (julia.hawkins@academic-conferences.org).

Important information:

The selection panel of the conference committee will consider all abstracts received by the submission deadline to ensure that the proposed paper is relevant to the Conference. The authors of abstracts, which describe a relevant paper, will receive a notification of abstract acceptance. All full papers will be blind reviewed by members of the conference committee to ensure an adequate standard, that the proposed subject of their abstract has been followed, that the paper is of a suitable length, that the standard of English is adequate and that the paper is appropriately referenced. Papers that are accepted will be published in the conference proceedings providing at least one author registers and presents the work at the Conference (see the registration section of the conference website for more information about registration). Due to the large number of papers expected for this conference, the committee only allows an author to present one paper. Therefore if multiple papers are accepted for presentation different co-authors need to present each paper.

All full papers will be double-blind reviewed by members of the conference committee to ensure an adequate standard, that the proposed subject of their abstract has been followed, that the paper is of a suitable length, the standard of English is adequate and the paper is appropriately referenced.

Important dates:

Abstract submission deadline:	31 March 2011
Notification of abstract acceptance:	07 April 2011
Full paper due for review:	19 May 2011
Notification of paper acceptance (with any changes):	28 July 2011
Earlybird registration closes:	11 August 2011
Final paper due (with any changes):	25 August 2011
Final author registration date:	15 September 2011

This call for papers and full details of the conference can also be found online at <http://www.academic-conferences.org/ecgbl/ecgbl2011/ecgbl11-home.htm>

appendix I – teaching assignments

I.1 Master's Programme in Communication and Media Studies, University of Athens

Teaching of the following postgraduate courses in the Master's Programme on Communication and Media Studies of the Faculty of Communication and Media Studies of the University of Athens, Greece:

- [1] Participatory Digital Communication and Governance (2nd semester, 3 hours/week, acad. years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2015-16)

⇒ *further details available (updated as of academic year 2012-2013):*
<http://www.media.uoa.gr/~gouscos/course%20-%20particip2013%20EN.pdf>

- [2] Methodologies for Digital Communication Media and Interaction Environments (2nd semester, 3 hours/week, acad. years 2009-10, 2010-11, collaboration C. Mourlas, D. Charitos, D. Gouscos)
- [3] Communication Dimensions of the New Technological Environment (1st semester, 3 hours/week, acad. years 2009-10, 2010-11, collaboration M. Meimaris, C. Mourlas, D. Charitos, D. Gouscos, acad. year 2011-12, collaboration M. Meimaris, C. Mourlas, D. Gouscos, acad. year 2012-13 collaboration M. Meimaris, D. Charitos, D. Gouscos, D. Panos, acad. year 2013-14 collaboration M. Meimaris, D. Charitos, D. Gouscos, D. Panos)
- [4] Communication and Politics in the Information Society (3rd semester, 3 hours/week, acad. year 2006-07, collaboration D. Gouscos – L. Tsaliki).

I.2 Joint Master's Programme in Information and Communication Technologies for Education, University of Athens

Teaching of the following postgraduate courses in the Joint Master's Programme on Information and Communication Technologies for Education (joint programme by the Department of Early Childhood Education, University of Athens, Greece, the Faculty of Communication and Media Studies, University of Athens, Greece, the Department of Architecture, University of Thessaly, Greece, and the Department of Electronics, Technological Educational Institute of Piraeus, Greece):

- [1] Learning and Entertainment in a Digital Environment (2nd semester, 5 hours/week, acad. years 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 1st semester, 4 hours/week, acad. years 2012-13, 2013-14, collaboration M. Meimaris, D. Gouscos)

⇒ *further details available (updated as of academic year 2012-2013):*
<http://www.media.uoa.gr/~gouscos/course%20-%20mathisi2013%20EN.pdf>

- [2] Deployment of Digital Applications (3rd semester, 5 hours/week, acad. years 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2nd semester, 4 hours/week, acad. years 2012-13, 2013-14, collaboration M. Meimaris, D. Gouscos).

⇒ *further details available (updated as of academic year 2012-2013):*
<http://www.media.uoa.gr/~gouscos/course%20-%20digapps2013%20EN.pdf>

I.3 Joint Master's Programme in Economics and Administration of Telecommunication Networks, University of Athens

Teaching of the following postgraduate courses in the Joint Master's Programme on Economics and Administration of Telecommunication Networks (joint programme by the Department of Informatics and Telecommunications, University of Athens, Greece, and the Department of Economics, University of Athens, Greece):

- [1] Technology and Operations Management of Telecommunication and Information Systems (3rd semester, 3 hours/week, acad. years 2004-05, 2005-06, 2008-09, collaboration P. Georgiadis, D. Gouscos)
- [2] Organizational Design and Development of Human Resources (3rd semester, 3 hours/week, acad. years 2004-05, 2005-06, collaboration A. Kyrtis, P. Georgiadis, D. Gouscos).

I.4 Joint Master's Programme in Electronic Automation, University of Athens

Lecturing in the Joint Master's Programme in Electronic Automation (joint programme by the Department of Informatics and Telecommunications, University of Athens, Greece, and the Department of Physics, University of Athens, Greece):

- [1] (acad. year 1999-2000, supervising instructor Prof. P. Georgiadis) lectures within a postgraduate course on "Evaluating Systems Performance", Joint Master's Programme, Faculty of Informatics and Telecommunications, University of Athens, and Faculty of Physics, University of Athens

I.5 Diploma Programme in Communication and Media Studies, University of Athens

Teaching of the following undergraduate courses in the Diploma Programme in Communication and Media Studies, University of Athens:

- [1] Design, Development and Management of Digital Communication (5th semester, 2 hours/week, acad. years 2006-07, 2007-08, 2008-09, 3 hours/week, acad. years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2015-16)

⇒ *further details available (updated as of academic year 2012-2013):*

<http://www.media.uoa.gr/~gouscos/course%20-%20digicomm2013%20EN.pdf>

- [2] Games for Digital Communication (5th semester, 2 hours/week, acad. years 2006-07, 2007-08, 2008-09, 3 hours/week, acad. years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, collaboration D. Gouscos, M. Meimaris, , 2015-16, D.Gouscos)

⇒ *further details available (updated as of academic year 2012-2013):*

<http://www.media.uoa.gr/~gouscos/course%20-%20dgames2013%20EN.pdf>

- [3] Managing Online Content (6th semester, 2 hours/week, acad. year 2008-09, 3 hours/week, acad. years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2015-16)

⇒ *further details available (updated as of academic year 2012-2013):*

<http://www.media.uoa.gr/~gouscos/course%20-%20digimgmt2013%20EN.pdf>

- [4] Design and Development of Digital Media and Multimedia (6th semester, 2 hours/week, acad. year 2008-09, collaboration C. Mourlas, D. Gouscos, 3 hours/week, acad. years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2015-16 D. Gouscos).

⇒ *further details available (updated as of academic year 2012-2013):*

<http://www.media.uoa.gr/~gouscos/course%20-%20digimed2013%20EN.pdf>

Lecturing in the Diploma Programme in Communication and Media Studies, University of Athens:

- [5] (acad. years 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12) teaching of a thematic unit on "Digital Games and Playability" (2 lectures per semester) within undergraduate course "Modern Technology and Mass Media" (Faculty of Communication and Media Studies, University of Athens, Greece, 4th semester mandatory course, course instructors M. Meimaris, D. Charitos)

I.6 Diploma Programme in Education Sciences in Pre-School Age, Democritus University of Thrace

Lecturing in the Diploma Programme in Education Sciences in Pre-School Age, Democritus University of Thrace:

- [1] (acad. years 2008-09, 2009-10) 1-day undergraduate workshop on "Digital Games-Based Learning", Department of Education Sciences in Pre-School Age, Democritus University of Thrace, Alexandroupolis, Greece, within the weekly seminar "Child and Play", scientifically responsible Dr. C. Gougoulis

I.7 Diploma Programme in Computer Science and Technology, University of Peloponnese

Teaching of the following undergraduate courses in the Diploma Programme in Computer Science and Technology, University of Peloponnese:

- [1] Introduction to the Science and Technology of Informatics (1st semester, 4 hours/week, acad. years 2002-03, 2003-04, 2004-05)
- [2] Systems Analysis (4th semester, 4 hours/week, acad. years 2003-04, 2004-05, 2005-06)
- [3] Software Engineering (5th semester, 4 hours/week, acad. years 2004-2005, 2005-06)
- [4] Advanced Topics in Software Engineering (6th semester, 4 hours/week, acad. years 2004-05, 2005-06)
- [5] History of Computers and Telecommunications (2nd semester, 2 hours/week, acad. years 2002-03, 2003-04, 2004-05, 2005-06)
- [6] Social and Professional Issues (6th semester, 2 hours/week, acad. years 2002-03, 2003-04, 2004-05, 2005-06).

I.8 Diploma Programme in Information and Communication Systems Engineering, University of the Aegean

Teaching of the following undergraduate courses in the Diploma Programme in Information and Communication Systems Engineering, University of the Aegean:

- [1] Introduction to Information Systems (1st semester, 3 hours/week, acad. years 2000-01, 2001-02)
- [2] Software Engineering (4th semester, 4 hours/week, acad. years 1999-2000, 2000-01, 2001-02)
- [3] Organization Theory (5th semester, 3 hours/week, acad. years 2000-01, 2001-02)

- [4] Information Systems Management (6th semester, 3 hours/week, acad. years 2000-01, 2001-02).

I.9 Diploma Programme in Informatics and Telecommunication, University of Athens

Lecturing in the Diploma Programme in Informatics and Telecommunication, University of Athens:

- [1] (acad. years 1990-91, 1991-92 και 1993-94, supervising instructor Assist. Professor A. Tsalgaidou) lectures and practical student assignments on "Information Systems Analysis and Design", within an undergraduate course on "Systems Analysis", Faculty of Informatics and Telecommunications, University of Athens.

Master's Programme on Digital Communication Media and Interactive Environments
 course "Participatory Digital Communication and Governance"
 acad. year 2012-2013, Spring semester

COURSE DESCRIPTION

course title	Participatory Digital Communication and Governance mandatory course
teaching hours and ECTS credit units	3 teaching hours per week 5 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA168 (registration credentials available by the course instructors)
instructors	Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens
subject and objectives of the course	the subject of this course is to present theoretical background, methodology principles and technical tools for applying digital media to governance, public participation and public deliberation processes, both at the levels of high and low politics, with emphasis on the use of the internet, Web 2.0 tools, social media, mobile and location-based applications, on the potential of open and interoperable public data as platforms for participation and deliberation, as well as on human rights, trust, user literacy, user acceptance and security and privacy issues
	the objectives of the course are to provide students with (a) knowledge background for concepts and theory (b) practical skills for development and evaluation (c) practical skills for reporting desk- and field-level research work

	with respect to the exploitation of digital media for participation
instructional activities	<ul style="list-style-type: none"> - lectures on theory topics - study of suggested readings - presentations of ongoing research work for digital media-based participation - type A assignments (study of literature) - type B assignments (case studies)
suggested readings	<p>instead of standard textbooks the following indicative readings, which correspond to the subjects of interest for this course, are recommended :</p> <ul style="list-style-type: none"> – Personal Connections in the Digital Age Nancy Baym Polity, 2010 – Here Comes Everybody: The Power of Organizing Without Organizations Clay Shirky Penguin Press, 2008 – Implementing and Managing eGovernment: An International Text Richard Heeks Sage Publications, 2005 – Wiki Government: How Technology Can Make Government Better, Democracy Stronger, and Citizens More Powerful Beth Simone Noveck Brookings Institution Press, 2009 – WikiLeaks - News in the Networked Era Charlie Beckett Polity Press, 2012 – A Private Sphere - Democracy in a Digital Age Zizi Papacharissi Polity Press, 2010
meeting hours and room	<p>Monday, 3.30-6.30 pm</p> <p>Kalamiotou 2 building, 6th floor</p>
time schedule of meetings	<p>students arrive by, course begins at : 4.00 pm</p> <p>1st part : 4.00 – 5.15 pm, 15' break, 2nd part : 5.30 – 6.30 pm</p>
calendar of meetings	<p>M1, M2 (introductory lectures)</p> <p>M3, M4, M5, M6, M7, M8 (focused theory lectures)</p> <p>M9, M10 (invited lectures from external speakers)</p> <p>M11, M12, M13 (presentations of type A assignments)</p> <p>student examination meetings (presentations of type B assignments)</p>
mandatory attendance	<p>attendance of all course meetings is mandatory</p> <p>student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings</p>

<p>evaluation of student performance</p>	<p>evaluation of student performance is based</p> <ul style="list-style-type: none"> - by 50% on the realization of type A assignments, and - by 50% on the realization of type B assignments
<p>type A assignments (study of literature)</p>	<p>type A projects are assigned to individual students and consist in studying, summarizing and critically discussing book chapters and papers from the course's suggested readings</p> <p>the results of a type A assignment are presented in the form of oral presentations during the semester (cf. the calendar of meetings), as well as an overall written report and accompanying files, to be delivered at the student examination dates (1st or 2nd period)</p>
<p>type B assignments (in-class interventions)</p>	<p>type B projects are assigned to individual students and consist in studying, summarizing and critically discussing selected case studies on digital media-based participation</p> <p>the results of a type B assignment are presented in the form of oral presentations during the semester (cf. the calendar of meetings), as well as an overall written report and accompanying files, to be delivered at the student examination dates (1st or 2nd period)</p>
<p>pre-requisite courses and background knowledge</p>	<p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>reference examples and papers come for their biggest part from research and practice in a number of countries abroad</p> <p>suggested readings come from their biggest part from non-Greek literature</p>

Joint Master's Programme on Information and Communication Technologies for Education
 course "Learning and Entertainment in a Digital Environment"
 acad. year 2012-2013, Winter semester

COURSE DESCRIPTION

course title	Learning and Entertainment in a Digital Environment elective course
teaching hours and ECTS credit units	4 teaching hours per week 10 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA120 (registration credentials available by the course instructors)
instructors	Michalis Meimaris, Professor, Faculty of Communication and Media Studies, University of Athens Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data (M.Meimaris)	email : mmeimaris@media.uoa.gr webpage : http://www.media.uoa.gr/people/facultymembers/meimaris.html office : Stadiou 5 building, room 702 student hours : upon prior contact by email
contact data (D.Gouscos)	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens

<p>subject and objectives of the course</p>	<p>the subject of this course is to present theoretical background, methodology principles and technical tools for learning through digital gameplay, with emphasis on the use of games with a learning purpose as well as general-purpose commercial games; focus is placed on digital games-based learning and digital games-based teaching, for topics of the formal education curriculum as well as extra-curricular learning objectives</p> <hr/> <p>the objectives of the course are to provide students with</p> <ul style="list-style-type: none"> (a) knowledge background for concepts and theory (b) practical skills for development and evaluation (c) practical skills for reporting desk- and field-level research work with respect to the exploitation of digital games for learning
<p>instructional activities</p>	<ul style="list-style-type: none"> - lectures on theory topics - study of suggested readings - hands-on labs for developing digital games for learning - presentations of ongoing research work for digital games-based learning - type A assignments (study of literature) - type B assignments (in-class interventions)
<p>suggested readings</p>	<p>instead of standard textbooks the following indicative readings, which correspond to the subjects of interest for this course, are recommended :</p> <ul style="list-style-type: none"> - An Introduction to Game Studies Frans Mayra Sage Publications, 2008 - Half-Real: Video Games between Real Rules and Fictional Worlds Jesper Juul The MIT Press, 2005 - Handbook of Computer Game Studies Joost Raessens, Jeffrey Goldstein (Eds) The MIT Press, 2005 - Digital Games-Based Learning Marc Prensky Paragon House, 2007 - What Video Games Have to Teach Us About Learning and Literacy James Paul Gee Palgrave Macmillan, 2007 - The Ecology of Games: Connecting Youth, Games, and Learning Katie Salen (Ed) The MIT Press, 2007 - Games-Based Learning Advancements for Multi-Sensory Human Computer Interfaces: Techniques and Effective Practices Thomas Connolly, Mark Stansfield, Liz Boyle (Eds) Information Science Reference, 2009

	<p>– Design and Implementation of Educational Games: Theoretical and Practical Perspectives Pavel Zemliansky, Diane Wilcox (Eds) Information Science Reference, 2010</p>
meeting hours and room	<p>Tuesday, 4.00-8.00 pm Navarinou 13a building, ground-floor</p>
time schedule of meetings	<p>students arrive by, course begins at : 4.30 pm 1st part : 4.30 – 6.00 pm, 30' break, 2nd part : 6.30 – 8.00 pm (the 4th quarter of course meetings may be replaced, in some cases, with additional instructional activities)</p>
calendar of meetings	<p>M1 (introductory lecture) M2, M3, M4, M5 (theory and practical examples lectures) M6 (design and preliminary presentations of in-class interventions) M7, M8, M9, M10 (hands-on labs for developing digital games for learning) M11,M12 (presentations of type A assignments) M13 (topics in ongoing research work for digital games-based learning) student examination meetings (presentations of type B assignments)</p>
mandatory attendance	<p>attendance of all course meetings is mandatory student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings</p>
evaluation of student performance	<p>evaluation of student performance is based - by 50% on the realization of type A assignments, and - by 50% on the realization of type B assignments</p>
type A assignments (study of literature)	<p>type A projects are assigned to student groups and consist in studying, summarizing and critically discussing book chapters and papers from the course's suggested readings the results of a type A assignment are presented in the form of an overall oral presentation, as well as an overall written report and accompanying files, to be delivered at the student examination dates (1st or 2nd period)</p>
type B assignments (in-class interventions)	<p>type B projects are assigned to student groups and consist in designing, implementing, evaluating and critically discussing a teaching intervention in a real class, based on the use of digital games for learning the results of a type B assignment are presented in the form of an overall oral presentation, as well as an overall written report and accompanying files, to be delivered at the student examination dates (1st or 2nd period)</p>

<p>pre-requisite courses and background knowledge</p>	<p>attendance of the “Learning and Entertainment in a Digital Environment” course in the Winter semester serves to better contextualize and comprehend course “Deployment of Digital Applications” in the Spring semester, without being officially pre-requisite</p> <p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>reference examples and papers come for their biggest part from research and practice in a number of countries abroad</p> <p>suggested readings come from their biggest part from non-Greek literature</p>
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Joint Master's Programme on Information and Communication Technologies for Education
 course "Deployment of Digital Applications"
 acad. year 2012-2013, Spring semester

COURSE DESCRIPTION

course title	Deployment of Digital Applications elective course
teaching hours and ECTS credit units	4 teaching hours per week 10 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA129 (registration credentials available by the course instructors)
instructors	Michalis Meimaris, Professor, Faculty of Communication and Media Studies, University of Athens Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data (M.Meimaris)	email : mmeimaris@media.uoa.gr webpage : http://www.media.uoa.gr/people/facultymembers/meimaris.html office : Stadiou 5 building, room 702 student hours : upon prior contact by email
contact data (D.Gouscos)	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens

<p>subject and objectives of the course</p>	<p>the subject of this course is to present theoretical background, methodology principles and technical tools for learning through playful interaction with digital media, with emphasis on the use of social media, social games, digital toy libraries, locative media, digital storytelling and intergenerational communication; focus is placed on topics of the formal education curriculum as well as extra-curricular learning objectives</p> <p>the objectives of the course are to provide students with</p> <p>(a) knowledge background for concepts and theory</p> <p>(b) practical skills for development and evaluation</p> <p>(c) practical skills for reporting desk- and field-level research work with respect to the exploitation of digital media for learning</p>
<p>instructional activities</p>	<ul style="list-style-type: none"> - lectures on theory topics - study of suggested readings - presentations of ongoing research work for digital media-based learning - type A assignments (study of literature) - type B assignments (in-class interventions)
<p>suggested readings</p>	<p>instead of standard textbooks the following indicative readings, which correspond to the subjects of interest for this course, are recommended :</p> <ul style="list-style-type: none"> - Social Media for Trainers: Techniques for Enhancing and Extending Learning Jane Bozarth Pfeiffer, 2010 - The New Social Learning: A Guide to Transforming Organizations Through Social Media Tony Bingham & Marcia Conner ASTD & Berrett-Koehler, 2010 - Digital Storytelling in the Classroom New Media Pathways to Literacy, Learning, and Creativity Jason B. Ohler (Editor) Corwin, 2007 - Digital Storytelling Guide for Educators Midge Frazel International Society for Technology in Education, 2010 - Pervasive Games: Theory and Design Markus Montola et al Morgan Kaufmann, 2009 - Mobile Media Learning: amazing uses of mobile devices for learning Dickers, S., Martin, J., & Coulter, B. ETC Press, 2011 - Mentoring Across Generations: Partnerships for Positive Youth Development Andrea S. Taylor & Jeanette Bressler Springer, 2000 - Grandpartners: Intergenerational Learning and Civic Renewal, K-6 Linda Winston et al Heinemann, 2011

meeting hours and room	Tuesday, 4.00-8.00 pm Navarinou 13a building, ground-floor
time schedule of meetings	students arrive by, course begins at : 4.30 pm 1 st part : 4.30 – 6.00 pm, 30' break, 2 nd part : 6.30 – 8.00 pm (the 4 th quarter of course meetings may be replaced, in some cases, with additional instructional activities)
calendar of meetings	M1 (introductory lecture) M2, M3, M4, M5 (theory and practical examples lectures) M6 (presentations of type A assignments) M7 (design and preliminary presentations of in-class interventions) M8, M9 (digital media and tools hands-on laboratories) M10, M11, M12 (invited lectures) M13 (presentations of type B assignments)
mandatory attendance	attendance of all course meetings is mandatory student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings
evaluation of student performance	evaluation of student performance is based - by 50% on the realization of type A assignments, and - by 50% on the realization of type B assignments
type A assignments (study of literature)	type A projects are assigned to student groups and consist in studying, summarizing and critically discussing book chapters and papers from the course's suggested readings the results of a type A assignment are presented in the form of an overall oral presentation, as well as an overall written report and accompanying files, to be delivered at the student examination dates (1 st or 2 nd period)
type B assignments (in-class interventions)	type B projects are assigned to student groups and consist in designing, implementing, evaluating and critically discussing a teaching intervention in a real class, based on the use of digital media for learning the results of a type B assignment are presented in the form of an overall oral presentation, as well as an overall written report and accompanying files, to be delivered at the student examination dates (1 st or 2 nd period)

<p>pre-requisite courses and background knowledge</p>	<p>attendance of the “Learning and Entertainment in a Digital Environment” course in the Winter semester serves to better contextualize and comprehend course “Deployment of Digital Applications” in the Spring semester, without being officially pre-requisite</p> <p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>reference examples and papers come for their biggest part from research and practice in a number of countries abroad</p> <p>suggested readings come from their biggest part from non-Greek literature</p>
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Bachelor on Communication and Media Studies
 course “Design, Development and Management of Digital Communication”
 acad. year 2012-2013, Winter semester

COURSE DESCRIPTION

course title	Design, Development and Management of Digital Communication elective course
teaching hours and ECTS credit units	3 teaching hours per week 5 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA117 (registration credentials available by the course instructors)
instructor	Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens
subject and objectives of the course	the subject of this course is to present theoretical background, methodology principles and state of the art examples with respect to digital communication over the internet; focus is placed on issues such as interaction over the internet, using the internet as a communication medium, penetration of internet-based communication, fair use of internet-based communication, usability of digital communication media the objectives of the course are to provide students with (a) knowledge background for concepts and theory (b) practical skills for development and evaluation (c) practical skills for reporting desk- and field-level research work with respect to digital communication aspects over the internet
instructional activities	- lectures on theory topics

	<ul style="list-style-type: none"> - study of the suggested textbooks - literature study assignments on summarizing and critically discussing/presenting selected chapters from suggested readings
suggested textbooks	<p>students attending this course can select one of the following textbooks, based on their specific interests :</p> <p>Virtual Communities and the Internet: Socio-Psychological Approaches and Technical Applications K. Koskinas, Sp. Arsenis (eds) Klidarithmos Publications, 2008 (in Greek)</p> <p>The Realm of Information Sofia Kaitatzi-Whitlock Kritiki Publications, 2003 (in Greek)</p>
suggested readings	<p>apart from the textbooks above the following indicative readings, which correspond to the subjects of interest for this course, are recommended :</p> <ul style="list-style-type: none"> – The Network Society: Social Aspects of New Media Jan van Dijk Sage Publications Ltd, 2005 – Search Engine Society Alexander Halavais Polity, 2008 – Hacking: Digital Media and Technological Determinism Tim Jordan Polity, 2008 – We the Media: Grassroots Journalism by the People, for the People Dan Gillmor O'Reilly Media, 2006 – The Wealth of Networks: How Social Production Transforms Markets and Freedom Yochai Benkler Yale University Press, 2006 – Collective Intelligence - Creating a Prosperous World at Peace Mark Tovey (ed) Earth Intelligence Network, 2008 – Code: And Other Laws of Cyberspace, Version 2.0 Lawrence Lessig Basic Books, 2006 – Social consequences of Internet use : Access, Involvement, and Interaction James Katz and Ronald Rice The MIT Press, 2002 – The handbook of new media : social shaping and consequences of ICTs Leah A. Lievrouw and Sonia Livingstone (eds) Sage Publications Ltd, 2006
meeting hours and room	<p>Monday, 9.00 am - 12.00 pm</p> <p>Kalamiotou 2 building, 2nd floor</p>
time schedule of meetings	<p>students arrive by, course begins at : 9.30 am</p> <p>1st part : 9.30 – 10.45 am, 15' break, 2nd part : 11.00 am – 12.00 pm</p>
calendar of meetings	<p>M1 (introductory lecture)</p>

