TEACHER TRAINING (OTT) COURSE

IN FRAMESOF THE ERASMUS+ CBHE "PRINTEL" PROJECT
585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP

"CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES", PRINTeL

Held at IAKOB GOGEBASHVILI STATE UNIVERSITY

TEACHER TRAINING (OTT) COURSE EVALUATION REPORT

Trainers (name/ last name): **Manana Garibashvili**
Shorena Lazviashvili

Title of the TT Course: **"Online Active Teaching & Learning: Experiences with Technology"**

Course Dates: 07, 08, 12 April, 2021 (I Session)

14, 15, 16 April, 2021 (II Session)

Overview of the training

As far as the training was led by the co-trainers (Prof. Manana Garibashvili & Assist. Prof. Shorena Lazviashvili), the training was divided into two separate sessions. Each session lasted for three days (3 hrs. per day). In total the co-trainers gave 18-hour-long training sessions to two different focus groups. The first training session took place on April 07, 08, 12, 2021 and the second one on April 14, 15 and 16, 2021. Consequently, the evaluation is based on the joint questionnaire survey from the responses of the first and second group participants.

The title of the course was "Online Active Teaching & Learning: Experiences with Technology". Before the trainings, the trainers attended the online session led by Joan Tomas Pujola Font, University of Barcelona, Spain. Accordingly, the main issues for the session were adopted from the trainer's training course.

Total number of the trainees from two focus groups was 38 people. Among the participants were professors, associate professors, assistant professors and the invited lectures (mostly English Language Teachers).

The course aimed to discuss how to design **online class activities** and how to make the best use of the available **technology** to activate students' online learning process.

Key topics for the training were:
- Sharing experiences of online teaching;
- Introducing Some important theories regarding the online teaching (e.g. blended method, hybrid learning/ Dual Delivery, synchronous & asynchronous teaching)
- Introducing Online class activities via Padlet.com & edupazzle.com
- Introducing Gamification via genial.ly
- Introducing menti.com

The format of the training covered discussion sessions, group work and presentations. The Online platform for the training was Google Meet.

The participants were extremely motivated and very active during the session. They eagerly prepared their tasks for the following sessions and presented them among the participants later.

Survey results

Though the total number of the participants was 39, only 32 of them volunteered to submit the forms. Consequently, the report is based on the responses of 32 participants. The questionnaire form consisted of 6 sections. The questionnaire rating scale comprised the following: 0=Not applicable (choose N/A if the item is not appropriate or not applicable to the question); 1=Strongly disagree, or the lowest, most negative impression; 2=Disagree; 3=Neutral (Neither agree nor disagree), or an adequate impression; 4=Agree; 5=Strongly agree, or the highest, most positive impression

In the first section, the participants evaluated the objectives and content of the training. All the participants 100 % (32 people) stated that the objectives of the training were very clearly stated in the syllabus (see Fig. 1). Besides, all the participants (100%) strongly agreed that the training content was appropriate to the title and objectives of the course (1.1. & 1.2).
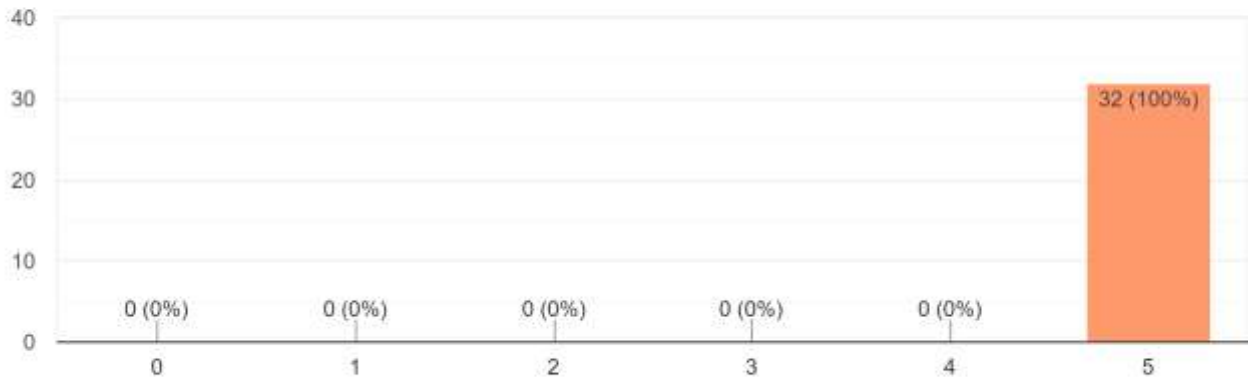
Figure 1

