**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Human Sciences |
| **ACADEMIC UNIT** | Department of Mediterranean Studies |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | **ΑYΕ-35** | **SEMESTER** | **8th**  |
| **COURSE TITLE** | NEW TECHNOLOGIES IN ARCHAEOGNOSTIC SCIENCES |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|  | 3 | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | Specialised general knowledge |
| **PREREQUISITE COURSES:** | None |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek  |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** |  |
| **COURSE WEBSITE (URL)** | https://eclass.aegean.gr/courses/TMS238/ |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.**Consult Appendix A* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
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| With the successful completion of the course students should be able:- Evaluate and define the boundaries of antiquarian science (literature, linguistics, archeology, history and art history) from which new technologies can highlight elements that cannot be seen with theoretical studies only- To manage a problem of archaeological content applying the appropriate method and synthesize interdisciplinary approaches to solve it,- To compare methods together when solving an archaeological issue eg.. provenance studies in archeology recognition of non readable texts, identify authors and / or artists and learn to synthesize and analyze a topic they are asked to write up in the form of working essay at home.- To adopt the appropriate technology and interpret archaeognostic sciences with measurement and digital representation,- Be able to explain and distinguish the archaeological problem sought, with many exemplary cases, as opposed to unilateral historical/ philological comparative approach- to be equipped with information to allow them to plan, select, and implement in collaboration, specialized techniques for their contribution to further progress of the field that the course is delt with. |
| **General Competences**  |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
| * Search for, analysis and synthesis of data and information, with the use of the necessary technology
* Decision-making
* Working in an interdisciplinary environment
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1. **SYLLABUS**

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| The new technologies used to assist archaeognostic sciences (philology, linguistics, archaeology, history and art history) are presented on case studies. Deciphering non readable texts in marble, parchment, palimpsest, etc by IR, UV light, techniques of dating and analysis/ provenance in archaeology, recognizing authorship of anonymous texts by statistical indexes, GIS in archaeology, treatment of paper and susceptible objects for preservation, virtual reality and 3D in archaeology and archaeoastronomy, geophysical and satellite prospection, photogrametry.In particular, the topics of the course include:1) Introduction: New Technologies in Archaeognostic Sciences. Faceted synergy with prospects2) Geographic Information Systems3) Photogrammetry in Archaeology4) Virtual reality & 3D in Archaeology5) Dating protocols6) Methods of reading inconspicuous/erased texts, natural methods of reading texts7) Museums, Museology, Preventive conservation8) Informatics in Archaeology (groupings, identifying writers and artists).9) Data Bases in Culture10) Multimedia Technologies11) Examples of locating buried / underwater antiquities |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face to face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | **PowerPoint presentations** |
| **TEACHING METHODS***The manner and methods of teaching are described in detail.**Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.**The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* |

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| ***Activity*** | ***Semester workload*** |
| Lectures |  |
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| Course total  |  |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Written or oral exams at the end of the semester |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:**a) Basic Textbooks:**Liritzis, I., (ed). (2007) New technologies in Archaeognostic Sciences, Gutenberg Publ, Athens**b) Additional References:**Adcock, E.P (1998) Principles for the care and handling of Library materials. Inter. Federation of Library Assoc & Institutions (IFLA)**CIE (2003) Control of damage to museum objects by optical radiation., TC, Vienna, 3-22.**Weymouth J.W & Higgins, R (1986) Geophysical surveying of archaeological sites. In Rapp, G Jr, & Gifford, J.A (eds) Archaeological Geology, 191-235**Dickman, K Fotakis C & Asmus J.F (eds) (2005) Lasers in the conservation of artworks. LACONA V Proceedings, Springer Proceedings in Physics, Vol.100.**Macdonald, L & Windsor, B (1987) Databases in education and training: Concerns for the educational technologist. In Rushby, N (ed) Technology based learning. Selected readings, Kogan Page, London/Nichols Publishing Co., London, 215-221.* *- Related academic journals:* |