	<p>M2, M3, M4, M5, M6, M7, M8 (theory and practical examples lectures)</p> <p>M9, M10, M11, M12, M13 (presentations of literature study assignments)</p>
mandatory attendance	<p>attendance of all course meetings is mandatory</p> <p>student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings</p>
evaluation of student performance	<p>evaluation of student performance is based</p> <ul style="list-style-type: none"> - by 20% on active attendance of the course meetings - by 80% on the realization of the literature study assignments
literature study assignments	<p>literature study projects are assigned on an individual basis and consist in studying, summarizing and critically discussing book chapters and papers from the course's suggested readings</p> <p>4 such projects are assigned to each attending student, which cover different subjects of interest to the course</p> <p>the results of literature study assignments are delivered in the form of oral presentations during the semester (cf. the calendar of course meetings), as well as an overall written report and accompanying files, to be delivered at the student examination dates (1st or 2nd period)</p> <p>the evaluation criteria for these assignments comprise :</p> <ul style="list-style-type: none"> - the quality of summarizing and bringing forward the main points of the literature studied, and - the quality and substantiation of the critical discussion of the literature studied, with reference to examples and further literature
pre-requisite courses and background knowledge	<p>attendance of the "Design, Development and Management of Digital Communication" course in the Winter semester serves to better contextualize and comprehend course "Managing Online Content" in the Spring semester, without being officially pre-requisite</p> <p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>reference examples and papers come for their biggest part from research and practice in a number of countries abroad</p> <p>suggested readings come from their biggest part from non-Greek literature</p>

Bachelor on Communication and Media Studies
 course “Games for Digital Communication”
 acad. year 2012-2013, Winter semester

COURSE DESCRIPTION

course title	Games for Digital Communication elective course
teaching hours and ECTS credit units	3 teaching hours per week 5 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA123 (registration credentials available by the course instructors)
instructors	Michalis Meimaris, Professor, Faculty of Communication and Media Studies, University of Athens Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data (M.Meimaris)	email : mmeimaris@media.uoa.gr webpage : http://www.media.uoa.gr/people/facultymembers/meimaris.html office : Stadiou 5 building, room 702 student hours : upon prior contact by email
contact data (D.Gouscos)	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens
subject and objectives of the course	the subject of this course is to present theoretical background, methodology principles and state of the art examples with respect to the playful and communication aspects of digital games; focus is placed on issues such as the concept and definitions of games, the features of digital games, the concept and dimensions of fun, the concept and dimensions of playability, as well as digital games rating systems the objectives of the course are to provide students with

	<p>(a) knowledge background for concepts and theory</p> <p>(b) practical skills for development and evaluation</p> <p>(c) practical skills for reporting desk- and field-level research work with respect to digital games and their communication aspects and potential</p>
instructional activities	<ul style="list-style-type: none"> - lectures on theory topics - study of the suggested textbooks - literature study assignments on summarizing and critically discussing/presenting selected chapters from suggested readings
suggested textbooks	<p>students attending this course can select one of the following textbooks, based on their specific interests :</p> <p>Video Games – Industry and Development Kostas Anagnostou Klidarithmos Publications, 2009 (in Greek)</p> <p>Children and electronic games Ioanna Christou Taxideftis Publications, 2007 (in Greek)</p>
suggested readings	<p>apart from the textbooks above the following indicative readings, which correspond to the subjects of interest for this course, are recommended :</p> <ul style="list-style-type: none"> – Handbook of computer game studies Joost Raessens and Jeffrey Goldstein (eds) MIT Press, 2005 – Half-Real – video games between real rules and fictional worlds Jesper Juul MIT Press, 2005 – Rules of Play: Game Design Fundamentals Eric Zimmerman, Katie Salen MIT Press, 2003 – From Barbie to Mortal Combat Justine Cassell and Henry Jenkins MIT Press, 1998 – Gamers: Writers, Artists, and Programmers on the Pleasures of Pixels Shanna Compton (ed) Soft Skull Press, 2004 – Play Between Worlds: Exploring Online Game Culture T. L. Taylor MIT Press, 2009 – Communities of Play: Emergent Cultures in Multiplayer Games and Virtual Worlds Celia Pearce MIT Press, 2011 – The Ambiguity of Play Brian Sutton-Smith Harvard University Press, 2001
meeting hours and room	<p>Monday, 6.00-9.00 pm</p> <p>Kalamiotou 2 building, 2nd floor</p>
time schedule of	<p>students arrive by, course begins at : 6.30 pm</p>

meetings	1 st part : 6.30 – 7.45 pm, 15' break, 2 nd part : 8.00 – 9.00 pm
calendar of meetings	M1 (introductory lecture) M2, M3, M4, M5, M6, M7, M8 (theory and practical examples lectures) M9, M10, M11, M12, M13 (presentations of literature study assignments)
mandatory attendance	attendance of all course meetings is mandatory student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings
evaluation of student performance	evaluation of student performance is based - by 20% on active attendance of the course meetings - by 80% on the realization of the literature study assignments
literature study assignments	literature study projects are assigned on an individual basis and consist in studying, summarizing and critically discussing book chapters and papers from the course's suggested readings 4 such projects are assigned to each attending student, which cover different subjects of interest to the course the results of literature study assignments are delivered in the form of oral presentations during the semester (cf. the calendar of course meetings), as well as an overall written report and accompanying files, to be delivered at the student examination dates (1 st or 2 nd period) the evaluation criteria for these assignments comprise : - the quality of summarizing and bringing forward the main points of the literature studied, and - the quality and substantiation of the critical discussion of the literature studied, with reference to examples and further literature
pre-requisite courses and background knowledge	attendance of the "Games for Digital Communication" course in the Winter semester serves to better contextualize and comprehend course "Design and Development of Digital Media and Multimedia" in the Spring semester, without being officially pre-requisite technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing reference examples and papers come for their biggest part from research and practice in a number of countries abroad suggested readings come from their biggest part from non-Greek literature

Bachelor on Communication and Media Studies
 course “Managing Online Content”
 acad. year 2012-2013, Spring semester

COURSE DESCRIPTION

course title	Managing Online Content seminar
teaching hours and ECTS credit units	3 teaching hours per week 5 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA151 (registration credentials available by the course instructor)
instructor	Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens
subject and objectives of the course	the subject of this course is to present theoretical background, methodology principles, state of the art examples and technical tools with respect to the development and management of digital content over the internet; focus is placed on social media and social networks the objectives of the course are to provide students with (a) knowledge background for concepts and theory (b) practical skills for development and evaluation (c) practical skills for reporting desk- and field-level research work with respect to digital content over the internet
instructional activities	- lectures on theory topics - study of the suggested textbooks - optional study of suggested readings

	<ul style="list-style-type: none"> - hands-on laboratories on tools for developing digital games and digital stories - practical assignments on the development of digital games and digital stories
suggested textbooks	<p>students attending this course can select one of the following textbooks, based on their specific interests :</p> <p>In the New Media – Social Media Marketing Arsenis Paschopoulos Klidarithmos Publications, 2010 (in Greek)</p> <p>Webpage Design: Theory & Practice Ioulia Ikononou Nexus Publications, 2010 (in Greek)</p>
hands-on laboratories	<p>during the 10 hands-on laboratories of this course, the following modules are presented :</p> <ul style="list-style-type: none"> - google tools (google groups, docs, sites, add-ons) - social networking media (facebook, twitter, youtube) - user-generated content (blogs, wikis, word and tag clouds) - collaborative mind-mapping (concept maps, debate graphs)
meeting hours and room	<p>Monday, 9.00 am - 12.00 pm</p> <p>Kalamiotou 2 building, 2nd floor</p>
time schedule of meetings	<p>students arrive by, course begins at : 9.30 am</p> <p>1st part : 9.30 – 10.45 am, 15' break, 2nd part : 11.00 am – 12.00 pm</p>
calendar of meetings	<p>M1, M2 (introductory lectures)</p> <p>M3, M4, M5, M6, M7, M8, M9, M10, M11, M12 (hands-on laboratories)</p> <p>M13 (recapitulation and overview)</p>
mandatory attendance	<p>attendance of all course meetings is mandatory</p> <p>student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings</p>
evaluation of student performance	<p>evaluation of student performance is based</p> <ul style="list-style-type: none"> - by 50% on the realization of hands-on exercises, during the laboratories - by 50% on the realization of assignments for developing digital content
hands-on exercises	<p>in each one of the 10 hands-on laboratories of the course</p> <ul style="list-style-type: none"> - in the first part of the laboratory, some tools are presented for developing digital games and digital stories - in the 2nd part of the laboratory attending students are asked to create some digital content, using the tools presented <p>these 10 hands-on exercises are assigned on an individual basis, they are delivered and</p>

	evaluated during the hands-on laboratories, and altogether account for 50% of the final grade
digital content development assignments	<p>for each one of the 4 laboratory modules of the course, each attending student is assigned a corresponding project to develop digital content using the tools presented in this module</p> <p>realization of these assignments is based on</p> <ul style="list-style-type: none"> - a common subject for which digital content is developed in all 4 assignments; this subject is determined by each attending student based on his/her own interests, and - a set of contacts (at least 6 people), who are also determined from each attending student and are able to contribute with comments and evaluation of the digital content developed, as third users <p>the 4 digital content development assignments are individual, they are presented and delivered by all attending students in the course examination date (1st or 2nd period), and altogether account for 50% of the final grade</p> <p>the evaluation criteria for these assignments comprise :</p> <ul style="list-style-type: none"> - the technical, functional and aesthetic quality of the digital content that has been developed, and - the extent of interaction with third users (visits, comments, evaluation, subsequent improvements) that has been achieved
pre-requisite courses and background knowledge	<p>attendance of the “Design, Development and Management of Digital Communication” course in the Winter semester serves to better contextualize and comprehend course “Managing Online Content” in the Spring semester, without being officially pre-requisite</p> <p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>some of the tools used for the hands-on laboratories and assignments may be available only in English versions</p> <p>suggested readings come from their biggest part from non-Greek literature</p>
other requirements	<p>for the practical needs of the hands-on laboratories, attending students are asked to preferably bring and use their own laptop computers</p> <p>students who are not able to do so for any reason, can still make use of the desktop computers available in the course room</p>

Bachelor on Communication and Media Studies
 course “Design and Development of Digital Media and Multimedia”
 acad. year 2012-2013, Spring semester

COURSE DESCRIPTION

course title	Design and Development of Digital Media and Multimedia seminar
teaching hours and ECTS credit units	3 teaching hours per week 5 ECTS credit units
course webpage	http://eclass.uoa.gr/courses/MEDIA152 (registration credentials available by the course instructor)
instructor	Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data	email : gouscos@media.uoa.gr webpage : http://www.media.uoa.gr/~gouscos office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, http://www.media.uoa.gr/ntlab) of the Faculty of Communication and Media Studies, University of Athens
subject and objectives of the course	the subject of this course is to present theoretical background, methodology principles, state of the art examples and technical tools with respect to the development of digital multimedia and interactive applications; focus is placed on digital games and digital stories the objectives of the course are to provide students with (a) knowledge background for concepts and theory (b) practical skills for development and evaluation (c) practical skills for reporting desk- and field-level research work with respect to digital games and digital stories
instructional activities	- lectures on theory topics - study of the suggested textbooks - optional study of suggested readings

	<ul style="list-style-type: none"> - hands-on laboratories on tools for developing digital games and digital stories - practical assignments on the development of digital games and digital stories
suggested textbooks	<p>students attending this course can select one of the following textbooks, based on their specific interests :</p> <p>Interactive Multimedia and Digital Technologies in the Arts Yiannis Deliyiannis Fagotto Publications (in Greek)</p> <p>Frame by frame Eleni Mouri Nexus Publications, 2004 (in Greek)</p>
hands-on laboratories	<p>during the 10 hands-on laboratories of this course, the following modules are presented :</p> <ul style="list-style-type: none"> - stop motion animation and video editing - digital platforms for the creation of stories - development of digital games using Gamemaker - development of interactive applications using Flash
meeting hours and room	<p>Monday, 6.00-9.00 pm</p> <p>Kalamiotou 2 building, 2nd floor</p>
time schedule of meetings	<p>students arrive by, course begins at : 6.30 pm</p> <p>1st part : 6.30 – 7.45 pm, 15' break, 2nd part : 8.00 – 9.00 pm</p>
calendar of meetings	<p>M1, M2 (introductory lectures)</p> <p>M3, M4, M5, M6, M7, M8, M9, M10, M11, M12 (hands-on laboratories)</p> <p>M13 (recapitulation and overview)</p>
mandatory attendance	<p>attendance of all course meetings is mandatory</p> <p>student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings</p>
evaluation of student performance	<p>evaluation of student performance is based</p> <ul style="list-style-type: none"> - by 50% on the realization of hands-on exercises, during the laboratories - by 50% on the realization of assignments for developing digital content
hands-on exercises	<p>in each one of the 10 hands-on laboratories of the course</p> <ul style="list-style-type: none"> - in the first part of the laboratory, some tools are presented for developing digital games and digital stories - in the 2nd part of the laboratory attending students are asked to create some digital content, using the tools presented <p>these 10 hands-on exercises are assigned on an individual basis, they are delivered and</p>

	evaluated during the hands-on laboratories, and altogether account for 50% of the final grade
digital content development assignments	<p>for each one of the 4 laboratory modules of the course, each attending student is assigned a corresponding project to develop digital content using the tools presented in this module</p> <p>realization of these assignments is based on</p> <ul style="list-style-type: none"> - a common story for which digital content is developed in all 4 assignments; this story is determined by each attending student based on his/her own interests, from stories that already exist in any form, and - a set of contacts (at least 6 people), who are also determined from each attending student and are able to contribute with comments and evaluation of the digital content developed, as third users <p>the 4 digital content development assignments are individual, they are presented and delivered by all attending students in the course examination date (1st or 2nd period), and altogether account for 50% of the final grade</p> <p>the evaluation criteria for these assignments comprise :</p> <ul style="list-style-type: none"> - the technical, functional and aesthetic quality of the digital content that has been developed, and - the extent of interaction with third users (comments, evaluation, subsequent improvements) that has been achieved
pre-requisite courses and background knowledge	<p>attendance of the “Games for Digital Communication” course in the Winter semester serves to better contextualize and comprehend course “Design and Development of Digital Media and Multimedia” in the Spring semester, without being officially pre-requisite</p> <p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>some of the tools used for the hands-on laboratories and assignments may be available only in English versions</p> <p>suggested readings come from their biggest part from non-Greek literature</p>
other requirements	<p>for the practical needs of the hands-on laboratories, attending students are asked to preferably bring and use their own laptop computers</p> <p>students who are not able to do so for any reason, can still make use of the desktop computers available in the course room</p>

appendix J – thesis supervision

J.1 principal supervisor for doctoral theses

Principal supervisor for 4 doctoral theses in progress in the Faculty of Communication and Media Studies, University of Athens as follows:

- [1] “Design and development of Augmented Reality playful learning experiences for communicating and understanding concepts and phenomena in Science Education”, Marina Tomara, Faculty of Communication and Media Studies, University of Athens (in progress).
- [2] “Digital Games for Communication and Learning about Sustainability Using Mobile Devices”, Panagiotis Tragazikis, Faculty of Communication and Media Studies, University of Athens (in progress).
- [3] “Digital games and language literacy in pre-school education – Educational practices and proposals for capacity building”, Sotiris Kirginas, Faculty of Communication and Media Studies, University of Athens (in progress).
- [4] “e-Parliament as a medium for active democratic participation of citizens: the case of the Hellenic Parliament”, Aspasia Papaloi, Faculty of Communication and Media Studies, University of Athens (in progress).

J.2 assistant supervisor for doctoral theses

Assistant supervisor for 1 doctoral thesis in progress and 2 completed doctoral theses in the Faculty of Communication and Media Studies, University of Athens and the Department of Informatics and Telecommunications, University of Athens as follows:

- [1] “New forms of electronic governance in the participatory internet: the Greek case”, Eleni-Revekka Staiou, Faculty of Communication and Media Studies, University of Athens, principal supervisor: M. Meimaris (in progress).

During April 2004 – March 2006, participation in the doctoral research project “Electronic Services and Information Systems” of the Faculty of Informatics and Telecommunications, University of Athens (“Pythagoras” project, Education and Initial Vocational Training Operational Programme, project duration 24 months, scientifically responsible Prof. C. Halatsis). The research project has focused on selected topics from the development and management of electronic services and information systems (collaboration and performance management of e-services and web services, development of e-services and migration of information systems for creating virtual organizations). Within this project, contribution as assistant supervisor to the following doctoral theses:

- [2] “Execution of BPEL scenarios: Dynamic adaptation and exception resolution based on qualitative aspects”, C. Kareliotis, Faculty of Informatics and Telecommunications, University of Athens, February 2010, principal supervisor: Prof. P. Georgiadis.

- [3] "P2P electronic services promoting participation in decision-making and resource management", Manolis Kalikakis, Faculty of Informatics and Telecommunications, University of Athens, March 2009, principal supervisor: Prof. P. Georgiadis.

J.3 supervisory committee member for doctoral theses

Supervisory committee member for 4 doctoral theses in progress in the Faculty of Communication and Media Studies, University of Athens and the Department of Early Childhood Education, University of Athens as follows:

- [1] "Personalized social networking environments with applications in political communication", Maria Boutzeti, Faculty of Communication and Media Studies, University of Athens, principal supervisor: C. Mourlas (in progress).
- [2] "The Greek cinema of fiction 1970-2010", Paraskevi Papageorgiou, Faculty of Communication and Media Studies, University of Athens, principal supervisor: M. Comninou (in progress).
- [3] "Serious Digital Games in Education. Investigating the Contribution of Digital Games in Media Education", Dimitris Kyriakou, Faculty of Early Childhood Education, University of Athens, principal supervisor: E. Kourti (in progress).
- [4] "The role of play in the age of the social internet", Daphne Dragona, Faculty of Communication and Media Studies, University of Athens, principal supervisor: D. Charitos (in progress).

J.4 examining jury member for doctoral theses

Examining jury member for 2 completed theses in the Department of Informatics and Telecommunications, University of Athens and the Department of Management Science and Technology, Athens University of Economics and Business as follows:

- [1] "The Constitution of Collective Memory in Massive Multiplayer On-Line Game Virtual Communities: Conceptual Foundations and Design Implications for Collective Memory Systems", Antonis Papargyris, Department of Management Science and Technology, Athens University of Economics and Business, March 2010, principal supervisor: Prof. A. Poulymenakou.
- [2] "P2P Electronic Services that Promote Participatory Decision-Making and Resource Management", Manolis Kalikakis, Faculty of Informatics and Telecommunications, University of Athens, March 2009, principal supervisor: Prof. P. Georgiadis.

J.5 principal supervisor for master's theses

Principal supervisor for 16 completed theses in the Master's Programme on Communication and Media Studies, University of Athens and the Joint Master's Programme on Information and Communication Technologies for Education, University of Athens as follows:

- [1] "Study of the international state of play in online fundraising and crowdfunding processes for non-profit organizations and projects", Kyriaki-Dionysia Mavrikidou, Master's Programme on Communication and Media Studies (in progress).
- [2] "Study and assessment of the digital presence of Greek public and local administrations on social media", Konstantinos Kostakos, Master's Programme on Communication and Media Studies (in progress).
- [3] "Shutdown of ERT, the ERT Open Project and Social Media as a Terrain of Debate: Studying the ERT Social Facebook Page", Kyriaki Kiki, Master's Programme on Communication and Media Studies, July 2014.
- [4] "Use of Web 2.0 Tools by Self-Organized Social Solidarity Initiatives for Creating New Forms of Action", Angelos Agas, Master's Programme on Communication and Media Studies, July 2014.
- [5] "Attitudes, Motives and Preferences of Teenager Students with respect to Digital Games", Katerina Fragkiskou, Joint Master's Programme on Information and Communication Technologies for Education, February 2014.
- [6] "Digital Games-Based Learning: An Application of the 'Magiko Filtro' Digital Game to Students with Mild Intellectual Disability in the Autism Spectrum", Menia Mavraki, Joint Master's Programme on Information and Communication Technologies for Education, February 2014.
- [7] "Design, Development, Application and Evaluation of a Pervasive Game for Learning to Preschool Pupils", Evgenia Siampanopoulou, Joint Master's Programme on Information and Communication Technologies for Education, February 2014.
- [8] "Educational intervention using the "Lure of the Labyrinth" digital game for teaching mathematics in primary school 6th-graders», Maria-Eleni Ntourlia, Joint Master's Programme on Information and Communication Technologies for Education, October 2012.
- [9] "Using social media in environmental education: the case of the Center for Environmental Culture and Sensibilization", Marianna Poutakidou, Master's Programme on Communication and Media Studies, October 2012.
- [10] "Evaluating the Presence of Greek Mass Media on Social Media", Eleni Giannari, Master's Programme on Communication and Media Studies, September 2012.

- [11] "Experience of digital game players and the influence of social presence", Ioanna Drougka, Joint Master's Programme on Information and Communication Technologies for Education, April 2012.
- [12] "How are youngsters socialized today? Placing the concept of socialization on new "digital" grounds – a critical approach", Giannis Papadimitriou, Master's Programme on Communication and Media Studies, February 2012.
- [13] "Wikileaks: The river of information which does not return back", Phidias Constantopoulos, Master's Programme on Communication and Media Studies, November 2011.
- [14] "Blogs: new services for expression of opinion in the participatory internet – study and analysis of the features of Greek blogs", Ismini Liagkoura, Master's Programme on Communication and Media Studies, November 2011.
- [15] "Educational exploitation of digital tools for concept map and public argumentation and debates", Paschalia Kyriakou, Master's Programme on Communication and Media Studies, November 2011.
- [16] "Online platforms for digital storytelling – the case of Milia", Manolis Spanoudakis, Joint Master's Programme on Information and Communication Technologies for Education, October 2011.
- [17] "Social aspects in the use of pervasive games", Iouliani Theona, Master's Programme on Communication and Media Studies, July 2011.
- [18] "The electro-room: an interactive educational game for teaching electricity in primary school 5th-graders", Panagiota-Marina Tomara, Joint Master's Programme on Information and Communication Technologies for Education, June 2011.

J.6 assistant supervisor for master's theses

Assistant supervisor for 9 completed theses in the Joint Master's Programme on Information and Communication Technologies for Education, University of Athens as follows:

- [1] "Digital storytelling, intergenerational learning and communication through theatrical play for primary school 1st-graders", Lia Mouchtari, Joint Master's Programme on Information and Communication Technologies for Education, April 2012, principal supervisor: M. Meimaris.
- [2] "Development of a digital game for the water lifecycle for kindergarden pupils and 1st/2nd-graders", Chara Mavroudi, Joint Master's Programme on Information and Communication Technologies for Education, June 2011, principal supervisor: M. Meimaris.
- [3] "Development of an online students' journal using social media and concept maps", Alexandra Nakou, Joint Master's Programme on Information and Communication Technologies for Education, July 2010, principal supervisor: M.

Meimaris.

- [4] "Digital games-based learning for students in the autism spectrum", Irini Haidi, Joint Master's Programme on Information and Communication Technologies for Education, July 2010, principal supervisor: M. Meimaris.
- [5] "Development of digital educational material for Kindergarden using Mind Express", Konstantina Fragki, Joint Master's Programme on Information and Communication Technologies for Education, July 2010, principal supervisor: M. Meimaris.
- [6] "Adaptation to Greek and application in Kindergarden of the online digital games of Poisson Rouge", Sotiris Kirginas, Joint Master's Programme on Information and Communication Technologies for Education, July 2010, principal supervisor: M. Meimaris.
- [7] "Modification and application of an open source digital game for teaching mathematics in primary school 1st-graders", Nikos Nikoloudakis, Joint Master's Programme on Information and Communication Technologies for Education, June 2009, principal supervisor: M. Meimaris.
- [8] "Development of a digital game for learning about the human digestive system, and research in primary school 5th-graders", Maria-Georgia Drolla, Joint Master's Programme on Information and Communication Technologies for Education, June 2009, principal supervisor: M. Meimaris.
- [9] "Development of a digital game for teaching computer systems concepts in primary school 4th-graders", Paulina Ploumidaki, Joint Master's Programme on Information and Communication Technologies for Education, June 2009, principal supervisor: M. Meimaris.