1.1. სილაბუსში ნათლად იყო ჩამოყალიბებული ონლაინ ტრენინგის მიზნები და ამოცანები.
32 responses
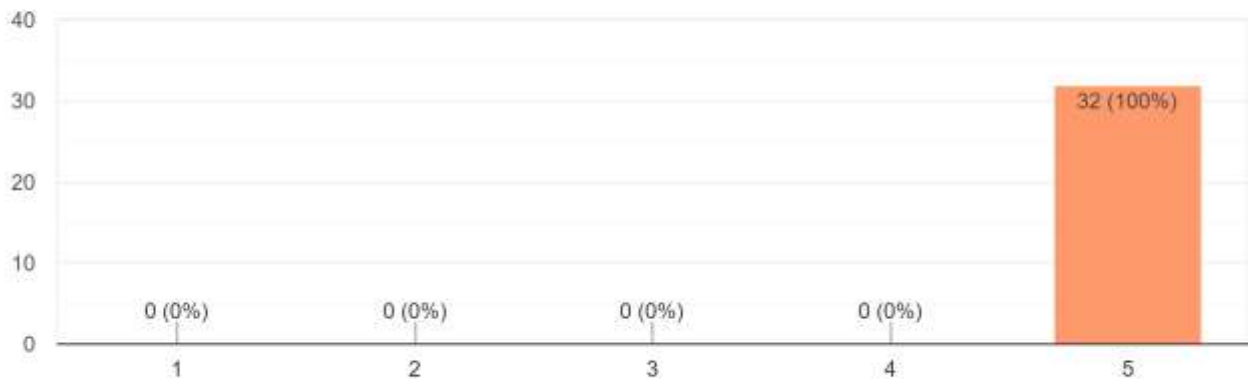
1.2. ტრენინგის შინაარსი შეესაბამებოდა კურსის დასახელებასა და მიზნებს.

32 responses

Quality of the training instruction was the primary concern to be estimated in the second section. All the participants 93.8 % (30 people) strongly agreed that the instructional methods and learning activities used during the sessions were relevant to the online mode and achieving the training objectives (statement 2.1).

Figure 2

2.1. ტრენინგზე გამოყენებული მეთოდები და სასწავლო აქტივობები შეესაბამებოდა ონლაინ ფორმატში განხორციელებულ ტრენინგს და კურსის მიზნებს.
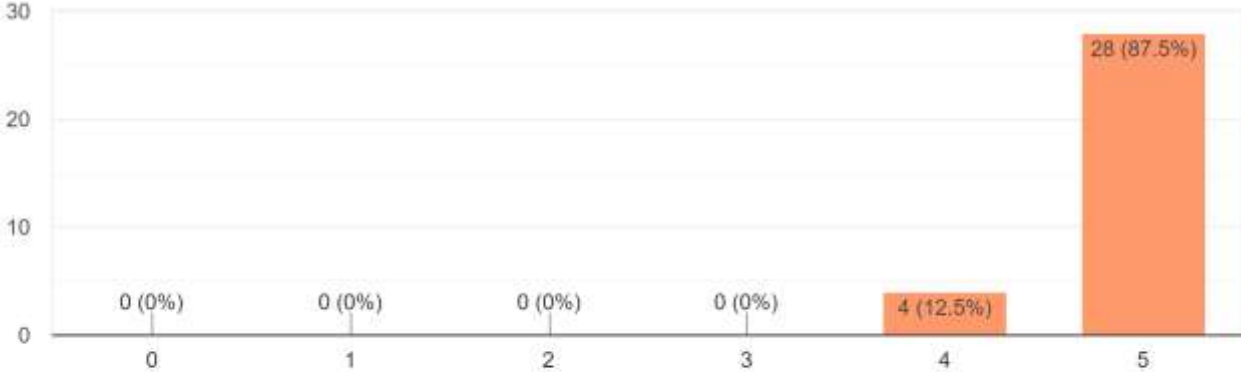
32 responses
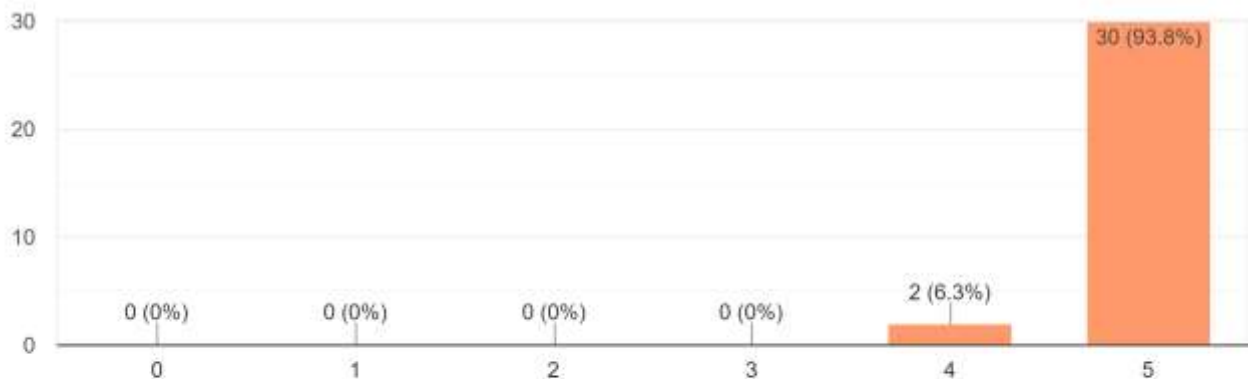
28 participants (87.5%) strongly agreed that the training methods and activities kept them interested in the topics and stimulated their learning (statement 2.2).

