



## Online Teacher Training (TT) Course Syllabus

<b>Institution Name</b>	<b>National Polytechnic University of Armenia (NPUA)</b>
<b>TT Course Title</b>	<b>Hybrid/Blended Teaching &amp; Learning</b>
<b>Instructor Name</b>	Kristina Khudaverdyan
<b>Faculty and Department Position</b>	IICTE Institute, Department of “Information Security and Software Engineering”
<b>Email address</b>	kkhudaverdyan@gmail.com
<b>Phone number</b>	(+374 91) 354-353
<b>Meeting Dates &amp; Times</b>	09April /16April/ 23April, 2021 / 15:00 -18:00
<b>Workload in hours</b>	9 hours presented in 3 hours per day x 3 days
<b>Course Purpose</b>	The purpose of this teacher training course is to provide teachers in higher education with a specific expertise in hybrid/blended teaching and learning for designing online teaching and learning activities.
<b>Learning Outcomes (LOs)</b>	On completion of the course, the participants will able to: <ul style="list-style-type: none"> <li>• design effective online activities for their teaching practice and apply various methods of online learning in their courses</li> <li>• apply teaching practices in remote project-based learning courses</li> <li>• motivate &amp; support students by adopting and practicing new strategies for efficient online learning</li> </ul>
<b>Course methodology/ Instructional Strategies</b>	The training approach of the course consists of: <ul style="list-style-type: none"> <li>• Presentations (Power Point Slides)</li> <li>• Individual reflection</li> <li>• Tasks in Breakout Rooms</li> <li>• Questions and answers – updating skills and knowledge</li> <li>• Resources in the form of support documentation will be sent in an electronic format</li> <li>• Feedback of the session</li> </ul>
<b>Recommended Texts &amp; Materials</b>	<ul style="list-style-type: none"> <li>• Cohn, J., Seltzer, B. (2020), Teaching effectively during times of disruption, for SIS and PWR, <a href="https://bit.ly/stanfordteachingdisruption">bit.ly/stanfordteachingdisruption</a>.</li> </ul>

	<ul style="list-style-type: none"> <li>• Darby, F. (2020), How to be a Better Online Teacher, The Chronicle of Higher Education, pp. 12-23.</li> <li>• Ni Shé, C., Farrell, O., Brunton, J., Costello, E., Donlon. E., Trevaskis, S., Eccles, S. (2019), Teaching online is different: critical perspectives from the literature, Dublin: Dublin City University. Doi: 10.5281/zenodo.3479402.</li> <li>• Williams, B. (2003), High Order Thinking Skills. Challenging all Students to Achieve. Corwin Press.</li> <li>• Boss, S., &amp; Krauss, J. (2014). Reinventing project-based learning: Your field guide to real-world projects in the digital age (Second edition). Eugene, Oregon: International Society for Technology in Education.</li> <li>• Buck Institute for Education – PBL resources: <a href="https://www.bie.org">https://www.bie.org</a></li> <li>• Cooper, R., &amp; Murphy, E. (2016). Hacking project-based learning: 10 easy steps to PBL and inquiry in the classroom. Hack Learning Series. Cleveland, OH: Times 10 Publications.</li> <li>• Ho, M. W., &amp; Brooke, M. (2017). Practical guide to project-based learning. New Jersey: World Scientific.</li> <li>• Project Management Institute Educational Foundation: <a href="https://pmief.org/">https://pmief.org/</a></li> <li>• American Psychological Association, Coalition for Psychology in Schools and Education. (2015). "Top 20 principles from psychology for preK-12 teaching and learning." Retrieved from <a href="http://www.apa.org/ed/schools/cpse/top-twenty-principles">http:// www.apa.org/ed/schools/cpse/top-twenty-principles</a>.</li> </ul>
<p><b>Basic Technical/Media Requirements</b></p>	<p>Each participant needs:</p> <ul style="list-style-type: none"> <li>• Personal computer (Mac, iPad or Tablet, Laptop, Lab-Notebook, Smartphone, etc.)</li> <li>• Internet connection (DSL, LAN or Cable connection, Web browser's type, etc.)</li> <li>• Special software required</li> <li>• Basic computer skills.</li> </ul>
<p><b>Quality Assurance (QA)</b></p>	<p>Online feedback survey of trainees and production of a brief Feedback Evaluation Report</p>

### Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
<b>Day-1</b> 09 Apr 2021 15:00-18:00	<ul style="list-style-type: none"> <li>• Introduction to Online Teaching</li> <li>• Quantity vs Quality of content in teaching</li> <li>• Active participation of students in online teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team- work</li> <li>• Individual work</li> <li>• Discussion in small groups</li> </ul>	Individual assignment #1 on applying various methods of online learning
<b>Day-2</b> 16 Apr 2021 15:00-18:00	<ul style="list-style-type: none"> <li>• Introduction to the concept of PBL in the digital classroom</li> <li>• Gold Standard in online PBL teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Individual reflection</li> <li>• Team- work in Breakout Rooms</li> <li>• Open discussion</li> </ul>	Individual assignment #2 on exploring the technologies needed for remote PBL learning
<b>Day-3</b> 23 Apr 2021 15:00-18:00	<ul style="list-style-type: none"> <li>• Main learning principles</li> <li>• Integration the learning strategies in online learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team- work in Breakout Rooms</li> <li>• Discussion</li> </ul>	Individual assignment #3 on practicing new strategies for efficient online learning