J.7 examining jury member for master's theses

Examining jury member for 40 completed theses in the Master's Programme on Communication and Media Studies, University of Athens, the Joint Master's Programme on Information and Communication Technologies for Education, University of Athens and the Joint Master's Programme on Economics and Administration of Telecommunication Networks, University of Athens as follows:

- [1] "New Media and Literature – An analysis of new media oriented towards literature and authoring", Anna Georgiadou, Master's Programme on Communication and Media Studies, June 2014, principal supervisor: M.Meimaris.
- [2] "Social Networks and Social Networking Media in Everyday Life: Comparison and Conflicts between Individual and Social Identities through Focus Groups", Georgia Mertyri, Master's Programme on Communication and Media Studies, June 2014, principal supervisor: A. Chatzouli.

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- [3] "Cases of Convergence and Divergence between Preschool Teachers for the Approach to Writing and the Use of ICTs", Maria Salta, Joint Master's Programme on Information and Communication Technologies for Education, January 2014, principal supervisor: M. Sfyroera.
- [4] "Seven Guards: A Game of Story Puzzles for Highlighting Historical Monuments of Athens", Anastasia Daskalopoulou, Joint Master's Programme on Information and Communication Technologies for Education, January 2014, principal supervisor: M. Sfyroera.
- [5] "The Evolution of Personal Photography in the Digital Era", Anthi Sasmatzoglou, Master's Programme on Communication and Media Studies, December 2013, principal supervisor: D. Charitos.
- [6] "Visualizing Open Data of Urban Context", Terpsi Kremali, Master's Programme on Communication and Media Studies, December 2013, principal supervisor: D. Charitos.
- [7] "Study and Application of User-Centric Methods for Evaluating Website Usability", Kostas Kalogirou, Master's Programme on Communication and Media Studies, December 2013, principal supervisor: C. Mourlas.
- [8] "Production of Recommendations for Personalization and Implementation of the tf.idf Method on a News Website, Pavlos Desopoulos, Master's Programme on Communication and Media Studies, December 2013, principal supervisor: C. Mourlas.
- [9] "Construction of a gendered identity, the internet and sexualization culture of preadolescent girls", Maria Philippi, Joint Master's Programme on Information and Communication Technologies for Education, June 2013, principal supervisor: G. Pleios.
- [10] "Children, Teenagers and Online Gambling: An Approach to Teenager Online Gambling Experiences in Greece", Tatiana Styliari, Master's Programme on Communication and Media Studies, June 2013, principal supervisor: L.Tsaliki.
- [11] "Collaborative Environments for Learning and Personalisation", Stella Tsagkaraki, Master's Programme on Communication and Media Studies, February 2013, principal supervisor: C. Mourlas.
- [12] "Proposal of an Online Multimedia Platform for Music Educators in Special Vocational Education and Training Schools", Maria-Danai Marinou, Joint Master's Programme on Information and Communication Technologies for Education, January 2013, principal supervisor: A. Georgaki.
- [13] "Approaches that make up interaction – study of systems that incorporate tangible computing technologies", Efi Avrami, Master's Programme on Communication and Media Studies, October 2012, principal supervisor: D. Charitos.

- [14] "Usability on Social Networking Sites: the cases of Facebook and Google Plus", Laida Limniati, Master's Programme on Communication and Media Studies, September 2012, principal supervisor: M. Meimaris.
- [15] "Mobile Cinema", Pavlos Rousseas, Master's Programme on Communication and Media Studies, September 2012, principal supervisor: D.Charitos.
- [16] "Children and new technologies: digital divide in children with disabilities", Sonia Kontogianni, Master's Programme on Communication and Media Studies, September 2012, principal supervisor: L. Tsaliki.
- [17] "Comparative study for the teaching of science subjects in kindergarden through activities and ICT", Aggeliki Spai, Joint Master's Programme on Information and Communication Technologies for Education, July 2012, principal supervisor: M. Sfyroera.
- [18] "Digital games and their applications in museums – the game of Cyclades Islands", Evgenia Troullou, Joint Master's Programme on Information and Communication Technologies for Education, May 2012, principal supervisor: A. Papantoniou.
- [19] "OLPC-XO-1 as an ICT tool in Greek schools – the views of teachers", Maria Papoulia, Joint Master's Programme on Information and Communication Technologies for Education, April 2012, principal supervisor: M. Sfyroera.
- [20] "Comparative presentation of 2d animation software tools – introducing the teaching of computer-based 2d animation in primary school", Antonis Vlachakis, Joint Master's Programme on Information and Communication Technologies for Education, April 2012, principal supervisor: M. Meimaris.
- [21] "Deploying taxonomies for serious games: a critical approach", Evaggelos Evaggelinidis, Master's Programme on Communication and Media Studies, March 2012, principal supervisor: C. Mourlas.
- [22] "The influence of mobile communication on human behaviour and social interaction in space", Loukia Sanida, Master's Programme on Communication and Media Studies, March 2012, principal supervisor: D. Charitos.
- [23] "Studying the communication aspects of location-based applications for smartphones", Tatiana Michailidou, Master's Programme on Communication and Media Studies, November 2011, principal supervisor: D. Charitos.
- [24] "The role of vocational training in the introduction of ICT in the Greek educational system", Costas Simotas, Joint Master's Programme on Information and Communication Technologies for Education, September 2011, principal supervisor: M. Sfyroera.
- [25] "Comparative study of teachers' intermediation in 3 schools during exploitation of new technologies for kindergarden education – influences in the development of verbal interactions between the pupils involved", Viktoria Tsintaraki, Joint Master's Programme on Information and Communication

- Technologies for Education, September 2011, principal supervisor: M. Sfyroera.
- [26] "Epipedoxora (Flatland) – mathematical fiction and production of animation video clips by students", Sissy Michalopoulou, Joint Master's Programme on Information and Communication Technologies for Education, June 2011, principal supervisor: S. Papadopoulos.
- [27] "Design and development of a web space and content and an online journal for a school class – example of an action research", Evaggelia Vardalachou, Joint Master's Programme on Information and Communication Technologies for Education, June 2011, principal supervisor: M. Sfyroera.
- [28] "Teachers' attitudes and practices for teaching English as a foreign language, with respect to the use of ICT in primary public education", Aspasia Liveri, Joint Master's Programme on Information and Communication Technologies for Education, May 2011, principal supervisor: M. Sfyroera.
- [29] "Evaluating the usability of educational software for teaching French as a foreign language in Greek schools", Eleana Tsilfidi, Joint Master's Programme on Information and Communication Technologies for Education, March 2011, principal supervisor: M. Rangousi.
- [30] "Video as a tool for educational approaches to the poetic discourse of K.Dimoula", Vassilis Papanikolaou, Joint Master's Programme on Information and Communication Technologies for Education, February 2011, principal supervisor: S. Papadopoulos.
- [31] "Development of educational material (representation of a tale using claymotion animation) by primary school 3rd-graders, on the history of the name of the city of Athens", Vaggelis Georgalas, Joint Master's Programme on Information and Communication Technologies for Education, June 2010, principal supervisor: A. Psychoulis.
- [32] "Influence of the music industry in modern Greek music television and its new media outlets", Evaggelia Ntemiri, Joint Master's Programme on Music Culture and Communication, June 2010, principal supervisor: D. Charitos.
- [33] "Representations of the relations between education and new technologies in the Greek press", Ioannis Chaniotakis, Joint Master's Programme on Information and Communication Technologies for Education, July 2009, principal supervisor: G. Plios.
- [34] "Slogans and political advertisements in Greece, during the period 1974 to 2007", Maria-Christina Syragaki, Master's Programme on Communication and Media Studies, June 2009, principal supervisor: M. Heretakis.
- [35] "Identifying good practices and issues about intellectual rights in the digitization and dissemination of collections of cultural works", Maria Kostala, Master's Programme on Communication and Media Studies, April 2009, principal supervisor: C. Mourlas.

- [36] "Professional citizen journalism – mapping a new relation: the example of blogs", Matina Ntallari, Master's Programme on Communication and Media Studies, February 2009, principal supervisor: M. Meimaris.
- [37] "Alice in the land of adult wonders – elaborating on the mapping of parameters for safe browsing of children on the internet", Katerina Micha, Master's Programme on Communication and Media Studies, February 2009, principal supervisor: L. Tsaliki.
- [38] "Electronic deliberation in electronic governance – a comparative analysis for civil society", Evaggelos Liotzis, Master's Programme on Communication and Media Studies, November 2006, principal supervisor: N. Demertzis.
- [39] "The virtual meets the real through MMO games", Maria Kokidou, Master's Programme on Communication and Media Studies, September 2006, principal supervisor: D. Charitos.
- [40] "Broadband telecommunication services as a factor of economic development in Greece and abroad" G. Damilakos & C. Arvanitis, Joint Master's Programme on Economics and Administration of Telecommunication Networks, June 2006, principal supervisor: P. Georgiadis.

J.8 principal supervisor for diploma theses

Principal supervisor for 1 completed diploma thesis in the Greek National School of Public Administration and Local Government (ESDDA) as follows:

- [1] "Study and assessment of the digital presence of Greek public and local administrations on social media – The case of the Tourism sector", Konstantinos Vrettos, Greek National School of Public Administration and Local Government, Section of Management and Financial Administration, September 2015.

J.9 assistant supervisor for diploma theses

Assistant supervisor for 4 completed diploma theses in the Department of Information and Communication Systems Engineering, University of the Aegean as follows:

- [1] "Development of an online software application for managing electronic appointments (e-Rendezvous)", A. Soumplis & M. Tsiakmaki
- [2] "Development of an online software application for managing electronic personal data records (e-Registries)", G. Argyrakis & C. Kioulafas
- [3] "Development of an online software application for managing electronic process wizards (e-Wizards)", F. Sifinos
- [4] "Development of an online software application for issue tracking and management during the software engineering lifecycle", G. Gousios.

appendix K – coordination of research groups and projects (2006-2015)

During years 2006-2015, coordination of research groups and internal (non-funded) research projects of the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens, implemented by researchers at a postgraduate, doctoral and postdoctoral level.

K.1 Digital Media for Participation research group

(coordinator : D. Gouscos)

This research group focuses on technologies and services of electronic governance and digital deliberation, mostly in terms of operational, usage and communication aspects, in conjunction with social media and civic media in general that can be used to develop participatory communication services and communities. The group has developed collaborations with research groups in Greece and abroad such as E-Government Laboratory (University of Athens), Information Systems Laboratory (University of Macedonia), Center for European Public Administration (Danube-Krems University), DEMO-net eParticipation Network of Excellence.

Information about the research group and ongoing activities is available online at <http://www.media.uoa.gr/~gouscos/digitalmedia4participation>.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/Digital%20Media%20for%20Participation%20research%20group%202013-03%20EN.pdf>

K.2 Organosi 2.0 (Organizing 2.0) platform for self-organized social solidarity initiatives

This research project is focused on deploying an online-accessible database for the mutual social aid and solidarity grassroots initiatives currently self-organized in Greece by the citizens themselves, as a response to the problems of economic crisis. This database can be used for citizen awareness and promotion of the self-organized initiatives, whereas perspectives include offering support for collective discussion and interaction/brainstorming for new ideas of self-organization, as well as research on the ways in which social media can serve as a platform for self-organized citizen initiatives. The Organosi 2.0 platform is freely accessible online at <http://organosi20.gr>.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/Organosi20%20leaflet%20EN.pdf>

K.3 Digital Games and Digital Media for Learning research group

(coordinators : M. Meimaris & D. Gouscos)

This research group focuses on digital games and their multiple forms and realizations with emphasis on digital reflective games, as well as on the approaches through which digital gameplay can have a learning outcome, on different subjects and various educational stages of general and special education. The group has developed cooperation with other research groups in Greece and abroad including Laboratory of Learning Technology and Learning Mechanics (University of Aegean), Cultural and Educational Technology Institute ("Athena" Research and Innovation Center in Information, Communication and Knowledge Technologies), Education Arcade (MIT Comparative Media Studies Programme), Poisson Rouge (Interactica), Game Experience Lab (Eindhoven University of Technology), National Centre for Computer Animation (Bournemouth University).

Information about the research group and ongoing activities is available online at <http://www.media.uoa.gr/~gouscos/digitalmedia4learning>.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/Digital%20Games%20and%20Digital%20Media%20for%20Learning%20research%20group%202013-03%20EN.pdf>

K.4 Milia (Appletree) digital storytelling platform

This research project is focused on deploying Milia (Appletree), an open platform for social interactive digital storytelling. The Milia platform aims to support the representation, presentation and collaborative creation of any sort of stories in digital format. Applications of the platform can be found in storytelling per se, in education, in publishing and, more generally, in the publication of collaborative digital works. The Milia platform is freely accessible online at <http://www.media.uoa.gr/medialab/milia/>.

The Milia digital storytelling platform has received, in October 2011, the Euromedia Seal of Approval award of Erasmus Euromedia Awards 2011.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/Milia%20leaflet%20EN.pdf>

K.5 Ilektrodomatio (Electreroom) interactive game for learning about electricity

The Ilektrodomatio (Electreroom) game for learning has been developed by [Panagiota-Marina Tomara](#), MSc, MEd, in the context of her Master's thesis in the Joint MEd on ICT for Education (<http://www.icte.ecd.uoa.gr>), under the supervision of Assistant Prof. Dimitris Gouscos and Prof. Michalis Meimaris. The Ilektrodomatio game results from an effort to implement a realistic interactive environment that simulates a real-world laboratory of electric circuits. The game is designed according to a discovery-based approach to knowledge, and incorporates features resulting from constructionist theories for learning. Its prime objective is to encourage learning through entertainment, and to this end it includes a large number of experiments, involving everyday life objects and appliances rather than laboratory-style experiments. The game is freely accessible on webpage <http://users.sch.gr/mtomara/ilektrodomatio.html> and has attracted more than 2,000 visitors as of March 2013.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/ilektrodomatio%20leaflet%20EN.pdf>

K.6 LO, a digital game for the water cycle

The LO game for learning has been developed by [Xaris Mavroudi](#), MEd, in the context of her Master's thesis in the Joint MEd on ICT for Education (<http://www.icte.ecd.uoa.gr>), under the supervision of Assistant Prof. Dimitris Gouscos and Prof. Michalis Meimaris. Lo is a digital game for learning intended to familiarize preschool and early primary school pupils with the water cycle. Conception and design of the game has been based on presumptive learning theory, with the objective to arouse the curiosity of children and challenge their ability to connect different forms of water with their everyday life experience, and thus arrive at conceptualizing the entire water cycle. The game's online version is currently under development.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/Lo%20leaflet%20EN.pdf>

Digital Media for Participation research group

<http://www.media.uoa.gr/~gouscos/digitalmedia4participation>

The Digital Media for Participation research group of the [Laboratory of New Technologies in Communication, Education and the Mass Media](#), [Faculty of Communication and Media Studies](#), [University of Athens](#), focuses on technologies and services of electronic governance and digital deliberation, mostly in terms of operational, usage and communication aspects, in conjunction with social media and civic media in general that can be used to develop participatory communication services and communities. The group has developed collaborations with research groups in Greece and abroad such as E-Government Laboratory (University of Athens), Information Systems Laboratory (University of Macedonia), Center for European Public Administration (Danube-Krems University), DEMO-net eParticipation Network of Excellence.

The Digital Media for Participation research group is co-ordinated by Assistant Professor [Dimitris Gouscos](#), Faculty of Communication and Media Studies, University of Athens, and comprises a number of doctoral researchers including [Eleni-Revekka Staiou](#), [Aspasia Papaloi](#) and [Evika Karamaggioli](#), postgraduate students, as well as affiliated researchers from other faculties.

selected research and education activities

International Journal of Electronic Governance

The International Journal of Electronic Governance (IJEG, <http://www.inderscience.com/ijeg>), Inderscience Publishers, is published in 4 issues per year and is currently in its 5th year of publication. IJEG is a fully refereed interdisciplinary research journal covering the theory, applications and impact of using the internet, the world-wide web and digital communication media as governance channels. The journal focuses on the use of electronic and information technologies in deliberation over democratic policy and decision making processes, community governance as well as governance in non-political domains such as corporate, open project, online community and social network contexts. IJEG also explores the relations between electronic governance, digital communication and digital inclusion, novel technologies for electronic governance such as governance games and simulations, and the political, organizational, social, psychological and cognitive aspects of electronic governance.

The issues published include, among others, special issues on One-Stop Government (guest editors E. Tambouris & K. Tarabanis, 2008), eParticipation Systems and Services in Converging Regions (guest editors Y. Charalambidis, M. Wimmer & G. Misuraca, 2008), Delivering Electronic Government (guest editor G.P. Sahu, 2009), Users and uses of electronic governance (guest editors S. Wojcik & G. Moss, 2009), Methodologies, Technologies and Tools enabling e-Government (guest editors F. Corradini & A. Polzonetti, 2010), (Re)Creating Public Sphere, Civic Culture and Civic Engagement: Public Service Media vs. Online Social Networks (guest editors P. Iosifidis & M. Meimaris, 2011), Deliberation in the participatory web: prospects and challenges (guest editors D. Milioni &

V. Triga, 2012).

Assist. Prof. Dimitris Gouscos serves as IJEG Editor, whereas members of the Digital Media for Participation research group contribute in editorial assistance roles.

postgraduate course on Participatory Digital Communication and Governance

The Digital Media for Participation research group offers teaching support for the postgraduate course on Participatory Digital Communication and Governance of the Master's Programme on Communication and Media Studies, Faculty of Communication and Media Studies, University of Athens (2nd semester, 3 hours/week, acad. years 2009-10 and onwards).

This course is focused on presenting (a) theoretical background, (b) methodology principles and (c) technological tools for applying digital media to public participation and public deliberation. Emphasis is placed on the participation and deliberation potential of the internet, Web 2.0 tools, social media, mobile and location-based applications, on the potential of open and interoperable public data as platforms for participation and deliberation, as well as on human rights, trust, user literacy, user acceptance and security and privacy issues.

Organosi 2.0 (Organizing 2.0) online database

This research project is focused on deploying an online-accessible database for the mutual social aid and solidarity grassroots movements currently self-organized in Greece by the citizens themselves, as a response to the problems of economic crisis. This database can be used for citizen awareness and promotion of the self-organized movements, whereas perspectives include offering support for collective discussion and interaction/brainstorming for new ideas of self-organization, as well as research on the ways in which social media can serve as a platform for self-organized citizen actions. The Organosi 2.0 platform is freely accessible online at <http://organosi20.gr>.

Obstacles and opportunities for the adoption of participatory digital communication services and e-governance

This research has been funded by the Kapodistrias Programme of the Special Account of Research Grants of the University of Athens and focused on the obstacles and opportunities for the adoption of participatory digital communication services and e-governance.

Modern capabilities for participatory and peer-to-peer digital communication, through symmetric interaction media such as online social networks, blogs and user-generated content on platforms like wikis, filetubes and podcasts are rapidly developing over the internet. At the same time, their social penetration is delimited by traditional problems of lack of digital access and technological literacy, which force large groups of populations to the role of observers, rather than active participants, for these developments. These new services, on the other hand, offer themselves to the development of applications for multi-

way, multi-correspondent communication which are especially required in domains such as that of electronic governance, to be understood in the broader sense of electronic participation of the public to the commons, besides and on top of conventional e-administration services. Schemes for the electronic implementation of democratic processes, such as e-consultations, can have some essential benefits from their osmosis with these technological capabilities for participatory digital communication.

This project has produced a number of publications (3 conference papers, plus one edited volume chapter) and research results on the above issues. The project has also organized a thematic session on “Open Governance and Participatory Discourse: towards an effective digital collectivity?”, within the 5th annual series of lectures Communication Issues 2009-2010 (Athens, April 2010).

The project has been implemented during academic years 2008-09, 2009-10 και 2010-11 and completed in July 2011, by an interdisciplinary research group comprising Prof. Panagiotis Georgiadis, Faculty of Informatics and Telecommunications, Prof. Andreas Papandreou, Faculty of Economics, Doctoral Candidate Chara Delopoulos, Joint Master’s Programme on Economics and Administration of Telecommunication Networks, and Doctoral Candidate Eleni-Revekka Staiou, Faculty of Communication and Media Studies, University of Athens.

selected publications

book chapters, peer-reviewed

- Aspasia Papaloi, Eleni-Revekka Staiou & Dimitris Gouscos, “Blending social media with parliamentary websites: just a trend, or a promising approach to e-participation?” in *Web 2.0 Technologies and Democratic Governance: Political, Policy and Management Implications*, Christopher Reddick & Stephen Aikins (eds), Springer, 2012, online available at <http://www.springerlink.com/content/jto8p67u61587177/>.
- Eleni-Revekka Staiou & Dimitris Gouscos, “Open Governance, Civic Engagement and New Digital Media”, in *Active Citizen Participation in E-Government: A Global Perspective*, A. Manoharan & M. Holzer (eds.), IGI Global, 2012, online available at <http://www.igi-global.com/chapter/open-governance-civic-engagement-new/63383>.
- Aspasia Papaloi & Dimitris Gouscos, “An Overview of E-Parliament Services: Designing for Citizen Awareness and Participation”, in *E-Parliament and ICT-Based Legislation: Concept, Experiences and Lessons*, Mehmet Zahid Sobaci (ed.), IGI Global, 2012, online available at <http://www.igi-global.com/chapter/overview-parliament-services/60630>.
- Dimitra Florou & Dimitris Gouscos, “Social media-based communities of practice for education in citizenship and sustainability”, in *Public Sector Reform Using Information Technologies: Transforming Policy into Practice*, Thanos Papadopoulos & Panagiotis Kanellis (eds), IGI Global, 2011, online available at <http://www.igi-global.com/chapter/social-media-based-communities-practice/56390>.

- Eleni Staiou and Dimitris Gouscos, “Socializing E-Governance - A Parallel Study of Participatory E-Governance and Emerging Social Media”, in *Comparative E-Government: An Examination of EGovernment Adoption across Countries*, Christopher G. Reddick (ed), Springer Integrated Series in Information Systems, 2010, online available at <http://www.springerlink.com/content/g01414588226pkox/>.

book chapters, by invitation

- Manolis Kalikakis, Dimitris Gouscos, Costas Vassilakis and Panagiotis Georgiadis, “An Approach for Re-engineering the Taxation Process to Support Participatory Decisions on Tax Budget Allocation”, in *Participatory Budgeting: Concepts and Country Experiences*, Jayshree Bose (ed), Icfai University Press, Hyderabad, India, 2008, ISBN 978-81-314-1559-7, pp.48-63.

journal papers, peer-reviewed

- Aspasia Papaloi & Dimitris Gouscos, “E-Parliaments and Novel Parliament-to-Citizen services”, *eJournal of eDemocracy and Open Government (JeDEM)*, Vol. 3, No. 1, 2011, online available at <http://www.jedem.org/article/view/53>.
- (in Greek) D. Gouscos, “Social Digital Media, Electronic Governance, Electronic Deliberation: towards a new synthesis”, *Epistimi kai Koinonia (Science and Society) journal*, special issue on Deliberation, No. 24, Spring 2010, online available at http://www2.media.uoa.gr/sas/issues/24_issue/index.html.
- (in Greek) D. Gouscos & E. Staiou, “Elements of evaluating operational development of the OpenGov.gr website”, *Epistimi kai Koinonia (Science and Society) journal*, special issue on Deliberation, No. 24, Spring 2010, online available at http://www2.media.uoa.gr/sas/issues/24_issue/index.html.
- M. Kalikakis, D. Gouscos and P. Georgiadis, “A participatory architecture for taxation and budgeting”, *International Journal of Electronic Business*, Vol. 6, No. 6, 2008, pp.611-630, online available at http://www.inderscience.com/search/index.php?action=record&rec_id=21877&prevQuery=&ps=10&m=or.
- D. Gouscos, M. Kalykakis, M. Legal, S. Papadopoulou, “A General Model of Performance and Quality for One-Stop e-Government Service Offerings”, *Government Information Quarterly Journal* 24 (2007), January 2007, pp.860-885, online available at <http://www.sciencedirect.com/science/article/pii/S0740624X06001699>.
- D. Stamoulis, D. Gouscos, P. Georgiadis & D. Martakos, “Revisiting Public Information Management for Effective e-Government Services”, *Information Management & Computer Security Journal*, vol. 9, no. 4, 2001, pp.146-153, online available at <http://www.emeraldinsight.com/journals.htm?articleid=862797>.



Organosi 2.0 (Organization 2.0)

a platform for self-organized networks of social solidarity



The Organosi 2.0 (Organization 2.0) research initiative aims at developing an online-accessible database for the grassroots social movements of mutual aid and solidarity organized by citizens in Greece. This database can be used for disseminating information about these movements, whereas one more objective is to support collective discussion and interaction for creating new ideas, as well as assessing the use of social media as a platform for developing self-organized movements.

The Organosi 2.0 initiative was launched in December 2011 as part of the research effort of Mrs. Eleni-Revekka Staiou, member of the Digital Media for Participation research group of the Laboratory of New Technologies in Communication, Education and the Mass Media, with a view to collecting information about as many as possible self-organized grassroots movements on an accessible website, providing the opportunity for information, communication, collaboration as well as new ideas for social solidarity and mutual support.

In order for self-organized grassroots movements to be listed on the Organosi 2.0 platform, they need to comply to the following criteria:

- cover a sector where the care of the state is missing – namely, provide services which in principle, and under better circumstances, could be provided, or at least enabled, by public agencies
- realize concrete activities, going beyond protest to action – namely, organize events, offer services and have a tangible and practical contribution to meeting social needs
- do not make discriminations of any kind – the Organosi 2.0 platform does not list social movements that proclaim political, religious or any other sort of discriminations.

Self-organized movements are grouped in different categories, depending on their exact topics of reference (human rights, healthcare, drugs and vaccines, food and groceries, clothes, producer-to-consumer trading, alternative currencies, stuff exchange, service exchange, course offers, time banks, carpooling, biking, art and culture, care about the city, care about nature, other topics) as well as their geographical region, and can be searched in the corresponding categories and maps of the <http://organosi20.gr> webpage.

Οργάνωση 2.0

<http://organosi20.gr/>



The Organosi 2.0 initiative does not adopt, neither criticize, the views of the self-organized movements listed. A mechanism for rating and moderated comments is available to all visitors of the Organosi 2.0 website.

scientifically responsible for the
Organosi 2.0 initiative

Professor Michalis Meimaris
Director, Laboratory of New Technologies in
Communication, Education and the Mass Media

co-ordinator for the Organosi 2.0
initiative

Dr. Dimitris Gouscos
Assistant Professor, Faculty of Communication and
Media Studies, University of Athens

website



<http://www.organosi20.gr>

blog



<http://organosi20.wordpress.com>

facebook page



<http://www.facebook.com/organosi20>

twitter account



<http://www.twitter.com/organosi20>

youtube channel



<http://www.youtube.com/user/organosi20>

contact e-mail



info@organosi20.gr

Οργάνωση 2.0

<http://organosi20.gr/>

Digital Games and Digital Media for Learning research group

<http://www.media.uoa.gr/~gouscos/digitalmedia4learning>

The Digital Games and Digital Media for Learning research group of the [Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens](#), focuses on the potential of new digital media (digital games, social media, digital storytelling, pervasive applications) to operate as frameworks for formal, informal, life-long and intergenerational learning. The group has developed collaborations with research groups in Greece and abroad such as the Learning Technology and Educational Engineering Laboratory (University of the Aegean), the Cultural and Educational Technology Institute (Athena Research Center), the Poisson Rouge project (Interactica), the Game Experience Lab (Eindhoven University of Technology).

The Digital Games and Digital Media for Learning research group is co-ordinated by Professor [Michalis Meimaris](#), Director of the Laboratory of New Technologies in Communication, Education and the Mass Media and Director of the University Research Institute of Applied Communication and Assistant Professor [Dimitris Gouscos](#), Faculty of Communication and Media Studies, University of Athens. The group comprises doctoral and postgraduate researchers including [Sotiris Kirginas](#), [Panagiotis Tragazikis](#), [Alexandra Nakou](#), [Ioanna Tsiavou](#), [Chara Mavroudi](#), [Eni Meliadou](#), [Marina Tomara](#), [Evgenia Siampanopoulou](#), [Tatiana Michailidou](#), [Christina Tatsi](#), [Menia Mavraki](#), [Katerina Fragkiskou](#), [Marianna Poutakidou](#), [Irina Chaidi](#), [Loukas Koutsikos](#), [Lia Mouchtari](#), [Manolis Spanoudakis](#) as well as affiliated researchers from other faculties.

selected research and education activities

ecoKtima, a new contract for experience and learning

<http://www.ecoktima.com>

The ecoKtima project has been conceived by a team led by Maria Filippi, in the context of her studies in the Joint MEd on ICT for Education (<http://www.ict.eecd.uoa.gr>), under the supervision of Prof. Michalis Meimaris and Assistant Prof. Dimitris Gouscos. The ecoKtima project, which is physically based on a farm located in a rural area some 25km outside Athens, Greece, aspires to offer a new contract for experience and learning, overcoming two important dichotomies: the one between learning and play, and the one between natural and digital environments. The ecoKtima facilities have been constructed as a traditional farm, augmented with digital media (wi-fi access, web cameras, QR codes, mobile devices) that allow to design and deploy applications delivering a hybrid experience while interacting with the natural environment and digital media at the same time. These capabilities support deployment of pervasive playful experiences, based on combinations of handheld devices, locative applications, digital games and physical outdoors play, which can in turn support scenarios for learning while playing and playing while learning. On top of that, ecoKtima offers a number of capabilities such as adopting and cultivating a farmyard, which can support re-connecting with nature and the environment and re-discovering a natural course of life. The online presence of the ecoKtima project is accessible on <http://www.ecoktima.com>.

The NTLab Digital Games and Digital Media for Learning research group collaborates with the ecoKtima project team under a project contract with national and EU funding for a period of 13 months (November 2012 – November 2013) period and is responsible for the following tasks :

- selection and study of state of the art digital games pertinent to ecotourism, protection of the environment, renewable energy sources and sustainable consumption
- selection and study of state of the art hybrid and pervasive applications pertinent to the above themes
- proposal of a methodology for design and development of a hybrid pervasive application for playful learning
- design of this application at the level of storytelling, plot and gameplay
- evaluation of the implementation of this application (to be realized by an independent third party)
- dissemination of project results to scientific conferences and journals as well as in events for the general public.

Mathisi 2.0 (Learning 2.0) – Awareness for exploiting On-line Tools and Communities for Education and Life-Long Learning

Mathisi 2.0 plus (Learning 2.0 plus) – Innovative youth initiatives and good practices for exploiting On-line Tools and Communities for Education and Life-Long Learning

<http://www.mathisi20.gr>

The Mathisi 2.0 (Learning 2.0) and Mathisi 2.0 plus (Learning 2.0 plus) initiatives aspire to bring forward the ways in which networking of youngsters and adults, teachers, students and parents, can enhance education and life-long learning. The specific objectives of the Mathisi 2.0 and Mathisi 2.0 plus initiatives are (1) to contribute towards awareness of youngsters, school and university students and teachers, parents and everyone else with a shared interest in education about new online tools (Web 2.0 tools, social media) and the collaborative potential that they bring to education and life-long learning; (2) to bring into contact individuals and organizations interested in networked learning, with a view to reinforcing their dialogue and cooperation; and (3) to promote initiatives actively undertaken by young people for exploitation and innovative uses of online tools and digital media for education and life-long learning and, through these initiatives, to high-light good practices. To this end, the following activities have been implemented:

- Development of web presence and information content on the <http://www.mathisi20.gr> website, as well as on online social media (wordpress, facebook, twitter, youtube) with approx. 2,000 unique visitors and 6,000 pageviews per month, plus more than 900 facebook fans.
- Implementation of two information days (Athens, June 2011 and June 2012) which have been broadcast online through live streaming and live tweeting and attracted an audience totaling more than 1,000 participants physically and online.

- Production of two white papers (Mathisi 2.0 white paper on July 2011, Mathisi 2.0 plus white paper on September 2012, both in Greek) for international advancements, good practices in Greece as well as open issues with respect to the exploitation of online digital media for education and life-long learning.
- Production of a series of videos with position statements of experts and lay people actively involved in the application of online digital media to education and life-long learning.
- Deployment of an online accessible database cataloguing people in Greece and abroad actively involved in networked learning (more than 300 entries).
- Open call for submission of innovative initiatives and good practices for exploiting networked digital media in education and life-long learning in Greece, and award of a good digital practice seal to 20 such initiatives implemented by teams of researchers, teachers and students from all over Greece at all levels of education (June 2012).
- Realization, for the first time in Greece, of a public debate with initial premise “social media are not dangerous for teenagers”, which was organized in collaboration with Intelligence Squared Greece (IQ2), an experienced journalist as debate coordinator and parents, teachers and teenager students as discussants in favor of and against the initial premise (June 2012).

The Mathisi 2.0 and Mathisi 2.0 plus initiatives have been implemented during 2011-2012 (Mathisi 2.0 initiative: January – July 2011, Mathisi 2.0 plus initiative: April – September 2013) by the University Research Institute of Applied Communication (URIAC) of the Faculty of Communication and Media Studies of the University of Athens, through funding by the Foundation for Youth and Life-Long Learning – National Agency and the General Secretariat for Youth, in the context of the ‘Youth in Action’ Programme of the European Commission.

Milia (Appletree), a storytelling platform

<http://www.media.uoa.gr/medialab/milia/>

This research project is focused on deploying Milia (Appletree), an open platform for social interactive digital storytelling. The Milia platform aims to support the representation, presentation and collaborative creation of any sort of stories in digital format. Applications of the platform can be found in storytelling per se, in education, in publishing and, more generally, in the publication of collaborative digital works. The Milia platform is freely accessible online at <http://www.media.uoa.gr/medialab/milia/>. The Milia digital storytelling platform has received, in October 2011, the Euromedia Seal of Approval award of Erasmus Euromedia Awards 2011.

Ilektrodomatio (Electroroom) - an interactive game for learning about electricity

<http://users.sch.gr/mtomara/ilektrodwmatio.html>

The Ilektrodomatio (Electroroom) game for learning has been developed by Panagiota-Marina Tomara, MSc, MEd, in the context of her Master’s thesis in the Joint MEd on ICT for Education (<http://www.ict.eecd.uoa.gr>), under the supervision of Assistant Prof. Dimitris Gouscos and Prof. Michalis Meimaris. The Ilektrodomatio game results from an effort to

implement a realistic interactive environment that simulates a real-world laboratory of electric circuits. The game is designed according to a discovery-based approach to knowledge, and incorporates features resulting from constructionist theories for learning. Its prime objective is to encourage learning through entertainment, and to this end it includes a large number of experiments, involving everyday life objects and appliances rather than laboratory-style experiments. The game is freely accessible on webpage <http://users.sch.gr/mtomara/ilektrodwmatio.html> and has attracted more than 2,000 visitors as of March 2013.

LO, a digital game for the water cycle

The LO game for learning has been developed by Xaris Mavroudi, MEd, in the context of her Master's thesis in the Joint MEd on ICT for Education (<http://www.ict.eed.uoa.gr>), under the supervision of Assistant Prof. Dimitris Gouscos and Prof. Michalis Meimaris. Lo is a digital game for learning intended to familiarize preschool and early primary school pupils with the water cycle. Conception and design of the game has been based on presumptive learning theory, with the objective to arouse the curiosity of children and challenge their ability to connect different forms of water with their everyday life experience, and thus arrive at conceptualizing the entire water cycle. The game's online version is currently under development.

Magiko Filtro (Magic Potion) - an adventure game for learning

<http://www.media.uoa.gr/epinoisi>

Magiko Filtro (Magic Potion) is an adventure-style game for learning that was developed for primary and secondary education students with mild intellectual disability during Nov 2007 – Nov 2008 within the EPINOISI project (Project Leader Prof. M. Meimaris, Co-ordinator Assist. Prof. D. Gouscos), by the Laboratory of New Technologies in Communication, Education and the Mass Media of the Univ. of Athens. The Magiko Filtro design and development team included about 15 researchers from disciplines such as interactive applications, animation and graphics design, special and primary education and communication studies. In June 2009, the Magiko Filtro game was awarded the Comenius Edumedia Medal. The Magiko Filtro game is available for free download (in greek, partners sought for translation) at <http://www.media.uoa.gr/epinoisi/tmf/tmf20.rar>.

EPINOISI R&D Project - Specialised Formation of General and Special Education Teachers and Production of Digital Game-Based Educational Material for Mild Intellectual Disability

<http://www.media.uoa.gr/epinoisi>

The EPINOISI R&D project has been implemented by the Laboratory of New Technologies in Communication, Education and the Mass Media of the Faculty of Communication and Mass Media Studies of the University of Athens and funded by the Greek Operational Programme for Education and Initial Vocational Training 2000-2006 (EPEAEK II) during November 2007 – November 2008, with the objective to realize a specialized formation program for

primary, secondary and special education teachers supporting students with mild intellectual disability (MID) and at the same time develop digital games-based learning (DGBL) material for MID students to be deployed and tested within the special classroom, as part of practical seminars and hands-on activities. Prof. Michalis Meimaris, Director of UoA NTLab, has contributed as scientifically responsible and Assistant Prof. Dimitris Gouscos as co-ordinator for the EPINOISI project.

The total duration of the EPINOISI formation program on DGBL for MID has extended to 400 teaching hours, of which 100 hours were allocated to seminars of theoretical formation and 300 hours to practical hands-on seminars, presentation of digital game-based educational material and supervised application of this material in the special classroom. Theoretical formation seminars have been realized during May – June 2008, whereas practical activities and supervised classroom application of digital game-based learning material took place during September – November 2008. The 200 teachers that attended this formation program have been selected from schools and cities from all over Greece and grouped in 20 formation classes located in 15 cities all over the country.

The Magic Potion is a digital adventure game for learning which has been developed in Greek by the EPINOISI project and covers language, mathematics, social and communication skills for students with mild intellectual disability. The Magic Potion game, together with accompanying material, is freely available from the EPINOISI project website to all project participants, as well as to all third persons interested in this application.

postgraduate courses on Learning and Entertainment in a Digital Environment and Deployment of Digital Applications

The Digital Games and Digital Media for Learning research group offers teaching support for the postgraduate courses on Learning and Entertainment in a Digital Environment and Deployment of Digital Applications of the Joint Master's Programme on ICT for Education (<http://www.ict.eecd.uoa.gr>).

The Learning and Entertainment in a Digital Environment course is focused on presenting theoretical background, methodology principles and technological tools for learning through digital gameplay, with emphasis on the use of games with a learning purpose as well as general-purpose commercial games; focus is placed on digital games-based learning and digital games-based teaching, for topics of the formal education curriculum as well as extra-curricular learning objectives.

The Deployment of Digital Applications course is focused on presenting theoretical background, methodology principles and technical tools for learning through playful interaction with digital media, with emphasis on the use of social media, social games, digital toy libraries, locative media, digital storytelling and intergenerational communication; focus is placed on topics of the formal education curriculum as well as extra-curricular learning objectives.

translation and scientific editing of the book “Digital Games-Based Learning”

Greek translation (scientific editing M. Meimaris) of the book “Digital Games-Based Learning” by Marc Prensky (<http://www.marcprensky.com>), Metaixmio Publications (Athens, 2009).

colloquium on “Play, Storytelling, Technology – in quest of the digital counterpart of human consolation”

The colloquium on “Play, Storytelling, Technology – in quest of the digital counterpart of human consolation” (Athens, June 2010) has been co-organized by the University Research Institute of Applied Communication and the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens. More than 15 invited speakers participated in the colloquium’s workprogramme.

international scientific conference ECGBL 2011 - 5th European Conference on Games-Based Learning and satellite events

www.academic-conferences.org/ecgbl/ecgbl2011/ecgbl11-home.htm

the 5th European Conference on Games-Based Learning (ECGBL 2011), which constitutes a central event in Europe, and one of the major events world-wide, for the scientific community of digital games-based learning, was organized in Athens, in October 2011, by the Laboratory of New Technologies in Communication, Education and the Mass Media, with the support of the University Research Institute of Applied Communication, Faculty of Communication and Media Studies, University of Athens and in collaboration with the Hellenic-American Union. The Laboratory of New Technologies in Communication, Education and the Mass Media organized, in collaboration with the above institutions, an additional series of satellite events to the main ECGBL conference, including the digital games for learning exhibition Serious Games Showcase & Best Practices (SGS-Best 2011), the digital media for learning exhibition Playful Learning Media (PlayLearn 2011), and a vocational specialization seminar on “Learning Based on Play, Storytelling and Technology” which, together with the main conference, attracted an audience totalling more than 400 participants with an active interest in the exploitation of digital games in learning processes.

selected publications

book chapters, peer-reviewed

- Dimitra Florou & Dimitris Gouscos, “Social media-based communities of practice for education in citizenship and sustainability”, in *Public Sector Reform Using Information Technologies: Transforming Policy into Practice*, Thanos Papadopoulos & Panagiotis Kanellis (eds), IGI Global, 2011, online available at <http://www.igi-global.com/chapter/social-media-based-communities-practice/56390>.
- Maria Saridaki, Dimitris Gouscos and Michalis Meimaris, “Digital Games-Based Learning for Students with Intellectual Disability”, in *Games-Based Learning*

Advancements for Multi-Sensory Human Computer Interfaces: Techniques and Effective Practices, Thomas Connolly, Mark Stansfield and Liz Boyle (eds), Information Science Reference Publishers, UK, 2009, ISBN 978-1-60566-360-9, pp.304-325.

book chapters, by invitation

- (in Greek) Alexandra Nakou, Dimitris Gouscos and Michalis Meimaris, “Educational approaches and practical capabilities for exploiting social media in learning processes”, Crisis and Governance of Educational Systems – Fourth International Colloquium on Educational Design, Rhodes Island, Greece, May 2011.
- (in Greek) Michalis Meimaris and Dimitris Gouscos, “The Game of Learning: Educational Processes with the help of Digital Games”, Change and Governance of Educational Systems – Second International Colloquium on Educational Design, Rhodes Island, Greece, May 2009.

journal papers, peer-reviewed

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Milia (AppleTree), a space for storytelling

<http://www.media.uoa.gr/medialab/milia>

The Laboratory of New Technologies in Communication, Education and the Mass Media, with the support of University Research Institute of Applied Communication (URIAC), presents Milia (AppleTree), an open platform for social interactive digital storytelling. The Milia platform aims to support the representation, presentation and collaborative creation of any sort of stories in digital format. Applications of the platform can be found in storytelling per se, in education, in publishing and, more generally, in the publication of collaborative digital works.

η Μηλιά, ένας χώρος αφήγησης

για τη μηλιά μηλιές και ιστορίες οι δικές σας μηλιές ο χάρτης μιλάστε μαζί μας

Διάλεξε μια Μηλοϊστορία:

η ιστορία του Λουθ

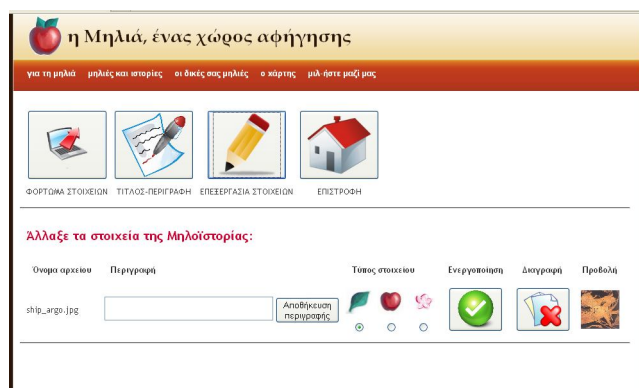
Storytelling has largely to do with the narration of a series of incidents that take place in space and time. The sequence of these incidents, as well as their potential overturns, is what makes storytelling different from other forms of speech. Development of the Milia storytelling platform has been based on the vision of offering to everyone interested the means to “plant” a story and see it grow up into a fruitful tree. Every apple tree holds a story, and the tree elements represent the story’s structure and contents.



The objective of the Milia project is to offer an online space where creators can make stories by planting their own trees, in digital fields or in their own digital gardens. In this way the Milia platform can enable creation of a data bank of interactive stories, which readers will have the right to extend and enrich with their own ideas and alternative versions. The Milia platform aspires to offer itself as a new instrument at the service of free expression, knowledge and creativity.



Milia can at the same time serve as a useful educational tool. Students can use it, for instance, to create their own stories or read and amend the stories of their classmates. Within this process they have the opportunity to practice and develop their language skills (grammar, syntax, vocabulary, expression), to become familiar with the art of story making and storytelling, to learn and appreciate the teamwork that will be necessary for creating and uploading their stories, and at the same time profit from hands-on experience with computers, the internet and interactive multimedia applications.



Last but not least, apart from its educational and creative aspects, Milia can also serve as a medium for preserving stories and narratives from the past, thus safeguarding the collective creations and memories of a community.

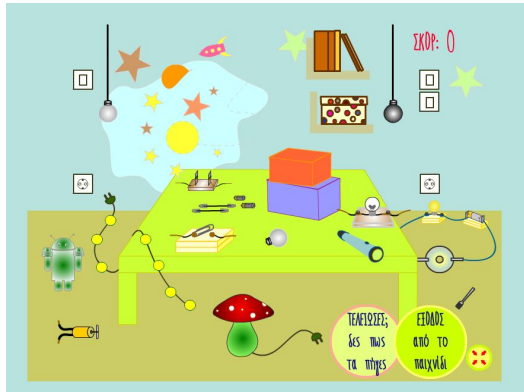
The Milia platform is developed by an interdisciplinary team of the Laboratory of New Technologies in Communication, Education and the Mass Media of the University of Athens, including Alexandros Douros, Electra Galani, Nikolas Perdikares, Manolis Spanoudakis and Evagelia Vardalachou. Dimitris Gouscos, Assistant Professor with the UoA Faculty of Communication and Media Studies coordinates the Milia development team and Professor Michalis Meimaris, Director of the Laboratory of New Technologies, is scientifically responsible for the Milia project.



Ilektrodomatio (Electroroom)

an interactive game for learning about electricity

<http://users.sch.gr/mtomara/ilektrodwmatio.html>

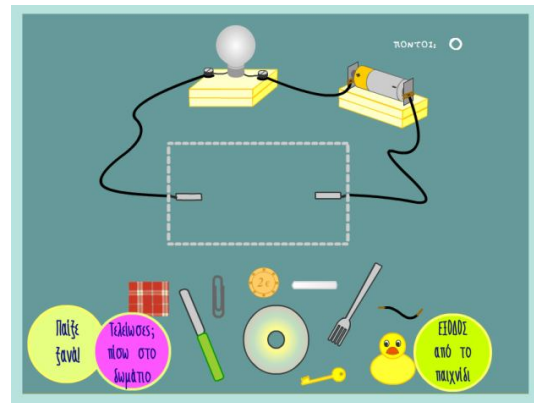


The Ilektrodomatio (Electroroom) game for learning has been developed by [Panagiota-Marina Tomara](#), MSc, MEd, in the context of her Master's thesis in the Joint MEd on ICT for Education (<http://www.ict.ecd.uoa.gr>), under the supervision of Assistant Prof. [Dimitris Gouscos](#) and Prof. [Michalis Meimaris](#).

The Ilektrodomatio game results from an effort to implement a realistic interactive environment that simulates a real-world laboratory of electric circuits. The game is designed according to a discovery-based approach to knowledge, and incorporates features resulting from constructionist theories for learning. Its prime objective is to encourage learning through entertainment, and to this end it includes a large number of experiments, involving everyday life objects and appliances rather than laboratory-style experiments.

The game is mainly intended for 11-12 y.o. students and intends to comply to the electricity subject matter of the official Greek curriculum for sciences in the 5th grade of primary school.

The Ilektrodomatio game has been developed on Macromedia Flash CS4, as a standalone application built on the ActionScript 3.0 programming language. All graphics are 2-dimensional and have been designed using Macromedia Flash CS4.



The game is freely accessible on webpage <http://users.sch.gr/mtomara/ilektrodwmatio.html> and has attracted more than 2,000 visitors as of March 2013.

For more information about the Ilektrodomatio game and other similar projects of researchers of the Laboratory of New Technologies in Communication, Education and the Mass Media please check the website of the Lab's [Digital Games and Digital Media for Learning research group](#).



LO, a digital game for the water cycle

<http://users.sch.gr/smayroudis/lo/>



The LO game for learning has been developed by [Xaris Mavroudi](#), MEd, in the context of her Master's thesis in the Joint MEd on ICT for Education (<http://www.icte.ecd.uoa.gr>), under the supervision of Assistant Prof. [Dimitris Gouscos](#) and Prof. [Michalis Meimaris](#).

Lo is a digital game for learning intended to familiarize preschool and early primary school pupils with the water cycle. Conception and

design of the game has been based on presumptive learning theory, with the objective to arouse the curiosity of children and challenge their ability to connect different forms of water with their everyday life experience, and thus arrive at conceptualizing the entire water cycle.

The game has been developed on Macromedia Flash, in a modular architecture consisting of five modules that correspond to different parts of the water cycle. There are modules dedicated at reflecting about what happens when water falls to the ground, how the water travels through the soil, how it arrives at sea, what happens when it evaporates and goes up to the sky, what happens when it falls on the mountains in the form of snow.



All the scenes and graphics of the game have been created using hand-made animation, with materials such as paper, ropes, modeling clay, as well as some drawings, with a twofold objective: develop game aesthetics that appeal to children, and at the same time demystify in their eyes the process of building a digital game and the freedom to realize their ideas.



For more information about the LO game and other similar projects of researchers of the Laboratory of New Technologies in Communication, Education and the Mass Media please check the website of the Lab's [Digital Games and Digital Media for Learning research group](#).

appendix L – RTD projects experience in NTLab (2006-2015)

During years 2006-2015, co-ordination of nationally-funded RTD projects of the Laboratory of New Technologies in Communication, Education and the Mass Media, Faculty of Communication and Media Studies, University of Athens, implemented by researchers at a postgraduate, doctoral and postdoctoral level.

L.1 ecoKtima hybrid platform for playful learning

<http://www.ecoktima.com>

project description

The ecoKtima project has been conceived by a team led by [Maria Filippi](#), in the context of her studies in the Joint MEd on ICT for Education (<http://www.ict.ecd.uoa.gr>), under the supervision of Prof. Michalis Meimaris and Assistant Prof. Dimitris Gouscos. The ecoKtima project, which is physically based on a farm located in a rural area some 25km outside Athens, Greece, aspires to offer a new contract for experience and learning, overcoming two important dichotomies: the one between learning and play, and the one between natural and digital environments. The ecoKtima facilities have been constructed as a traditional farm, augmented with digital media (wi-fi access, web cameras, QR codes, mobile devices) that allow to design and deploy applications delivering a hybrid experience while interacting with the natural environment and digital media at the same time. These capabilities support deployment of pervasive playful experiences, based on combinations of handheld devices, locative applications, digital games and physical outdoors play, which can in turn support scenarios for learning while playing and playing while learning. On top of that, ecoKtima offers a number of capabilities such as adopting and cultivating a farmyard, which can support re-connecting with nature and the environment and re-discovering a natural course of life. The online presence of the ecoKtima project is accessible on <http://www.ecoktima.com>.

contribution to the project

Coordination of a research team of the Laboratory of New Technologies in Communication, Education and the Mass Media (scientifically responsible: Prof. M. Meimaris) for research and design of a pervasive application for the ecoKtima project, offering a hybrid play and learning experience.

The NTLab research team collaborates with the ecoKtima project team under a project contract with national and EU funding for a period of 13 months (November 2012 – November 2013) period and is responsible for the following tasks:

- selection and study of state of the art digital games pertinent to ecotourism, protection of the environment, renewable energy sources and sustainable consumption;

- selection and study of state of the art hybrid and pervasive applications pertinent to the above themes;
- proposal of a methodology for design and development of a hybrid pervasive application for playful learning;
- design of this application at the level of storytelling, plot and gameplay;
- evaluation of the implementation of this application (to be realized by an independent third party);
- dissemination of project results to scientific conferences and journals as well as in events for the general public.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/ecoKtima%20leaflet%20EN.pdf>

L.2 Pilot Research for Choose4Greece

<http://www.choose4greece.com>

project description

Choose4Greece is a joint academic project involving researchers from: a) Department of Communication and Internet Studies, Cyprus University of Technology, b) Department of Psychology, Aristotle University of Thessaloniki c) e-Democracy Centre, Center for Democracy Aarau, University of Zurich d) Department of Public Administration, University of Twente and e) Nuffield College, University of Oxford, f) Department of Journalism & Mass Communication, Aristotle University of Thessaloniki.

The project is focused on deploying and field-level testing, through a series of real-world pilots, a voting advice application (VAA) in the form of an online platform freely accessible to the general public, that can guide online users through a series of questions pertinent to their views on contemporary political issues, and eventually provide advice as to their proximity of their views with those currently proclaimed by political parties.

contribution to the project

Organization of a pilot research for testing the Choose4Greece online platform (Athens, October-November 2012), with the participation of 23 undergraduate and 10 postgraduate students of the Faculty of Communication and Media Studies, University of Athens. Reporting of results and lessons learnt to the project's lead researchers.

L.3,4 Mathisi 2.0 (Learning 2.0) and Mathisi 2.0 plus Initiatives – Awareness and Good Practices for exploiting On-line Tools and Communities for Education and Life-Long Learning

<http://www.mathisi20.gr>

projects description

The Mathisi 2.0 (Learning 2.0) initiative aspires to bring forward the ways in which networking of youngsters and adults, teachers, students and parents, can enhance education and life-long learning.

Many teachers, students and parents until recently had the opportunity to express their opinions and shape advancements only through representation structures that, out of their very nature, synthesize individual views in an overly generic way. Web 2.0 tools, on the other hand, give nowadays to all stakeholders a chance to have a loud voice and participation in the educational state of play.

The objective of the Mathisi 2.0 initiative is to contribute towards awareness of youngsters, school and university students and teachers, parents and everyone else with a shared interest in education about new online tools (Web 2.0 tools, social media) and the collaborative potential that they bring to education and life-long learning. Additionally, this initiative aims to bring into contact individuals and organizations interested in networked learning, with a view to reinforcing their dialogue and cooperation.

To this end, the Mathisi 2.0 initiative makes extended use of online platforms for awareness, networking and exchange of ideas and viewpoints. The mathisi20.gr website constitutes the focal point of the initiative for collecting and re-distributing useful news and materials for advancements in social networking and education, whereas the mathisi20.wordpress.com blog publishes selected opinion posts with a view to encouraging discussion and public dialogue.

Presence in social networking channels such as youtube, facebook and twitter contributes to the set up, strengthening and continued awareness of user communities around these issues.

Additional actions like the information days that have been organized by the Mathisi 2.0 and Mathisi 2.0 plus initiatives in Athens on July 2011 and July 2012 have given the opportunity for live meetings and contacts between all interested individuals.

The Mathisi 2.0 plus initiative which has run during 2012, as a follow-up to the initial Mathisi 2.0 initiative (2011), has explicitly focused on mobilising Greek teachers and educators that actively engage in using social media for educational processes at all levels (primary, secondary and tertiary education) with a view to gathering and promoting good practices and innovative efforts. To this end, the Mathisi 2.0 plus initiative has created a digital good practice seal and issued a public call for social media-based educational practices. Some 100 submissions have been collected as a response to this call, from which 20 have been awarded the Mathisi 2.0 plus good

practice seal, for posting on their websites, whereas 40 more have gained a special mention of interest.

Additionally, in the context of its June 2012 information day, the Mathisi 2.0 plus initiative has organized, in collaboration with Intelligence Squared (IQ2) Greece, a debate with the participation of students, parents and teachers on the risks and benefits of social media for teenagers.

The Mathisi 2.0 project (scientifically responsible: Prof. M. Meimaris) has been implemented during January – July 2011 by the University Research Institute of Applied Communication (URIAC) of the Faculty of Communication and Media Studies of the University of Athens and sponsored through funding by the General Secretariat for Youth – Institute for Youth, in the context of the Youth in Action Programme of the European Commission. The Mathisi 2.0 plus project (scientifically responsible: Prof. M. Meimaris) has been implemented during March – July 2012 by the University Research Institute of Applied Communication (URIAC) of the Faculty of Communication and Media Studies of the University of Athens and sponsored through funding by the Institute for Youth and Life-Long Learning – Greek National Agency and the General Secretariat for Youth, in the context of the Youth in Action Programme of the European Commission.

contribution to the projects

Coordinator for the implementation of all project actions of the Mathisi 2.0 and Mathisi 2.0 plus initiatives, including

- the projects' online presence and information content on social media;
- the Mathisi 2.0 and Mathisi 2.0 plus white papers on the exploitation of social media for education and life-long learning (in Greek);
- the Mathisi 2.0 and Mathisi 2.0 plus online database for people active in social media-based learning in Greece and abroad;
- the Mathisi 2.0 and Mathisi 2.0 plus information days and invited talks (June 2011 and June 2012, respectively, Athens, DAIS Cultural Center, 700+ participants in total on site and through live streaming / live tweeting);
- the Mathisi 2.0 plus good practice seal, and the associated call for proposals and evaluation process;
- the Mathisi 2.0 plus debate on the risks and benefits of social media for teenagers;
- the Mathisi 2.0 and Mathisi 2.0 plus project final reports (in Greek).

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/Mathisi20%20leaflet%20EN.pdf>

L.5 Obstacles and opportunities for the adoption of participatory digital communication services and e-governance – “Kapodistrias” Programme

project description

This research has been funded by the Kapodistrias Programme of the Special Account of Research Grants of the University of Athens and focused on the obstacles and opportunities for the adoption of participatory digital communication services and e-governance.

Modern capabilities for participatory and peer-to-peer digital communication, through symmetric interaction media such as online social networks, blogs and user-generated content on platforms like wikis, filetubes and podcasts are rapidly developing over the internet. At the same time, their social penetration is delimited by traditional problems of lack of digital access and technological literacy, which force large groups of populations to the role of observers, rather than active participants, for these developments. These new services, on the other hand, offer themselves to the development of applications for multi-way, multi-correspondent communication which are especially required in domains such as that of electronic governance, to be understood in the broader sense of electronic participation of the public to the commons, besides and on top of conventional e-administration services. Schemes for the electronic implementation of democratic processes, such as e-consultations, can have some essential benefits from their osmosis with these technological capabilities for participatory digital communication.

This project has produced a number of publications (3 conference papers, plus one edited volume chapter) and research results on the above issues. The project has also organized a thematic session on “Open Governance and Participatory Discourse: towards an effective digital collectivity?”, within the 5th annual series of lectures Communication Issues 2009-2010 (Athens, April 2010).

The project has been implemented during academic years 2008-09, 2009-10 και 2010-11 and completed in July 2011.

contribution to the project

Scientific responsibility for the project and coordination of an interdisciplinary research group comprising Prof. Panagiotis Georgiadis, Faculty of Informatics and Telecommunications, Prof. Andreas Papandreou, Faculty of Economics, Doctoral Candidate Chara Delopoulos, Joint Master’s Programme on Economics and Administration of Telecommunication Networks, and Doctoral Candidate Eleni-Revekka Staiou, Faculty of Communication and Media Studies, University of Athens.

L.6 EPINOISI R&D Project – Specialised Formation of General and Special Education Teachers and Production of Digital Game-Based Educational Material for Mild Intellectual Disability

<http://www.media.uoa.gr/epinoisi>

project description

The EPINOISI R&D project has been implemented by the Laboratory of New Technologies in Communication, Education and the Mass Media of the Faculty of Communication and Mass Media Studies of the University of Athens and funded by the Greek Operational Programme for Education and Initial Vocational Training 2000-2006 (EPEAEK II) during November 2007 – November 2008, with the objective to realize a specialized formation program for primary, secondary and special education teachers supporting students with mild intellectual disability (MID) and at the same time develop digital games-based learning (DGBL) material for MID students to be deployed and tested within the special classroom, as part of practical seminars and hands-on activities. Prof. Michalis Meimaris, Director of UoA NTLab, has contributed as scientifically responsible and Assistant Prof. Dimitris Gouscos as co-ordinator for the EPINOISI project.

The total duration of the EPINOISI formation program on DGBL for MID has extended to 400 teaching hours, of which 100 hours were allocated to seminars of theoretical formation and 300 hours to practical hands-on seminars, presentation of digital game-based educational material and supervised application of this material in the special classroom. Theoretical formation seminars have been realized during May – June 2008, whereas practical activities and supervised classroom application of digital game-based learning material took place during September – November 2008. The 200 teachers that attended this formation program have been selected from schools and cities from all over Greece and grouped in 20 formation classes located in 15 cities all over the country.

Besides the long-ago established importance of gameplay as a privileged framework for learning and socialization, which promotes equality alongside with acceptance of differences, motivation through challenge and absence of punishment in the case or errors, modern digital games enjoy a number of additional features such as their enhanced capability to simulate real-world and everyday-life situations in a straightforward fashion, as well as their ability to attract player's engagement through augmented playability mechanisms and balanced game feedback. All these features make digital games a most promising learning tool, in both formal and informal settings and for general and special education alike.

contribution to the project

Coordinator for the implementation of the EPINOISI R&D Project, responsible for

- implementation of the specialized formation program (program planning, scheduling and set-up, selection of trainers and trainees, theoretical formation seminars, practical hands-on seminars, supervised in-class application of digital game-based learning material, evaluation of the entire program by the trainees), as well as
- development of digital games-based learning material from the EPINOISI development team (design of educational objectives, selection of free online digital games for learning, development of support and reference materials for the practical hands-on seminars and supervised in-class application activities of the specialized formation program).

Organizing co-ordination and participation as a speaker in the training and dissemination events that have been implemented by the EPINOISI project :

- 1-day seminar for initial training of the EPINOISI trainers (Athens, April 2008);
- 1-day workshop for the general public on “Using digital games-based educational material for students with mild intellectual disabilities” (Nafplio, Greece, July 2008);
- 2-day workshop for the EPINOISI trainers on “Educational Material for Students with Mild Intellectual Disabilities Based on Digital Games for Learning” (Athens, September 2008);
- 2-day workshop for the EPINOISI trainers on “Open Tools for Developing Digital Games and Interactive Applications with a Learning Purpose” (Athens, October 2008);
- final dissemination event of the EPINOISI R&D project results (Athens, November 2008).

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/EPINOISI%20leaflet%20EN.pdf>

L.7 Magiko Filtro (Magic Potion) digital game for learning

<http://www.media.uoa.gr/epinoisi/tmf/tmf20.rar>

project description

The ‘Magiko Filtro’ (‘Magic Potion’) is a digital adventure game for learning which has been developed in Greek by the EPINOISI project and covers language, mathematics, social and communication skills for students with mild intellectual disability. The Magic Potion 2.0 game, together with accompanying material, is freely available from the EPINOISI project website to all project participants, as well as to all third persons interested in this application.

Magiko Filtro is a stand-alone Flash application but not a single-hero game; there is a whole company of characters who alternate in the control of the player and aid each other. The game is made up of four episodes (corresponding to the pursuit of the four colours of a missing rainbow), comprising narrative scenes and some 20 micro-games in total (maths, language, everyday life skills). Yet, this structure is loosely-coupled; episodes can be entered and exited at any time and in any turn, narrative scenes and microgames can be played or skipped. There is no memory (objects gained etc) persistent beyond the boundaries of any single episode, in order to avoid linear dependencies in the game flow. This is in line with the educational process itself for the game's intended audience, which is highly characterized by non-linear changes of the learning subjects. The language and maths micro-games are also available as stand-alone games with an interface for loading dynamic content such as teacher-defined vocabulary and arithmetic problems.

Magiko Filtro v1.0 has been internally released for in-class testing by about 200 trainees of the EPINOISI project (special education teachers) and about 500 special education students during Oct – Nov 2008. Evaluation results have been positive regarding game play and demanding for additional enhancements in learning contents. The final version of the game incorporates this feedback and was publicly released in March 2009.

The Magic Potion digital adventure game for learning, which has been developed in Greek by the EPINOISI project has received, in June 2009, the Comenius Edumedia Medal award of Comenius Edumedia Awards 2009.

contribution to the project

Coordinator of the research and development team for the implementation of the 'Magiko Filtro' digital game for learning, responsible for

- design of educational objectives;
- development of the 'Magiko Filtro' digital adventure game for learning;
- development of support and reference materials for the practical hands-on seminars on using the game;
- supervised in-class application activities of the game;
- evaluation of the game, improvements and final release of 'Magiko Filtro 2.0'.

⇒ *further details available:*

<http://www.media.uoa.gr/~gouscos/MagikoFiltro%20leaflet%20EN.pdf>

ecoKtima, a new contract for experience and learning

<http://www.ecoktima.com>



The ecoKtima project has been conceived by a team led by [Maria Filippi](#), in the context of her studies in the Joint MEd on ICT for Education (<http://www.ict.ecd.uoa.gr>), under the supervision of Prof. [Michalis Meimaris](#) and Assistant Prof. [Dimitris Gouscos](#).

The ecoKtima project, which is physically based on a farm located in a rural area some 25km outside Athens, Greece, aspires to offer a new contract for experience and learning, overcoming two important dichotomies: the one between learning and play, and the one between natural and digital environments.

The ecoKtima facilities have been constructed as a traditional farm, augmented with digital media (wi-fi access, web cameras, QR codes, mobile devices) that allow to design and deploy applications delivering a hybrid experience while interacting with the natural environment and digital media at the same time.

These capabilities support deployment of pervasive playful experiences, based on combinations of handheld devices, locative applications, digital games and physical outdoors play, which can in turn support scenarios for learning while playing and playing while learning. On top of that, ecoKtima offers a number of capabilities such as adopting and cultivating a farmyard, which can support re-connecting with nature and the environment and re-discovering a natural course of life.



The online presence of the ecoKtima project is accessible on <http://www.ecoktima.com>.

For more information about other similar projects of researchers of the Laboratory of New Technologies in Communication, Education and the Mass Media please check the website of the Lab's [Digital Games and Digital Media for Learning research group](#).



Mathisi 2.0 (Learning 2.0) Initiative

Awareness

for exploiting On-line Tools and Communities for Education and Life-Long Learning

Mathisi 2.0 plus (Learning 2.0 plus) Initiative

Innovative youth initiatives and good practices for exploiting On-line Tools and Communities for Education and Life-Long Learning



The Mathisi 2.0 (Learning 2.0) and Mathisi 2.0 plus (Learning 2.0 plus) initiatives aspire to bring forward the ways in which networking of youngsters and adults, teachers, students and parents, can enhance education and life-long learning. The specific objectives of the Mathisi 2.0 and Mathisi 2.0 plus initiatives are (1) to contribute towards awareness of youngsters, school and university students and teachers, parents and everyone

else with a shared interest in education about new online tools (Web 2.0 tools, social media) and the collaborative potential that they bring to education and life-long learning; (2) to bring into contact individuals and organizations interested in networked learning, with a view to reinforcing their dialogue and cooperation; and (3) to promote initiatives actively undertaken by young people for exploitation and innovative uses of online tools and digital media for education and life-long learning and, through these initiatives, to high-light good practices. To this end, the following activities have been implemented:

- Development of web presence and information content on the <http://www.mathisi20.gr> website, as well as on online social media (wordpress, facebook, twitter, youtube) with approx. 2,000 unique visitors and 6,000 pageviews per month, plus more than 900 facebook fans.





- Implementation of two information days (Athens, June 2011 and June 2012) which have been broadcast online through live streaming and live tweeting and attracted an audience totaling more than 1,000 participants physically and online.
- Production of two white papers (Mathisi 2.0 white paper on July 2011, Mathisi 2.0 plus white paper on September 2012, both in Greek) for international advancements, good practices in Greece as well as open issues with respect to the exploitation of online digital media for education and life-long learning.
- Production of a series of videos with position statements of experts and lay people actively involved in the application of online digital media to education and life-long learning.
- Deployment of an online accessible database cataloguing people in Greece and abroad actively involved in networked learning (more than 300 entries).
- Open call for submission of innovative initiatives and good practices for exploiting networked digital media in education and life-long learning in Greece, and award of a good digital practice seal to 20 such initiatives implemented by teams of researchers, teachers and students from all over Greece at all levels of education (June 2012).
- Realization, for the first time in Greece, of a public debate with initial premise “social media are not dangerous for teenagers”, which was organized in collaboration with Intelligence Squared Greece (IQ2), an experienced journalist as debate coordinator and parents, teachers and teenager students as discussants in favor of and against the initial premise (June 2012).

The Mathisi 2.0 and Mathisi 2.0 plus initiatives have been implemented during 2011-2012 (Mathisi 2.0 initiative: January – July 2011, Mathisi 2.0 plus initiative: April – September 2013) by the University Research Institute of Applied Communication (URIAC) of the Faculty of Communication and Media Studies of the University of Athens, through funding by the Foundation for Youth and Life-Long Learning – National Agency and the General Secretariat for Youth, in the context of the ‘Youth in Action’ Programme of the European Commission.





scientifically responsible for the
Mathisi 2.0 and Mathisi 2.0 plus
initiatives

Professor Michalis Meimaris
Director, Laboratory for New Technologies
in Communication, Education and the Mass Media

co-ordinator for the Mathisi 2.0
and Mathisi 2.0 plus initiatives

Dr. Dimitris Gouscos
Assistant Professor,
Faculty of Communication and Media Studies

Mathisi 2.0 reference site		http://www.mathisi20.gr
Mathisi 2.0 blog		http://mathisi20.wordpress.com/
Mathisi 2.0 on facebook		http://www.facebook.com/mathisi20
Mathisi 2.0 on twitter		http://www.twitter.com/mathisi20
Mathisi 2.0 on youtube		http://www.youtube.com/user/mathisi20
contact email		info@mathisi20.gr



EPINOISI R&D Project

Specialised Formation of General and Special Education Teachers and Production of Digital Game-Based Educational Material for Mild Intellectual Disability

<http://www.media.uoa.gr/epinoisi>

The EPINOISI R&D project has been implemented by the Laboratory of New Technologies in Communication, Education and the Mass Media of the Faculty of Communication and Mass Media Studies of the University of Athens and funded by the Greek Operational Programme for Education and Initial Vocational Training 2000-2006 (EPEAEK II) during November 2007 – November 2008, with the objective to realize a specialized formation program for primary, secondary and special education teachers supporting students with mild intellectual disability (MID) and at the same time develop digital games-based learning (DGBL) material for MID students to be deployed and tested within the special classroom, as part of practical seminars and hands-on activities. Prof. Michalis Meimaris, Director of UoA NTLab, has contributed as scientifically responsible and Assistant Prof. Dimitris Gouscos as co-ordinator for the EPINOISI project.

theoretical formation and practical training activities for mild intellectual disability

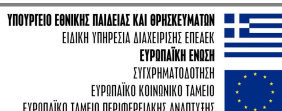
The total duration of the EPINOISI formation program on DGBL for MID has extended to 400 teaching hours, of which 100 hours were allocated to seminars of theoretical formation and 300 hours to practical hands-on seminars, presentation of digital game-based educational material and supervised application of this material in the special classroom. Theoretical formation seminars have been realized during May – June 2008, whereas practical activities and supervised classroom application of digital game-based learning material took place during September – November 2008. The 200 teachers that attended this formation program have been selected from schools and cities from all over Greece and grouped in 20 formation classes located in 15 cities all over the country.

development of digital games-based educational material

Besides the long-ago established importance of gameplay as a privileged framework for learning and socialization, which promotes equality alongside with acceptance of differences, motivation through challenge and absence of punishment in the case or errors, modern digital games enjoy a number of additional features such as their enhanced capability to simulate real-world and everyday-life situations in a straightforward fashion, as well as their ability to attract player's engagement through augmented playability mechanisms and balanced game feedback. All these features make digital games a most promising learning tool, in both formal and informal settings and for general and special education alike.

The Magic Potion 2.0 – final release, March 2009

The Magic Potion 2.0 is a digital adventure game for learning which has been developed in greek by the EPINOISI project and covers language, mathematics, social and communication skills for students with mild intellectual disability. The Magic Potion 2.0 game, together with accompanying material, is freely available from the EPINOISI project website to all project participants, as well as to all third persons interested in this application.





Magiko Filtro (Magic Potion)

an adventure game for learning



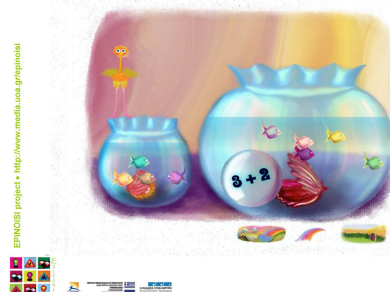
Magiko Filtro (Magic Potion) is an adventure-style game for learning that was developed for primary and secondary education students with mild intellectual disability during Nov 2007 – Nov 2008 within the EPINOISI project (Project Leader Prof. M. Meimaris, Co-ordinator Assist. Prof. D. Gouscos), by the Laboratory of New Technologies in Communication, Education and the Mass Media of the Univ. of Athens. The Magiko Filtro design and development team included about 15 researchers from disciplines such as interactive applications, animation and graphics design, special and primary education and communication studies.



Magiko Filtro is a stand-alone Flash application but not a single-hero game; there is a whole company of characters who alternate in the control of the player and aid each other. The game is made up of four episodes (corresponding to the pursuit of the four colours of a missing rainbow), comprising narrative scenes and some 20 micro-games in total (maths, language, everyday life skills). Yet, this structure is loosely-coupled; episodes can be entered and exited at any time and in any turn, narrative scenes and micro-games can be played or skipped. There is no memory (objects gained etc) persistent beyond the boundaries of any single episode, in order to avoid linear

dependencies in the game flow. This is in line with the educational process itself for the game's intended audience, which is highly characterized by non-linear changes of the learning subjects. The language and maths micro-games are also available as stand-alone games with an interface for loading dynamic content such as teacher-defined vocabulary and arithmetic problems.

Magiko Filtro v1.0 has been internally released for in-class testing by about 200 trainees of the EPINOISI project (special education teachers) and about 500 special education students during Oct – Nov 2008. Evaluation results have been positive regarding game play and demanding for additional enhancements in learning contents. The final version of the game incorporates this feedback and was publicly released in March 2009. In June 2009, the Magiko Filtro game was awarded the Comenius Edumedia Medal.



For more information on the EPINOISI project please visit <http://www.media.uoa.gr/epinoisi>. The Magiko Filtro game is available for free download (in greek, partners sought for translation) at <http://www.media.uoa.gr/epinoisi/tmf/tmf20.rar>.

appendix M – RTD projects experience in GSIS, DIT (1989-2004)

During years 1989-2004, involvement in lead technical roles in the following EU-funded RTD projects of the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance and the Department of Informatics and Telecommunications of the University of Athens:

- [1] Cross-Border Business Intermediation through Electronic Seamless Services (CB-BUSINESS, IST-2001-33147, April 2002 – March 2004, budget 2,9 mn. EUR, scientifically responsible for the University of Athens Prof. P. Georgiadis).

[participation throughout the project, as technical co-ordinator of project implementation for the University of Athens]

The CB-BUSINESS project has developed an online intermediation hub for offering integrated one-stop e-government services, with a special focus on cases of complex cross-border transactions.

- [2] A Governmental Knowledge-Based Platform for Public Sector Online Services (SMARTGOV, IST-2001-35399, February 2002 – January 2004, budget 3,2 mn. EUR, project leader Prof. C. Halatsis, scientifically responsible for the University of Athens Prof. P. Georgiadis).

[participation during February 2002 – January 2003]

The SMARTGOV project has developed a knowledge-based technical platform for modeling and creating new e-government services and transactions.

- [3] Integrated Public Information Systems (IPIS, IST-1999-12272, February 2000 – January 2003, budget 2,4 mn. EUR, scientifically responsible for the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance Prof. P. Georgiadis).

[participation during February 2000 – January 2001, as technical co-ordinator of project implementation for the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance]

The IPIS project has delivered the design and pilot implementation of an online information system for combined and harmonized statistical information from public data sources.

- [4] Application & Assessment of Parallel Programming Using Logic (APPLAUSE, ESPRIT Programme, June 1992 - October 1995, scientifically responsible for the University of Athens Prof. C. Halatsis).

[participation during June 1992 – April 1994 and May 1995 – October 1995]

The APPLAUSE project has developed a pilot tourist information system with an agent-based architecture, with a view to evaluating the Eclipse programming language, a parallel programming Prolog dialect for creating expert systems.

Within the APPLAUSE project, design, development and integration of an HTML-based interface for online access to the pilot tourist information system and

implemented an experimental HTTP server in Eclipse, during a work assignment with the European Computer Industry Research Center (ECRC), Munich, Germany (August 1995).

- [5] Standard Authoring Facilities Environment (SAFE, DELTA Programme, March 1989 - February 1991, scientifically responsible for the University of Athens Prof. M. Hatzopoulos).

[participation throughout the project in the SAFE HYPERATE research group]

The SAFE project has delivered a reference environment for creating multimedia and hypermedia educational materials. The SAFE HYPERATE research group designed an object-oriented database for educational materials.

appendix N – ICT projects and studies experience in GSIS (1997-2002)

The mission of the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance includes the organizational co-ordination and technical management of the development and deployment of electronic services and integrated information systems of the Greek Ministry of Economy and Finance, as well as technical support for the operations of the Ministry's IT Data Center (KEPYO).

In this context, during years 1997-2002, involvement in lead roles with technical consultancy and co-ordination responsibilities in the following ICT projects and studies of the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance:

- [1] Strategic After Plan of the TAXIS Integrated Information System for Taxation
Participation in the task force of the General Secretariat for Information Systems for developing the strategic after plan of the TAXIS Integrated Information System for Taxation, including business planning and specifications for projects to deploy information and transaction services on top of the TAXIS ICT and data infrastructures.
- [2] Design of Online Services of the General Secretariat for Information Systems
Participation in the task force that has designed and deployed the website of the General Secretariat for Information Systems (<http://www.gsis.gov.gr>), as well as online services for general information to the public, two-way communication and interconnectivity with third websites of the Greek public sector.
- [3] Operational Design of TAXISnet Electronic Services
Co-ordination of a task force of the General Secretariat for Information Systems for developing technical specification for the pilot service of filing VAT declarations online. Participation in the design, development and deployment of the TAXISnet e-service (<http://www.taxisnet.gr>) of the General Secretariat for Information Systems for online filing of tax forms, as well as in the design of extended services for issue of tax certificates, tax payments and returns through the banking system as well as personalised tax record information.

The TAXISnet electronic services, which have been the first e-government services successfully rolled-out in Greece, have received an eEurope Good Practice Label award on November 2001.

- [4] Technical Specifications for the Migration of Operational Processes and ICT Infrastructures of the Greek Ministry of Economy and Finance to the single Euro Currency
Participation in the write-up of technical specifications and call for tenders for a study to identify the impact of migration to the single Euro currency for the Greek public sector information systems, and evaluation of the final technical

deliverables of this study. Editing of a white paper of the General Secretariat for Information Systems for the adaptation of the operational processes and ICT infrastructures of the Greek Ministry of Economy and Finance to the single Euro currency.

- [5] Technical Specifications for the IT Business Plan of the Greek Agency for the Prosecution of Financial Crime (SDOE)

Participation in the write-up of technical specifications and call for tenders for the IT Business Plan of the Greek Agency for the Prosecution of Financial Crime, and evaluation of the final technical deliverables of this project. Participation in the write-up of technical specifications and call for tenders for development of an integrated information system for the Greek Agency for the Prosecution of Financial Crime.

- [6] Technical Specifications for the Organizational and Administrative Modernization Programme of the Greek Ministry of Economy and Finance

Participation in the write-up of technical specifications and call for tenders for the Organizational and Administrative Modernization Programme of the Greek Ministry of Economy and Finance, and evaluation of the final technical deliverables of this project.

- [7] Design of Information Content for the Citizen Guide of the General Secretariat for Information Systems

Participation in the design and editing of contents for the Volume 1 of the Citizen Guide which has been published by the General Secretariat for Information Systems of the Greek Ministry of Economy and Finance.

- [8] Technical consultancy for special issues relevant to the development and roll-out of the TAXIS Integrated Information System for Taxation

Provision of technical consultancy for the following issues relevant to the development and roll-out of the TAXIS Integrated Information System for Taxation of the Greek Ministry of Economy and Finance: evaluation sheets for internal stakeholders and the public regarding the quality of the TAXIS level of service as well as the exploitation of the capabilities of this information system; special issues relevant to the network, security and interoperability architecture of TAXIS; holistic time schedule and proposals for accompanying activities for the roll-out of TAXIS to the tax offices all over Greece; technical specifications for deploying TAXIS in the central premises of the Greek Ministry of Economy and Finance.

- [9] Technical Specifications for the Technical and Administrative Consultant of the Greek Ministry of Economy and Finance

Participation in the write-up of the technical specifications and call for tenders for selecting the technical and administrative consultant of the Greek Ministry of Economy and Finance for implementing the ICT projects funded by the EU 3rd Community Support Framework.

- [10] Technical Specifications for a Security and Risk Assessment Study for the Information Systems of the Greek Ministry of Economy and Finance
- Participation in the write-up of the technical specifications and call for tenders for selecting the tenderer to deliver a security and risk assessment study for the Information Systems of the Greek Ministry of Economy and Finance.
- [11] Technical Specifications for a Y2K Migration Study for the Information Systems of the Greek Ministry of Economy and Finance
- Participation in the write-up of the technical specifications and call for tenders for selecting the tenderer to deliver a Y2K migration study for the Information Systems of the Greek Ministry of Economy and Finance.

appendix O – ICT projects and studies experience in DIT (1990-2004)

During years 1990-2004, involvement in the following nationally-funded ICT projects and studies of the Department of Informatics and Telecommunications of the University of Athens:

- [1] Study of Best Practices for Development and Deployment of Electronic Government Services (Politeia Operational Programme, Greek Ministry of Interior, Public Administration and Decentralization, December 2003 – October 2004, budget 44.000 EUR, scientifically responsible for the University of Athens Prof. G. Gyftodimos).
- [participation during March 2004 – July 2004, as technical co-ordinator of project implementation for the University of Athens]
- This study has selected and compared case of best practice for the development and deployment of e-government service in the EU and at an international scale, and identified critical success factors for such projects.
- [2] Management of Quality Assurance Systems through Enterprise Information Portals (MQSEIP, e-Business Programme of the Greek General Secretariat for Research and Technology, October 2003 – March 2005, budget 0,7 mn. EUR, scientifically responsible for the University of Athens Prof. P. Georgiadis).
- [participation during October 2003 – March 2004, as technical co-ordinator of project implementation for the University of Athens]
- This project has designed and developed a pilot enterprise information platform, using intranet and workflow management technology, for monitoring and managing quality assurance processes of the ISO 9000 standard.
- [3] Preliminary Study and Write-Up of the Call for Tenders for the Integrated Information System of the Greek Organization for Management of Public Materials (ODDY) (December 2002 – May 2003, scientifically responsible Prof. L. Merakos).
- [participation during April 2003 – May 2003]
- This project has delivered a preliminary study and call for tenders for the selection of the tenderer to develop the Integrated Information System of the Greek Organization for Management of Public Materials.
- [4] Preliminary Study and Write-Up of the Call for Tenders for the IT Business Plan of the Greek Payment and Control Agency for Guidance and Guarantee Community Aid (OPEKEPE) (March 2002 – May 2002, scientifically responsible Prof. P. Georgiadis).
- [participation throughout the project]
- This project has delivered a preliminary study and call for tenders for the selection of the tenderer to develop the IT Business Plan of the Greek Payment and Control Agency for Guidance and Guarantee Community Aid.

- [5] Technical Consultancy Services for the Final Delivery of the Integrated Information System of the Piraeus Port Organization (February 2002 – May 2002, scientifically responsible Prof. P. Georgiadis).
[participation throughout the project]
This project has provided technical consultancy services for the final delivery of the Integrated Information System of the Piraeus Port Organization.
- [6] University of Athens Career Office (Education and Initial Vocational Training Operational Programme, 2nd Community Support Framework, June 1998 - August 2001, scientifically responsible Prof. P. Georgiadis).
[participation during June 1998 – August 1998 and April 1999 – August 2001]
This project has delivered requirements analysis, developed and deployed the information system of the University of Athens Career Office.
- [7] Technical Report on the Strategic Plan Study of an Integrated Information System for the Greek Organization for Workers' Housing (OEK) (October 1996 - December 1996, scientifically responsible Prof. P. Georgiadis).
[participation throughout the project]
This project has delivered a technical report on the Strategic Plan Study of an Integrated Information System for the Greek Organization for Workers' Housing, including a technical evaluation of the methodologies used for strategic planning, requirements analysis and specification deliverables, design documents and technical specifications of the Integrated Information System.
- [8] Office Information Systems for Cyprus Public Administration (August 1992 – October 1994, scientifically responsible Prof. G. Filokyprou).
[participation throughout the project]
This project has delivered requirements analysis and design and technical specifications for a pilot office automation system for the Cyprus Ministry of Finance.
- [9] Study for Office Automation for the Hellenic Telecommunication Organisation (OTE) (June 1990 - December 1990, scientifically responsible Prof. G. Filokyprou).
[participation throughout the project]
This study has delivered specifications for IT support of office operations of the Hellenic Telecommunication Organisation.

appendix P – additional experience

P.1 expert evaluation of research proposals (2013-2017)

- [1] Review Panel Expert for the EU COST Action Proposal Submission, Evaluation, Selection and Approval procedure (April 2015 – March 2017).
- [2] Expert Evaluator of EU-funded Research Proposals for the H2020-ICT-2014-1 call (Brussels, June 2014).
- [3] International reviewer for a research proposal in Serious Games submitted to the Steering Group Creative Industry of the Netherlands Organisation for Scientific Research (NWO) (2013).

P.2 expert evaluation of ICT tenders (1997-2004)

Member of Expert Committees for technical and economic evaluation of tenders for the following ICT projects and studies during years 1997-2004:

- [1] IT Master Plan of the Greek Payment and Control Agency for Guidance and Guarantee Community Aid (OPEKEPE).
- [2] Integrated Customs Information System of the Greek Ministry of Economy and Finance.
- [3] Business Plan for Organizational and Managerial Modernization of the Greek Ministry of Economy and Finance.
- [4] Technical Consultancy Services for ICT Projects of the Greek Data Protection Authority.

P.3 vocational training and public lecturing (2010-today)

Vocational training and public lecturing experience as follows:

- [1] Certified Instructor of the Greek National School of Public Administration and Local Government (ESDDA).
- [2] Course Instructor for the topic of Collaborative ICT Tools in Public Administration, Greek National School of Public Administration and Local Government (ESDDA), Athens (2014, 2015).
- [3] Co-ordination of a vocational specialization seminar (scientifically responsible Prof. M. Meimaris) on "Learning Based on Play, Storytelling and Technology" (Athens, October 2011), organized by the Laboratory of New Technologies in Communication, Education and the Mass Media, in collaboration with the University Research Institute of Applied Communication of the University of Athens.

- [4] Co-ordination of a vocational specialization seminar (scientifically responsible Prof. M. Meimaris) in topics of digital games-based learning, development of digital games for learning, combining conventional and digital storytelling and educational exploitation of social media, organized by the Laboratory of New Technologies in Communication, Education and the Mass Media, in collaboration with the University Research Institute of Applied Communication of the University of Athens during July – September 2010.
- [5] Participation as trainer of trainers in the project “Implementation of Training of Trainers in University Training Centers” of the Operational Programme of Education and Life-Long Learning, for the region of Attica, Greece (May 2011, scientifically responsible Prof. S. Retalis).
- [6] Lectures in the 2012 Political Academy series of seminars on “Social Media and Politics” organized by the Konstantinos Karamanlis Institute for Democracy (Athens, Greece, October 2012, scientifically responsible P.Sklias).
- [7] Lectures in the adult training programme organized by the Hellenic Regional Press Institute, in collaboration with the University Research Institute of Applied Communication of the University of Athens, on “New Technologies, Digital Media and the Internet: Applications for communication and creativity in the new digital environment” (Crete Island, Greece, April 2012, scientifically responsible Prof. M. Meimaris).
- [8] Lectures in the public seminar on “5 courses for Digital Technologies and their Applications – New Technologies in Communication, Culture, Storytelling and Play”, within the 15th series of lectures of the “Hellenic Free University of the Book Gallery” (Athens, October 2011, seminar co-ordinator Prof. M. Meimaris).

P.4 consultancy, auditing and studies (1995-today)

Scientific consultancy, auditing and delivery of studies for a number of funded and not-for-profit projects as follows:

- [1] (October 2013 – today) Member of the Consulting Group of the “Better Life” Initiative by WWF Hellas (<http://kalyterizoi.gr/>).
- [2] (June 2011 – December 2011) Scientific consultant and background text writer for TV production company Le Spot Production, for TV shows *The quests of Akis Vel@kis* (Nickelodeon TV station) and *Safearo (Safesurf)* (MTVGreece TV station), for the safety of children and adolescents on the internet.
- [3] (September 2007 – March 2008) Member of the group of auditors for the proper implementation of processes for the TV audience measurement research of AGB NIELSEN Greece, during the period September 2006 – August 2007.

- [4] (June 2001 - September 2001, scientifically responsible Prof. P. Georgiadis) Participation in the design and deployment of the e-Gov.gr (<http://www.e-gov.gr>) Greek portal for electronic government, which aimed at the dissemination of news and best practices for the development of electronic government projects and services.
- [5] (December 1995 – May 1996, project leader S. Binopoulos) Participation in the Task Force of the Greek Computer Society for a study on the qualification requirements and job descriptions for IT personnel in the Greek public sector. In the context of this study, the current situation for ICT education in Greece and the staffing of ICT units in the Greek public sector was presented, and a reference structure for the qualifications and tasks of public sector ICT personnel has been proposed.

P.5 administrative service to the University of Athens (2007-today)

Service to administrative bodies and committees of the University of Athens as follows:

- [1] Member of the Senate of the National and Kapodistrian University of Athens (acad. year 2008-2009).
- [2] Deputy Member of the Technical Council of the University of Athens (May 2015 – April 2017)
- [3] Member of the Committee of Library Curators of the School of Economics and Political Sciences of the University of Athens (acad. year 2015-2016 – today).
- [4] Member of the Inter-University Administrative Committee of the Joint Master's Programme on Information and Communication Technologies for Education (acad. year 2009-2010 – today).
- [5] Deputy Academic Supervisor (acad. year 2007-2008 – acad. year 2008-2009) and Academic Supervisor (acad. year 2009-2010 – acad. year 2013-2014) of the Library of the Department of Communication and Media Studies, University of Athens.
- [6] Member of the Internet Services Committee of the Department of Communication and Media Studies, University of Athens (acad. year 2011-2012 – acad. year 2013-2014).
- [7] Member of the Erasmus Programme Committee of the Department of Communication and Media Studies, University of Athens (acad. year 2011-2012 – acad. year 2013-2014).

P.6 administrative service to associations (1994-today)

Service to administrative boards and committees of scientific and professional associations as follows:

- [1] Member of the Vocational Training Committee of the Hellenic Institute of Communication (April 2012 – August 2012).
- [2] Member of the Administration Board of the Professors and Researchers Association of the Faculty of Communication and Media Studies, University of Athens (secretary during December 2010 – October 2013, chair during November 2013 – February 2014, board member during March 2014 – today).
- [3] Member of the Administration Board of the Greek Computer Society (April 1994 – February 2000) and Editor-in-Chief of the GCS Bulletin (January 1995 - August 1997).

appendix Q – indicative student acknowledgements

(excerpts from social media posts, email messages and reports mostly by undergraduate/postgraduate students, as well as in some cases by academic faculty and third persons, acknowledging the results of teaching, collaboration and research work)

note: All acknowledgements and citations in the following, except those found in public documents and public social media posts, have been explicitly anonymized for reasons of privacy protection. More details are available upon request to gouscos@media.uoa.gr.

Q.1 acknowledgements by undergraduate/postgraduate students

Sotiris Filippidis

BSc in Informatics student, Hellenic Open University

2006-12-31

Recommendations for Prof. at Univ. of Athens

You have **1 recommendation** (1 visible) for this position. To show or hide recommendations, select them and click Save Changes.

Recommendations

Sotiris Filippidis, Software Engineer, KeySystems (business partner)
show was with another company when working with you

"I have been one of Dimitris' students at the Hellenic Open University. A great mind, very cooperative, interested in extending other people's knowledge. Dimitris has very high communication skills and always delivers a pleasant and in-depth teaching experience." *December 31, 2006*

[Request a new or revised recommendation from Sotiris Filippidis](#)

[Request endorsements from up to 323 connections](#) who haven't recommended you for this position yet.

translation in English :

I have been one of Dimitris' students at the Hellenic Open University. A great mind, very cooperative, interested in extending other people's knowledge. Dimitris has very high communication skills and always delivers a pleasant and in-depth teaching experience.

V.L.

BA in Communication and Media Studies student, University of Athens

2012-03-09

surveillance on Facebook

Subject: surveillance on Facebook

From: [redacted]

Date: 9/3/2012 1:26 πμ

To: <gouscos@media.uoa.gr>

Κύριε Γκούσκο, καλησπέρα.

Ονομάζομαι [redacted] τελείωσα τη σχολή τον Ιούνιο και κάνω τώρα το μεταπτυχιακό μου στην Ουτρέχτη, πάνω στα New Media & Digital Culture. Θα ήθελα να με βοηθήσετε εσείς [redacted] πάνω σε μία εργασία που κάνω σχετικά με τα power relations και το surveillance στο Facebook. Μου ζητάνε να βρω ένα case, κάτι που με δυσκολεύει. Έχετε κάτι υπόψιν σας ή κάποια καλή βιβλιογραφία? Δυστυχώς εδώ δεν μας δίνουν καμία βοήθεια, θεωρώντας ότι τα ξέρουμε όλα και τώρα καταλαβαίνω πόσο σημαντικές ήταν οι εργασίες που μας βάζετε να κάνουμε στο μάθημά σας.

Καταλαβαίνω πως δεν έχετε καθόλου ελεύθερο χρόνο αλλά οποιαδήποτε βοήθεια θα μου ήταν χρήσιμη. Σας ευχαριστώ.

Με εκτίμηση,
[redacted]

translation in English :

... My name is V.L., I have completed my studies in June and I am currently studying for my master's in Utrecht, on New Media and Digital Culture. I would like to ask if you ... can help me with a project that I have been assigned on power relations and surveillance in Facebook. I am asked to provide a case, which I find difficult. Do you have in mind some good references? Unfortunately here we can get no help of this sort, we are considered to know everything by ourselves, and now I come to understand how important were the projects you asked us to deliver in your courses.

...

Anastasia Papadaki

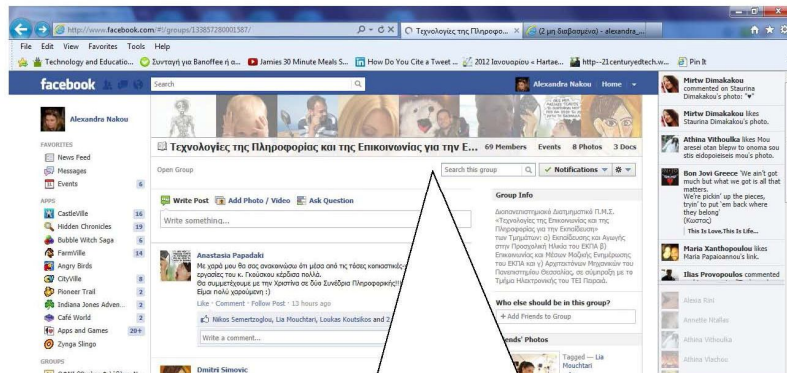
Joint MEd in ICT for Education student, University of Athens

2012-03-20

σελίδα Τεχνολογίες της Πληροφορίας και της Επικοινωνίας για την Εκπαίδευση

(<http://www.facebook.com/groups/133857280001587/>, προσβάσιμη μετά από σύνδεση)

σχόλιο 20/3/2012



Anastasia Papadaki
 Με χαρά μου θα σας ανακοινώσω ότι μέσα από τις τόσες κοπιαστικές-χρονοβόρες εργασίες του κ. Γκούσκου κέρδισα πολλά. Θα συμμετέχουμε με την Χριστίνα σε δύο Συνέδρια Πληροφορικής!! Είμαι πολύ χαρούμενη :)

translation in English :

I am very glad to tell you that, through the so time- and effort-consuming projects that we were assigned by Mr. Gouscos, I have gained a lot. Together with Christina we are going to participate in two Conferences on ICT. I am really glad about this.

A.K.


BA in Communication and Media Studies student, University of Athens

2013-01-22

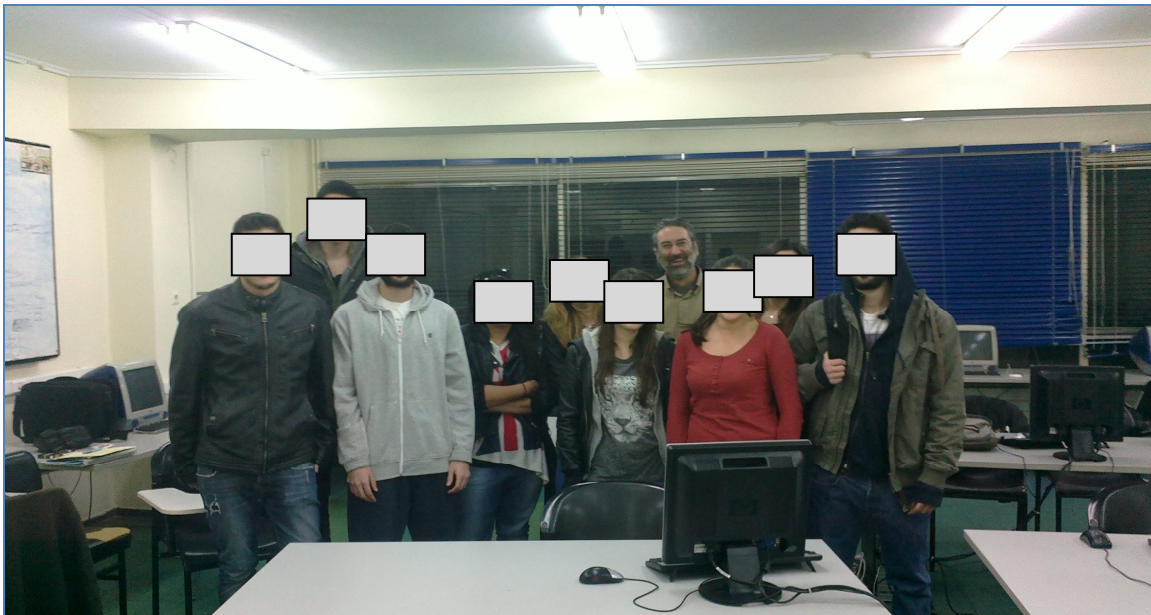
file:///C:/Users/Admin/docs/prosopika/gouscos/αναζήτηση/A...

Θέμα:
Από: [redacted]
Ημερομηνία: 22/1/2013 9:54 πμ
Προς: Γκούσκος <gouscos@media.uoa.gr>

[redacted]

Κύριε Γκούσκο
Εκ μέρους της καλύτερης ομάδας Παιγνίων Ψηφιακής Επικοινωνίας, σας ευχαριστώ που είσασταν μαζί μας και για να μας θυμάστε πάντοτε σας στέλνω την επική μας φωτογραφία. 

— 2013-01-21-395.jpg —



translation in English :

... On behalf of the best ever team of the Digital Communication Games course, I would like to thank you for being with us. To always remember us, I send you our epic photo. ...

V.A.

BA in Communication and Media Studies student, University of Athens

2013-02-15

(final report of an undergraduate project assignment)

Πρόλογος

Αν και δεν συνηθίζεται σε πανεπιστημιακές εργασίες θα ήθελα στον πρόλογο, στο εισαγωγικό σημείωμα, να καταθέσω την δική μου εμπειρία για αυτή την εργασία και όχι να μιλήσω για την εργασία αυτή καθαυτή. Στα πλαίσια του μαθήματος "Σχεδιασμός, Ανάπτυξη και Διοίκηση της Ψηφιακής Επικοινωνίας", κλήθηκα να μελετήσω, να κατανοήσω και να παρουσιάσω τέσσερα κεφάλαια βιβλίων σχετικά με τις νέες τεχνολογίες. Τολμώ να πω ότι δεν βρίσκω τα τεχνολογικά ζητήματα τόσο ενδιαφέροντα. Οι εργασίες αυτές, ωστόσο, εξελίχθηκαν σε προσωπικό επίτευδο καλύτερα από ότι περίμενα. Μου πρόσφεραν την γνώση με έναν τρόπο άμεσο και διαδραστικό. Αναγκάστηκα να αναζητήσω όρους και έννοιες που δεν γνώριζα. Με τον έναν ή τον άλλο τρόπο τις έμαθα, όμως. Έμαθα για ζητήματα όπως η νέα τεχνολογική επανάσταση, έκανα μια βουτιά στο κοντινό και μακρινό παρελθόν, και μπήκα για λίγο στον ρόλο του ανθρώπου που πρωτοβλέπει κινηματογράφο, κατανόησα σε μεγαλύτερο βαθμό το πρόβλημα που δημιουργείται με την νομοθεσία για τα νέα μέσα -κάτι που μάλλον ήταν απαραίτητο σε μία εποχή όπου μέτρα όπως το ACTA και το CISPA συζητούνται καθημερινά- και επιτέλους διαχώρισα κάπως τους όρους hacker και cracker. Άκουσα επίσης ενδιαφέροντα θέματα και από τους συμφοιτητές μου, συνοδουπόρους σε αυτό το γνωστικό εγχείρημα. Για κάποια από αυτά προβληματίστηκα. Τελικώς, καταλήγω στο συμπέρασμα ότι χαιρόμαι που μπήκα στην διαδικασία αυτή της εργασίας. Γιατί έμαθα πράγματα που τελικά είναι ενδιαφέροντα και για τα οποία δεν νομίζω να έμπαινα στην διαδικασία να ψάξω από μόνη μου. Η εργασία που ακολουθεί είναι μια συνοπτική παρουσίαση των ζητημάτων που αναπτύσσονται στα κεφάλαια που εγώ μελέτησα. Συνοπτική παρουσίαση των στοιχείων που εγώ θεώρησα πιο σημαντικά, αυτών που τελικά έμαθα. Κάθε σύνοψη ακολουθείται από κάποια κριτική ή/και από κάποιες πληροφορίες που "ανακάλυψα" ερευνώντας περισσότερο τα ζητήματα αυτά. Πληροφορίες που προεκτείνουν τα ζητήματα. Πληροφορίες που είτε είναι πολύ σημαντικές, είτε μου κίνησαν απλά το ενδιαφέρον και ήθελα να τις μοιραστώ.

translation in English :

Although this is not the norm in academic assignments, in the introductory note to this report I would like to deliver my own experience from this assignment, rather than talk about the report itself. In the context of the course "Design, Deployment and Management of Digital Communication" I was asked to study, understand and present four book chapters on issues related to new technologies. I dare to admit that

I do not find technology issues so interesting. These assignments, nevertheless, evolved at a personal level in a way better than I expected. They offered me knowledge in a manner both immediate and interactive. I was obliged to search for terms and concepts which I did not know about. Yet, in one way or another, I did learn them. ... Finally, I do feel glad that I have entered the process of working on this assignment. For I have learnt things which are interesting, and for which I do not think that I would have tried to search by myself. ...

Y.P.

BA in Communication and Media Studies student, University of Athens

2013-02-15

Θέμα: ΑΞΙΟΛΟΓΗΣΗ-ΣΥΣΤΑΤΙΚΗ ΕΠΙΣΤΟΛΗ-ΕΥΧΑΡΙΣΤΙΕΣ
Από: [REDACTED]
Ημερομηνία: 15/2/2013 2:31 μμ
Προς: Dimitris Gouscos <gouscos@media.uoa.gr>

Κύριε Γκούσκο,

Καλησπέρα σας. Σας στέλνω τις αξιολογήσεις του μαθήματος που έλαβα από τους φοιτητές, μαζί με την δική μου. Η καθυστέρηση ήταν σκόπιμη για να δώσω περισσότερο χρόνο σε όσα παιδιά ήθελαν να μου στείλουν αλλά δεν έλαβα την ανταπόκριση που περίμενα. Παράλληλα, θέλω να σας πω σχετικά με την συστατική επιστολή του Πανεπιστημίου UCL για την οποία σας είχα μιλήσει και τα Χριστούγεννα. Σας ζητώ συγγνώμη για την καθυστέρηση απλώς η εξεταστική πήγε αρκετά πίσω τον προγραμματισμό μου. Σε λίγο καιρό, θα επικοινωνήσει το Πανεπιστήμιο μαζί σας για να στείλετε, εάν μπορείτε φυσικά, την συστατική. Δεν υπάρχει κάποιο χρονικό όριο για την αποστολή της, επομένως δεν θα ήθελα με τίποτα να αποτελέσει κάποια μορφή πίεσης για εσάς. Παρ' όλα αυτά εφ' όσον σήμερα παραδίδω και το δεύτερο μάθημα σας, θα έχετε και μια καλύτερη εικόνα για μένα ως φοιτητή επομένως ενδεχομένως και η δεύτερη συστατική να είναι ακόμα καλύτερή-η χειρότερη φυσικά- σε σχέση με την πρώτη. Φυσικά, εσείς γνωρίζετε καλύτερα. Σε κάθε περίπτωση εγώ έδωσα, θέλω να πιστεύω, τον καλύτερο εαυτό μου στο μάθημα σας ώστε να σας ανταποδώσω και την βοήθεια και τον σεβασμό που επιδείξατε εσείς σε έμένα με τις συστατικές αλλά και με την γενικότερη στάση σας απέναντι μου ως καθηγητής και σας ευχαριστώ πραγματικά. .

Τέλος, πέραν των συστατικών σας ευχαριστώ απο καρδιάς για την συνεργασία μας στο φετινό μάθημα και για την αφοσίωση σας στους φοιτητές. Αφοσίωση υπόδειγμα για όλους τους καθηγητές. Θα είμαστε και σε επικοινωνία, προφανώς, αλλά σας εύχομαι σε πρώτη βάση, καλή δύναμη και κουράγιο για το εαρινό εξάμηνο.

Με εκτίμηση και σεβασμό,
[REDACTED]

translation in English :

... In any case I have given, I would like to believe, my best in your course, so as to give you back the help and respect that you have demonstrated to me ... with your attitude towards me as a teacher, for which I would like to sincerely thank you.

... I also thank you from my heart for our collaboration in this year's course, and for your dedication to us as students. A dedication which sets an example for all teachers.

...

A.C.

BA in Communication and Media Studies student, University of Athens

2013-02-20

Θέμα: Θα εκτιμούσα πολύ τη γνώμη σας αναφορικά με αυτή την εταιρία

Από:

Ημερομηνία: 20/2/2013 1:42 μμ

Προς: Δημήτριος Γκούσκος <gouscos@media.uoa.gr>

Λόγω του γεγονότος ότι μετά την πρόσφατη συνεργασία μας, τρέφω αληθινή εκτίμηση για τον χαρακτήρα και τον επαγγελματισμό σας, αποφάσισα να σας ενοχλήσω για αυτό το θέμα.

translation in English :

Due to the fact that, following our recent collaboration, I have true respect for your character and your professionalism, I have decided to ask for your opinion about the following matter. ...

E.S.

Faculty of Communication and Media Studies doctoral student, University of Athens

2013-09-16

πρότασή σας και χτυπάτε πόρτες μέχρι κάποιος να σας ακούσει. Η επιλογή του καθηγητή είναι ΠΑΡΑ ΠΟΛΥ σημαντική. Υπάρχουν πολλά είδη καθηγητών, χοντρικά όμως είναι αυτοί που ενδιαφέρονται και αυτοί που σας αφήνουν στο έλεος του Θεού. Διαλέξτε το πρώτο είδος. Θα σας πιέσει πολύ, αλλά έτσι πρέπει. Γιατί παράλληλα με την πίεση θα σας δώσει ευκαιρίες να κάνετε και πράγματα (μαθήματα, δημοσιεύσεις, συνέδρια κλπ). Αν πέσετε πάνω στον δεύτερο, θα είστε μόνοι σας στην προσπάθεια. Και αυτό δεν το θέλετε, πιστέψτε με. Θέλετε καθηγητή οδηγό και συνεργάτη. Έτσι και αλλιώς πρέπει εσείς να πιέζετε καταστάσεις, αν δεν μπορείτε καν να βρείτε τον καθηγητή, αυτό θα σας οδηγήσει με μαθηματική ακρίβεια στην τρέλα.

Όταν δείτε ότι ο καθηγητής σας ενδιαφέρεται, ακούστε τον σε ό,τι λέει. Είναι σχεδόν εκνευριστικό το πόσο μέσα πέφτουν σε όλα. Αν κάτι δεν σας αρέσει, να το πείτε, γιατί μετά θα σας γίνει βραχνάς. Αν σας προτείνουν να κάνετε μαθήματα, μην διστάσετε! Το να κάνεις μάθημα είναι μεγάλο σχολείο!

translation in English :

(talking about the choice of a professor for discussing a doctoral research proposal)

... *Choosing a professor to talk to is VERY VERY important. There are professors interested in your work and others less so. Choose to talk to one of the former. He will push you a lot, but this is the way things should go. Because at the same time he will give you opportunities to do academic work (contribute in courses, submit papers, participate in conferences etc.) ... You need a professor who will guide you and collaborate with you. ...*

When you see that your professor is interested, listen to whatever he has to tell you. It is almost frustrating how right they can be just about everything. ... If your professor proposes that you contribute to a course do not hesitate ! Delivering courses is a great lesson in itself !

E.R.

BA in Communication and Media Studies student, University of Athens

2013-09-17

Θέμα: Re: εξετάσεις Σεπτεμβρίου για σεμινάριο ΔΙΑΧΕΙΡΙΣΗ ΠΕΡΙΕΧΟΜΕΝΟΥ ΣΤΟ ΔΙΑΔΙΚΤΥΟ

Από: [REDACTED]

Ημερομηνία: 17/9/2013 4:11 μμ

Προς: Dimitris Gouscos <gouscos@media.uoa.gr>

Σας ευχαριστώ πολύ για την .όπως πάντα, άμεση απάντηση.

Συνεχίζω κανονικά με την ανάπτυξη της εργασίας και θα έρθω σε κάθε περίπτωση σε επικοινωνία με την Γραμματεία του Τμήματος (είμαι επί πτυχίω φοιτήτρια) για να εξετάσω την περίπτωση του Φεβρουαρίου.

Θα σας ενημερώσω σε κάθε περίπτωση για την εξέλιξη.

Σας ευχαριστώ πολύ σε κάθε περίπτωση, το μάθημα με έχει βοηθήσει πολύ τόσο στο επίπεδο της οργάνωσης στην οποία είμαι εθελόντρια όσο και σε προσωπικό επαγγελματικό επίπεδο ως μεταφράστρια.

Με εκτίμηση,

[REDACTED]

translation in English :

I would like to thank you very much for your, as always, immediate reply.

...

In any case I would like to thank you, the course has helped me a lot both in the context of the organization in which I work as volunteer as well as at a professional level in my work as translator.

With appreciation,

...

P.T.

Joint MEd in ICT for Education student, University of Athens

2013-12-02

Θέμα: Σχετ: edugameshub - YouTube

Από: [REDACTED]

Ημερομηνία: 2/12/2013 11:14 μμ

Προς: Dimitris Gouscos <gouscos@media.uoa.gr>

Αξιότιμε κε Γκούσκο, ευχαριστώ πολύ για την ενημέρωση.
Τα μαθήματά μας βρίσκουν τη συνέχειά τους στην τάξη. Εφέτος επέστρεψα στην τάξη και όσα μας διδάξατε έχουν πιάσει τόπο:

- Κάναμε ένα παιχνίδι διάχυτου υπολογισμού στη Δημοτική Βιβλιοθήκη Δήμου Ηλιούπολης με τα tablets των παιδιών.
- Ετοιμάζω ένα ακόμα για τα πάρκα του δήμου μας.
- Λειτουργούμε το moodle και ιστολόγιο της τάξης.
- Χρησιμοποιούμε ψηφιακά παιχνίδια στα μαθήματα. Ευτυχώς είμαστε σχολείο ΕΑΕΠ και (ευτυχώς) είμαι ο μόνος που χρησιμοποιώ τα laptops.
- και πολλά άλλα που τα έχω ενσωματώσει στο Περιβαλλοντικό Πρόγραμμα (ψηφιακή αφήγηση κλπ) που θα κάνουμε ως το Μάιο.

translation in English :

Dear Mr. Gouscos, thank you very much for this update.

Your courses find their continuation into the classroom. This year I have returned to my class, and the things that you have taught us have been of real use:

- *we realized a pervasive game in the Library of the Ilioupolis Municipality using the students' tablets;*
- *I am working on one more such game for our municipal parks;*
- *we operate our class Moodle and blog;*
- *we use digital games in our courses ...;*
- *and many more (digital storytelling, and others) which I have integrated into the environmental project that we will work on by May.*

S.L.

BA in Communication and Media Studies student, University of Athens

2014-05-07

(final report of an undergraduate project assignment)

Και βέβαια, αισθάνομαι την υποχρέωση να ευχαριστήσω θερμά τον καθηγητή μας, κ. Δημήτρη Γκούσκο που συντόνισε το ομολογουμένως πολύπλοκο αυτό εγχείρημα. Οι υποδείξεις του, το φανερό ενδιαφέρον του και κυρίως η συνολικά εγκάρδια αντιμετώπισή του, έκαναν σε πολλές περιπτώσεις τα δύσκολα εύκολα.

Ενόσω το μάθημα ακόμα εξελισσόταν, και δεδομένου του συμπιεσμένου χρόνου του εξαμήνου που μόλις εξέπνευσε, λόγω των γνωστών κινητοποιήσεων του πανεπιστημίου μας, ομολογώ πως δεν ήταν λίγες οι φορές που αγανάκτησα με τις απαιτήσεις του μαθήματος. Ο όγκος της δουλειάς που έπρεπε να έρθει εις πέρας, συχνά ένιωθα πως με ξεπερνούσε.

Πλέον όμως, έχοντας ζήσει ολόκληρη τη διαδικασία του σεμιναριακού αυτού μαθήματος, δηλώνω ευτυχής που έτυχα σ' αυτή την ομάδα. Η εμπειρία ήταν εξαιρετική, από κάθε άποψη. Και οι «υπερβολικές απαιτήσεις του κ. Γκούσκου!!!», όπως σκεφτόμουν τότε, αποδείχθηκαν απολύτως αιτιολογημένες.

translation in English :

And of course I feel obliged to warmly thank our professor Mr. Dimitris Gouscos who coordinated this admittedly complex effort. His suggestions, his clear interest and most importantly his overall whole-hearted handling of the process made in many cases difficult matters easy.

While the course was still evolving, and given the very pressing times of the semester which has just finished, I confess that more than once I have been indignant with the requirements of this course. I often felt that the volume of the work that had to be done was surpassing me.

Now, having gone through the entire process of this seminar, I can state that I feel happy to have worked in this group. This has been an exceptional experience from every aspect. And "the exaggerated demands of Mr. Gouscos!!!" as I was thinking in the course of this project, have proven to be absolutely justified.

D.G., A.I., T.B., A.N.

BA in Communication and Media Studies students, University of Athens

2014-07-17

(final report of an undergraduate project assignment)

2. Ευχαριστίες

Το μέγεθος και η ποικιλομορφία των επιμέρους εργασιών και συνεπώς την συνολικής εργασίας απαιτούσαν αρκετή εξωτερική βοήθεια πέρα από την διαρκή ενασχόληση των μελών της ομάδας. Οι επαφές μας, καθώς και άλλα άτομα μας βοηθούσαν καθ'όλη την διάρκεια της εργασίας μας, δίνοντας μας συνεχές feedback και καθοδηγώντας μας. Για το λόγο αυτό οφείλουμε και θα θέλαμε να ευχαριστήσουμε τις επαφές μας, τα άτομα που μας παρείχαν υποστήριξη καθ'όλη τη διάρκεια της εργασίας, τους βοηθούς των σεμιναρίων η συνεισφορά των οποίων ήταν πολύ μεγάλη, και τέλος, φυσικά τον διδάσκοντα κ. Γκούσκο, ο οποίος εν μέσω ενός

αντίξοου ακαδημαϊκού έτους, διατήρησε την ψυχραιμία του και με τον ευγενή του χαρακτήρα μας ενέπνευσε να ολοκληρώσουμε με επιτυχία το παρόν σεμινάριο

translation in English :

Acknowledgements

The size and variety of our partial assignments and of the entire project demanded a lot of external help, beyond the continuous engagement of team members. ... To this end, we ought and would like to thank our contacts, the persons that provided us with support throughout the project, the seminar assistants whose contribution was very important and, lastly, of course the course instructor Mr. Gouscos who, amidst a very difficult academic year, kept his calm and with his kind personality inspired us to complete with success this seminar.

I.D., O.T., P.P., V.S.

BA in Communication and Media Studies students, University of Athens

2014-07-18

(final report of an undergraduate project assignment)

Συνοψίζοντας, θεωρούμε πως η εργασία την οποία φέραμε εις πέρας, μας έδωσε τη δυνατότητα εξοικείωσης με ήδη γνωστές αλλά και νέες διαδικτυακές πλατφόρμες. Η εμπειρία που αποκομίσαμε παρά τις όποιες δυσκολίες αντιμετωπίσαμε, είναι βέβαιο πως θα μας χρησιμεύσει τόσο για προσωπική όσο και για επαγγελματική χρήση μελλοντικά. Το σεμινάριο «Διαχείριση περιεχομένου στο Διαδίκτυο», αποτελεί αντιπροσωπευτικό δείγμα των δυνατοτήτων που ένας φοιτητής του τμήματος ΕΜΜΕ, μπορεί να καλλιεργήσει μέσα από τη κατάλληλη διδασκαλία, προσωπική ενασχόληση και το συνεργατικό πνεύμα.

Κλείνοντας, θα θέλαμε να ευχαριστήσουμε προσωπικά τον κύριο Δημήτρη Γκούσκο για τις χρήσιμες συμβουλές και την καθοδήγηση του, [redacted] για την άμεση ανταπόκρισή της στις όποιες ανάγκες μας και [redacted] για την πολύτιμη βοήθεια στην κατανόηση των εργαλείων Concept Maps και Debategraph, με τα οποία δεν είχαμε έρθει σε επαφή στο παρελθόν. Επιπλέον ιδιαίτερες ευχαριστίες οφείλουμε να

translation in English :

To recapitulate, we believe that the project which we have completed gave us the opportunity of familiarization with already known online platforms but also new ones. It is for certain that the experience that we have acquired, despite all the difficulties that we faced, will come of use in the future, both for personal and for professional projects. The "Online Content Management" seminar constitutes a representative example of the capabilities that a student of the Faculty of Communication and Media Studies can develop through appropriate teaching, personal involvement and a collaborative attitude.

Concluding, we would like to personally thank Mr. Dimitris Gouscos for his useful advice and guidance, ... (more thanks to other contributors follow)

V.A., S.K., I.K., I.T.

BA in Communication and Media Studies students, University of Athens

2014-07-19

(final report of an undergraduate project assignment)

Θα θέλαμε να ευχαριστήσουμε αρχικά τον καθηγητή μας κ. Γκούσκο, καθώς και τους εκλεκτούς συνεργάτες που μας δίδαξαν όλα αυτά τα υπέροχα εργαλεία. Στη συνέχεια,

...

Καταλήγοντας, μετά από τέσσερα χρόνια στη σχολή, ήταν από τις πιο ευχάριστες εμπειρίες μας από εργασία -παρότι πολύ χρονοβόρα και κουραστική- και είμαστε όλοι πολύ χαρούμενοι που είχαμε τη δυνατότητα να είμαστε μέρος αυτού του σεμιναρίου.

translation in English :

We would like to thank initially our professor Mr. Gouscos, as well as his selected assistants who have taught us all those wonderful tools.

...

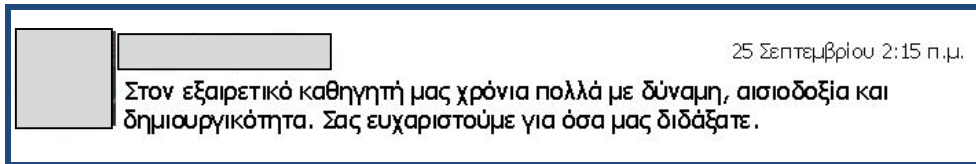
In conclusion, after four years of study, this has been one of our most pleasant experiences for a project assignment, although a very time-consuming and hard one, and we are all very glad for having had the opportunity to be a part of this seminar.

A.P.

Joint MEd in ICT for Education student, University of Athens

2015-09-25

(anniversary wishes on Facebook)



translation in English :

To our exceptional professor, many happy years with strength, optimism and creativity. We thank you for all that you have taught us.

Q.2 acknowledgements by academic faculty

Carlos Nunes Silva

editor of [International Journal of E-Planning Research \(IJEPR\)](#)

2013-04-25 (date of notification)

Θέμα: Exemplary Review for Active Citizen Participation in E-Government Featured in Journal of E-Planning Research

Από: Ann Lupold <alupold@igi-global.com>

Ημερομηνία: 25/4/2013 5:30 μμ

Προς: "gouscos@media.uoa.gr" <gouscos@media.uoa.gr>

Hello Professors!

I hope you are well. I wanted to reach out to you and inform you that your publication **Active Citizen Participation in E-Government: A Global Perspective** has recently received a favorable review to be published in the [International Journal of E-Planning Research \(IJEPR\)](#).

Here is an excerpt of the review, written by Carlos Nunes Silva, editor of IJEPR:

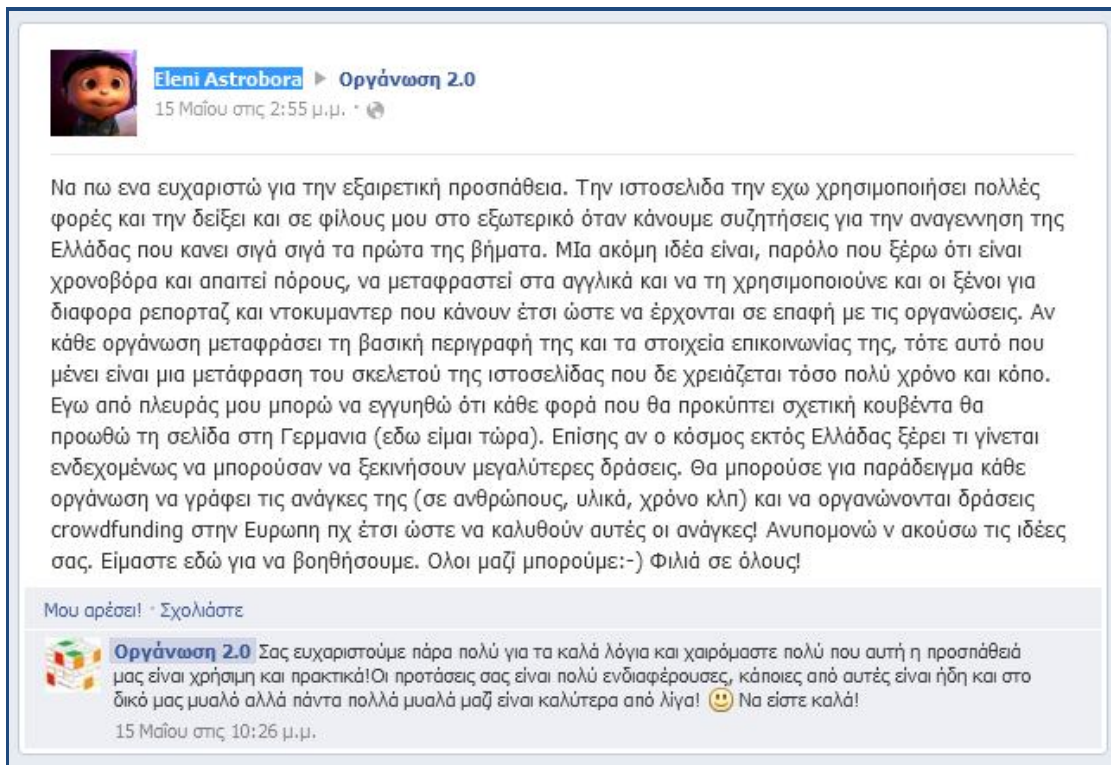
In sum, the book offers a useful collection of cases and perspectives on citizen e-participation in e-government, broadly conceived, taken from different parts of the world, which is undoubtedly its main strength. Among other aspects, readers will find in these essays ample evidence on best practices in e-government, for instance on how to use performance information to promote government accountability, how ICT can be used by municipalities to increase transparency, or on how to measure citizen satisfaction with information in public sector websites. Useful insights, for all those working in the field of e-Planning, on the link between digital divide and political participation, on how online participation can enhance civic engagement, how social networks and mobile technologies affect citizen participation, or the impact of Internet on civic engagement in rural areas can also be found in this collection of essays.

This review will be published in the upcoming issue (2nd quarter) of IJEPR. We take great pride in receiving such commendable reviews and appreciate your hard work and dedication. We encourage you to use the aforementioned review in your own research community: forward to your colleagues, post to your own or your organization's website, and well as social media sites. Your commitment to this title is commendable and deserves the fullest promotion and publicity possible.

Q.3 acknowledgements by third persons

Eleni Astrobora (facebook alias)


2013-05-15



Eleni Astrobora ▶ **Οργάνωση 2.0**
15 Μαΐου στις 2:55 μ.μ. · 🌐

Να πω ενα ευχαριστώ για την εξαιρετική προσπάθεια. Την ιστοσελιδα την εχω χρησιμοποιήσει πολλές φορές και την δείξει και σε φίλους μου στο εξωτερικό όταν κάνουμε συζητήσεις για την αναγέννηση της Ελλάδας που κανει σιγά σιγά τα πρώτα της βήματα. Μία ακόμη ιδέα είναι, παρόλο που ξέρω ότι είναι χρονοβόρα και απαιτεί πόρους, να μεταφραστεί στα αγγλικά και να τη χρησιμοποιούνε και οι ξένοι για διαφορα ρεπορταζ και ντοκυμαντερ που κάνουν έτσι ώστε να έρχονται σε επαφή με τις οργανώσεις. Αν κάθε οργάνωση μεταφράσει τη βασική περιγραφή της και τα στοιχεία επικοινωνίας της, τότε αυτό που μένει είναι μια μετάφραση του σκελετού της ιστοσελίδας που δε χρειάζεται τόσο πολύ χρόνο και κόπο. Εγω από πλευράς μου μπορώ να εγγυηθώ ότι κάθε φορά που θα προκύπτει σχετική κουβέντα θα προωθώ τη σελίδα στη Γερμανια (εδώ είμαι τώρα). Επίσης αν ο κόσμος εκτός Ελλάδας ξέρει τι γίνεται ενδεχομένως να μπορούσαν να ξεκινήσουν μεγαλύτερες δράσεις. Θα μπορούσε για παράδειγμα κάθε οργάνωση να γράφει τις ανάγκες της (σε ανθρώπους, υλικά, χρόνο κλπ) και να οργανώνονται δράσεις crowdfunding στην Ευρωπη πχ έτσι ώστε να καλυθούν αυτές οι ανάγκες! Ανυπομονώ ν ακούσω τις ιδέες σας. Είμαστε εδώ για να βοηθήσουμε. Ολοι μαζί μπορούμε:-) Φιλιά σε όλους!

Μου αρέσει! · Σχολιάστε

 **Οργάνωση 2.0** Σας ευχαριστούμε πάρα πολύ για τα καλά λόγια και χαιρόμαστε πολύ που αυτή η προσπάθειά μας είναι χρήσιμη και πρακτικά! Οι προτάσεις σας είναι πολύ ενδιαφέρουσες, κάποιες από αυτές είναι ήδη και στο δικό μας μυαλό αλλά πάντα πολλά μυαλά μαζί είναι καλύτερα από λίγα! 😊 Να είστε καλά!
15 Μαΐου στις 10:26 μ.μ.

translation in English :

(talking about the [Organosi 2.0](#) platform)

I want to say my thanks for this exceptional effort. I have used this webpage more than once, and I have shown it to friends abroad, when we make discussions about the re-birth of Greece that is slowly making its first steps. One more idea would be ...

N.K.

Secondary School Professor in Informatics, Drama, Greece

2013-08-28

Θέμα: Συγχαρητήρια από τη Δράμα

Από: [redacted]

Ημερομηνία: 28/8/2013 11:14 μμ

Προς: gouscos@media.uoa.gr

Καλησπέρα κ. Γκούσκο

Ονομάζομαι [redacted] και είμαι εκπαιδευτικός πληροφορικής στη δευτεροβάθμια εκπαίδευση της Δράμας. Δεν ξέρω αν σας θυμίζει κάτι το όνομά μου αλλά είχαμε συνεργαστεί πριν από λίγα χρόνια στα πλαίσια του προγράμματος "Επινόηση". Μιλήσαμε αρκετές φορές γιατί σαν υπεύθυνος του τμήματος πληροφορικής της διεύθυνσης Δ/θμιας Εκπ/σης Δράμας σας βοήθησα στη δημιουργία του τμήματος και στη συνέχεια δίδαξα κάποιες ώρες στο πρόγραμμα.

Σας στέλνω το mail αυτό μαζί με τα συγχαρητήριά μου για το αποτέλεσμα της δουλειάς που κάνατε στη δράση Μάθηση 2.0 Δεν ξέρω αν είναι το τελευταίο σας έργο αλλά κάποια στιγμή ανακάλυψα σε ένα θαυμάσιο white paper το υλικό που μαζέψατε και ξεκίνησα να το μελετώ (οι 600 σελίδες δεν με πτόησαν).Εσείς και οι συνεργάτες σας βοηθήσατε εμένα και άλλους συναδέλφους που ασχολούνται με το θέμα αυτό να σκεφτούμε νέες τεχνικές και να συνδυάσουμε τις γνώσεις μας για το καλό των νέων γενεών.

translation in English :

(talking about the [Mathisi 2.0](#) platform)

...

I am sending you this email together with my congratulations for the outcome of the work you have done in the Mathisi 2.0 project. I do not know if this is your last project, but at some point in time I discovered in a wonderful white paper all the resources that you have put together and I started studying it (the 600 pages did not scare me). You and your collaborators have helped me and other colleagues who are engaged with these issues to think about new techniques and combine our knowledge for the benefit of new generations.

appendix R – indicative teaching evaluations

(copies from evaluation sheets, in Greek)

Copies from some 20 evaluation sheets follow, which have been anonymously handed in by undergraduate/postgraduate students upon completion of corresponding semestrial courses. The name of the undersigned as course tutor, as well as the evaluation scores (1 = not at all satisfactory, ..., 5 = completely satisfactory) are highlighted in yellow color.

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ακαδ. έτος 2008-2009, θερινό εξάμηνο

μάθημα «Σχεδιασμός και Ανάπτυξη Ψηφιακών Μέσων και Πολυμέσων»

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA152>

διδάσκοντες

Κωνσταντίνος Μουρλάς, mourlas@media.uoa.gr

Δημήτρης Γκούσκος, gouscos@media.uoa.gr

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το αφήσετε στη γραμματοθυρίδα του διδασκόντα.

Αξιολογείτε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος :

1. περιεχόμενο του μαθήματος	αξιολόγηση	4,5
σχόλια	...	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	3,5
σχόλια	Μπερδεύομουν λίγο με τις φωτογραφίες, μερικά δεν ήταν πολύ ευκρινή.	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4,5
σχόλια	Δίνεται η πρωτοβουλία στην ανάπτυξη οπότε είναι πολύ θετικό	
4. διδασκων και συνεργάτες	αξιολόγηση	4,5
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ακαδ. έτος 2008-2009, θερινό εξάμηνο

μάθημα «Διαχείριση Περιεχομένου στο Διαδίκτυο»

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA151>

διδάσκων

Δημήτρης Γκούσκος, gouscos@media.uoa.gr

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το αφήσετε στη γραμματοθυρίδα του διδασκόντα.

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	...	

2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	3
σχόλια	...	

3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4
σχόλια	...	

4. διδάσκων και συνεργάτες	αξιολόγηση	5
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Δημιουργία Ψηφιακών Εφαρμογών», ακαδ. έτος 2008-09

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA129>

διδάσκοντες

Δρ. Μιχάλης Μεϊμάρης, mmeimaris@media.uoa.gr

Δρ. Δημήτρης Γκούσκος, gouscos@media.uoa.gr

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	...	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	...	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	...	
4. διδάσκοντες	αξιολόγηση	5
σχόλια	...	

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	Ενδιαφέρον και αξιόλογο.	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	Πληθώρα υλικού και πλήθος ιστοσελίδων ικανά να καλύψουν τις ανάγκες του καθενός μας.	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	Τα θέματα των εργασιών είχαν ενδιαφέρον και η υπήρξε υποστήριξη από τους διδάσκοντες.	
4. διδάσκοντες	αξιολόγηση	5

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Δημιουργία Ψηφιακών Εφαρμογών», ακαδ. έτος 2008-09

ιστοσελίδα μαθήματος

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1. περιεχόμενο του μαθήματος	αξιολόγηση	.5..
σχόλια	...	

2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	...5
σχόλια	...	

3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5...
σχόλια	...	

4. διδάσκοντες	αξιολόγηση	.5..
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Δημιουργία Ψηφιακών Εφαρμογών», ακαδ. έτος 2008-09

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA129>

διδάσκοντες

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Αξιολογείτε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος :

1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	...	

2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	4,5
σχόλια	...	

3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4
σχόλια	...	

4. διδάσκοντες	αξιολόγηση	5
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

Μάθημα: **Δημιουργία Ψηφιακών Εφαρμογών**

Ακαδ. έτος: **2009-2010**

διδάσκων

Δρ. Δημήτρης Γκούσκος, gouscos@media.uoa.gr

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης της πραγματοποίησης του μαθήματος και να το παραδώσετε ανώνυμα (σε κλειστό φάκελλο ή/και στη γραμματοθυρίδα του διδάσκοντα) κατά την εξέταση του μαθήματος.

Παράκληση να μην παραλείψετε να συμπληρώσετε τα στοιχεία μαθήματος και ακαδ. έτους στην αρχή της σελίδας.

Αξιολογείστε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος :

1. περιεχόμενο του μαθήματος	αξιολόγηση	4,5
σχόλια	Στο ίδιο, αναμενόμενο, πολύ καλό επίπεδο με το μάθημα «Μάθηση και ψυχαγωγία σε ψηφιακό περιβάλλον».	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	4
σχόλια	Επαρκές.	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4
σχόλια	Αρκετά ενδιαφέρον.	
4. διδάσκοντες και συνεργάτες	αξιολόγηση	5

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον», ακαδ. έτος 2007-2008

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA120>

διδάσκοντες

Δρ. Μιχάλης Μειμάρης, mmeimaris@media.uoa.gr

Δρ. Δημήτρης Γκούσκος, gouscos@media.uoa.gr

έντυπο αξιολόγησης μαθήματος

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Αξιολογείτε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος :

1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	Έντονο ενδιαφέρον οι θεματικές ενότητες που παρουσιάστηκαν απλά θα ήταν πιο προσοδοφόρο αν λειτουργούσε καθαρά εργαστηριακά.	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	4
σχόλια		
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4
σχόλια	Άμεση ενημέρωση	
4. διδάσκοντες	αξιολόγηση	5
σχόλια	Θεωρώ ιδιαίτερα χρήσιμο το γεγονός της άμεσης ενημέρωσης για όλα τα θέματα προσωπικά από το κ. Γκούσκο με ηλεκτρονικά μηνύματα.	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον», ακαδ. έτος 2007-2008

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA120>

διδάσκοντες

Δρ. Μιχάλης Μειμάρης, mmeimaris@media.uoa.gr

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5...
σχόλια	...	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	.4..
σχόλια	...	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	..4,5
σχόλια	...	
4. διδάσκοντες	αξιολόγηση	.4,5..
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5...
σχόλια	.5..	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	.4..
σχόλια	..4.	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	..4,5
σχόλια	.4..	
4. διδάσκοντες	αξιολόγηση	.4,5..
σχόλια	.5..	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον», ακαδ. έτος 2007-2008

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA120>

διδάσκοντες

Δρ. Μιχάλης Μειμάρης, mmeimaris@media.uoa.gr

Δρ. Δημήτρης Γκούσκος, gouscos@media.uoa.gr

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το αφήσετε στη γραμματοθυρίδα ενός εκ των διδασκόντων.

Αξιολογείτε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος :

1. περιεχόμενο του μαθήματος	αξιολόγηση	3
σχόλια	Έλλειψη σαφούς δομής στην εξέλιξη των μαθημάτων. Άνισος καταμερισμός του χρόνου ανάμεσα σε θεωρία και εργαστήρια.	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	4
σχόλια	...	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	2
σχόλια	Δεν τηρήθηκε ο αρχικός προγραμματισμός και στο τέλος δεν υπήρξε μια κοινή βάση για την ανάπτυξη των παιχνιδιών.	
4. διδάσκοντες	αξιολόγηση	4
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον», ακαδ. έτος 2007-2008

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA120>

διδάσκοντες

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1. περιεχόμενο του μαθήματος	αξιολόγηση	.5..
σχόλια	Ενδιαφέρον και δημιουργικό	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	.5..
σχόλια	Πλήρες ενημερωτικό	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	.5..
σχόλια	Ενδιαφέροντα	
4. διδάσκοντες	αξιολόγηση	..5.
σχόλια	Γνώστες του αντικειμένου, πρόθυμοι για οποιαδήποτε βοήθεια, ανθρωπίνου.	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

μάθημα «Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον», ακαδ. έτος 2007-2008

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA120>

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1. περιεχόμενο του μαθήματος	αξιολόγηση	4...
σχόλια	...	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	.5..
σχόλια	...	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	..4,5
σχόλια	...	
4. διδάσκοντες	αξιολόγηση	.4,5..
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

ΔΠΜΣ «Τεχνολογίες της Επικοινωνίας και της Πληροφορίας για την Εκπαίδευση»

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ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA120>

διδάσκοντες

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έντυπο αξιολόγησης μαθήματος

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1. περιεχόμενο του μαθήματος		αξιολόγηση	5
σχόλια	Το περιεχόμενο του μαθήματος δε με απογοήτευσε σε σχέση με την περιγραφή του στον οδηγό σπουδών. Ήταν ό,τι περίμενα.		
2. υλικό αναφοράς και ιστοσελίδα		Αξιολόγηση	5
σχόλια	Θα προτιμούσα περισσότερο υλικό αναφοράς. Η ιστοσελίδα, καλά ενημερωμένη και κατατοπιστική.		
3. θέματα και υποστήριξη εργασιών		Αξιολόγηση	5
σχόλια	...		
4. διδάσκοντες και συνεργάτες		Αξιολόγηση	5'

Διαπανεπιστημιακό Διατμηματικό ΠΜΣ «ΤΠΕ για την Εκπαίδευση»

μάθημα Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον

διδάσκοντες Μ.Μεϊμάρης, Δ.Γκούσκος

ακαδ. έτος 2011-2012

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το παραδώσετε σε κλειστό φάκελλο κατά την εξέταση του μαθήματος.

Αξιολογείστε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος:

1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	Πολυδιάστατη προσέγγιση της θεματικής ενότητας	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	Πλούσιο υλικό για γερούς αναγνώστες	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	Ελευθερία στην επιλογή θεμάτων, συστηματική και ουσιαστική υποστήριξη. Όχι όμως ξανά εβδομαδιαίες παρουσιάσεις!!!	
4. διδάσκοντες	αξιολόγηση	5

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών
 μάθημα Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον
 διδάσκοντες Μ.Μεϊμάρης, Δ.Γκούσκος
 ακαδ. έτος 2011-2012

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το παραδώσετε σε κλειστό φάκελο κατά την εξέταση του μαθήματος.

Αξιολογείστε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος:

1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	Είχε πολύ ενδιαφέρον	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	Πλούσιο υλικό και πολύ ενημερωμένη η ιστοσελίδα	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	Η συνεννόηση με τους καθηγητές ήταν άψογη και η παροχή βοήθειας άμεση σε οτιδήποτε χρειαστήκαμε.	
4. διδασκων	αξιολόγηση	5

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών
 Μάθημα: Μάθηση και ψυχαγωγία σε ψηφιακό περιβάλλον
 διδάσκοντες Μ.Μεϊμάρης, Δ.Γκούσκος
 ακαδ. έτος 2011-2012...

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το παραδώσετε σε κλειστό φάκελο κατά την εξέταση του μαθήματος.

Αξιολογείστε με μια διαβάθμιση από το 1 (= πολλές αδυναμίες) έως το 5 (= πολύ καλά) και σχολιάστε εφόσον το εκτιμάτε την αξιολόγησή σας για τις επόμενες συνιστώσες του μαθήματος:

1. περιεχόμενο του μαθήματος	αξιολόγηση	..5.
σχόλια	Το περιεχόμενο του μαθήματος είναι πολύ ενδιαφέρον και απολύτως απαραίτητο, αφενός για την εκπαιδευτική διαδικασία, με απώτερη στιγμή την παρέμβαση και αφετέρου την απόκτηση γνώσεων γύρω από το ψηφιακό παιχνίδι	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	..5.
σχόλια	Λειτουργήσε ως ένα επιπλέον εποπτικό μέσο για εμάς και είναι εντυπωσιακά δομημένη. Βεβαίως πρέπει να γίνει σαφές, ότι οι μεταπτυχιακοί είναι απαραίτητο να ενημερώνονται τόσο ως προς τα άρθρα που είναι αναρτημένα όσο και ως προς τις εργασίες των προηγούμενων ετών και να μην επικεντρωνόμαστε μόνο στις εργασίες του εξαμήνου.	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	..5.
σχόλια	Πολύ ενδιαφέροντα και έχουν άμεση σχέση με την εκπαιδευτική πραγματικότητα.	
4. διδασκων	αξιολόγηση	...5

Διαπανεπιστημιακό Διατμηματικό ΠΜΣ «ΤΠΕ για την Εκπαίδευση»
 μάθημα Μάθηση και Ψυχαγωγία σε Ψηφιακό Περιβάλλον
 διδάσκοντες Μ.Μεϊμάρης, Δ.Γκούσκος
 ακαδ. έτος 2011-2012

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το παραδώσετε σε κλειστό φάκελλο κατά την εξέταση του μαθήματος.

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	Ενημέρωση πάνω στα ψηφιακά παιχνίδια, διεύρυνση των γνώσεων μας, ενδιαφέρον μάθημα και εισηγήσεις.	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	4
σχόλια		
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	Προσωπική επιλογή θέματος και υποστήριξη από τους διδάσκοντες τόσο σε θεωρητικό υπόβαθρο(υλικό για θεωρητική υποστήριξη της εργασίας) όσο και με παραδείγματα πιθανόν δραστηριοτήτων για το κομμάτι της εκπαιδευτικής παρέμβασης.	
4. διδάσκοντες	αξιολόγηση	5

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

μάθημα «Σχεδιασμός, Ανάπτυξη και Διοίκηση της Ψηφιακής Επικοινωνίας»

ακαδ. έτος 2008-2009

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/MEDIA117>

διδάσκων

Δρ. Δημήτρης Γκούσκος, gouscos@media.uoa.gr

έντυπο αξιολόγησης μαθήματος

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1. περιεχόμενο του μαθήματος	αξιολόγηση	4
σχόλια	ΓΕΝΙΚΑ ΠΟΛΥ ΕΝΔΙΑΦΕΡΟΝ ΜΟΝΟ ΠΟΥ ΘΑ ΗΘΕΛΑ ΝΑ ΜΗΝ ΑΦΙΕΡΩΝΑΜΕ ΤΟΣΗ ΣΤΑ videakia ΚΑΙ ΝΑ ΣΥΖΗΤΟΥΣΑΜΕ ΛΙΙΓΟ ΠΑΡΑΠΑΝΩ!	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	ΠΟΛΥ ΚΑΛΑ ΟΡΓΑΝΩΜΕΝΑ, ΜΕ ΒΟΗΘΗΣΑΝ ΠΟΛΥ	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	ΥΠΗΡΧΕ ΠΟΙΚΙΛΙΑ ΚΑΙ ΜΕ ΒΟΗΘΗΣΕ ΠΟΛΥ Η ΙΣΤΟΣΕΛΙΔΑ ΤΟΥ ΜΑΘΗΜΑΤΟΣ	
4. διδάσκων και συνεργάτες	αξιολόγηση	5

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών

μάθημα «Διαχείριση Περιεχομένου στο Διαδίκτυο», ακαδ. έτος 2009-2010

ιστοσελίδα μαθήματος

<http://eclass.uoa.gr/courses/MEDIA151>

διδάσκων

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έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το αφήσετε στη γραμματοθυρίδα του διδάσκοντα.

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	...	

2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	...	

3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4
σχόλια	...	

4. διδάσκων	αξιολόγηση	5
σχόλια	...	

5. προσκεκλημένοι εισηγητές	αξιολόγηση	5
σχόλια	...	

Τμήμα Επικοινωνίας και ΜΜΕ Πανεπιστημίου Αθηνών
 Μάθημα ΔΙΑΧΕΙΡΗΣΗ ΠΕΡΙΕΧΟΜΕΝΟΥ ΣΤΟ ΔΙΑΔΙΚΤΥΟ
 Διδάσκων Δ.Γκούσκος
 ακαδ. Έτος 2011-2012

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το παραδώσετε σε κλειστό φάκελλο κατά την εξέταση του μαθήματος.

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1. περιεχόμενο του μαθήματος	αξιολόγηση	5
σχόλια	Εξαιρετικά χρησιμο για ολη τη σταδιοδρομια ενός φοιτητη	
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια	Ολες οι πληροφοριες προσβασιμες και αναλυτικες	
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	5
σχόλια	Εργασιες που καλυψαν μεγαλη γκαμα γνωσεων	
4. διδάσκων	αξιολόγηση	5

ΠΜΣ «Επικοινωνία και ΜΜΕ»

κατεύθυνση «Ψηφιακά Μέσα Επικοινωνίας και Περιβάλλοντα Αλληλεπίδρασης»

μάθημα Συμμετοχική Ψηφιακή Επικοινωνία και Διακυβέρνηση

διδάσκων Δ.Γκούσκος

ακαδ. έτος 2011-2012

έντυπο αξιολόγησης μαθήματος

Παρακαλείστε να συμπληρώσετε το παρόν έντυπο αξιολόγησης ανώνυμα και να το παραδώσετε σε κλειστό φάκελλο κατά την εξέταση του μαθήματος.

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1. περιεχόμενο του μαθήματος	αξιολόγηση	4
σχόλια		
2. υλικό αναφοράς και ιστοσελίδα	αξιολόγηση	5
σχόλια		
3. θέματα και υποστήριξη εργασιών	αξιολόγηση	4
σχόλια		
4. διδάσκοντες	αξιολόγηση	5
σχόλια		