Figure 3

2.2. ტრენინგზე გამოყენებული მეთოდები და აქტივობები იყო სწავლის სტიმულისა და მოტივაციის მომცემი.

32 responses

Almost all of the participants (29 people, 90.6%) gave a maximum score to the statement that they acquired new skills on the usage of online teaching tools and methods.

Figure 4

2.3. მე შევიძინე ახალი უნარ-ჩვევები/ცოდნა სწავლების ონლაინ საშუალებებისა და მეთოდების გამოყენების შესახებ. *

32 responses
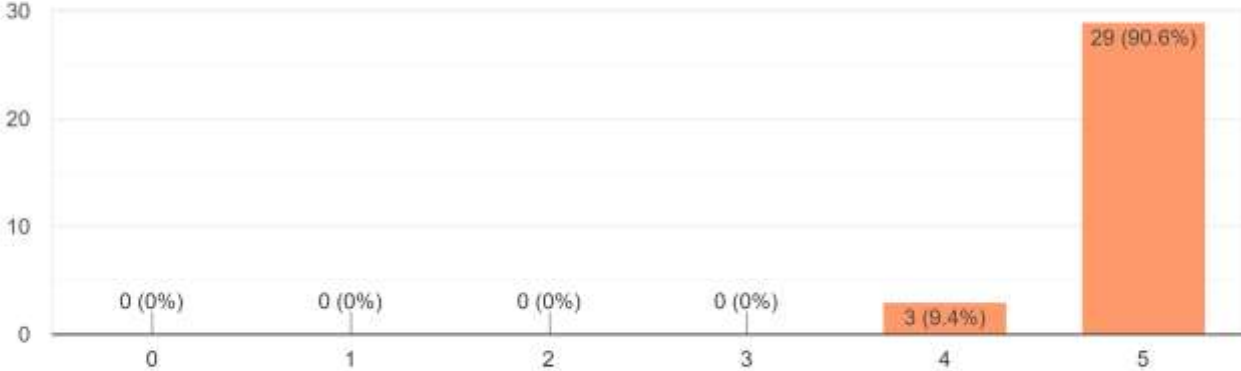
The third section concerned the evaluation of the training environment and technologies. Here the responses are almost the same. 93.8% (30 people) of the participants strongly approved the online training video platform and technologies rating them as comfortable and suitable to the learning needs in an online medium.

Figure 5

3.1. ონლაინ ტრენინგის პლატფორმა და გამოყენებული ტექნოლოგიები იყო კომფორტული და შეეფერებოდა ონლაინ ფორმატის საჭიროებებს.
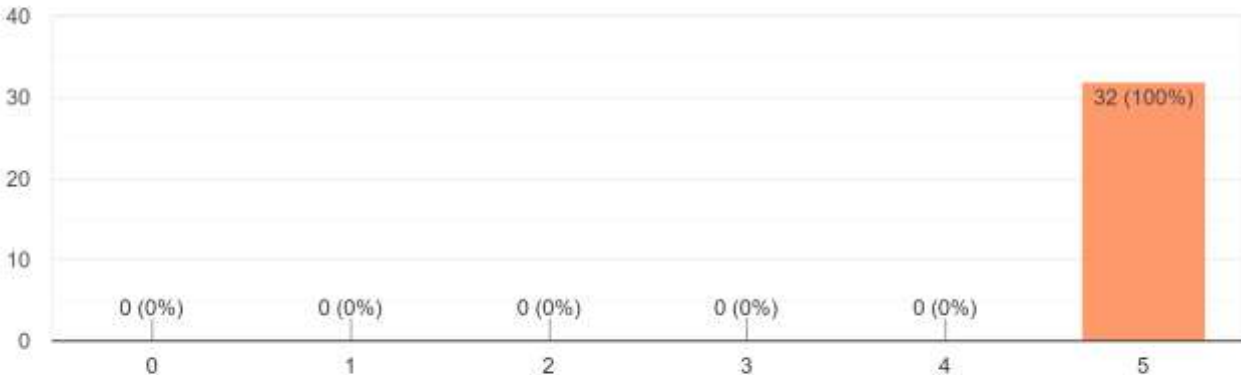32 responses
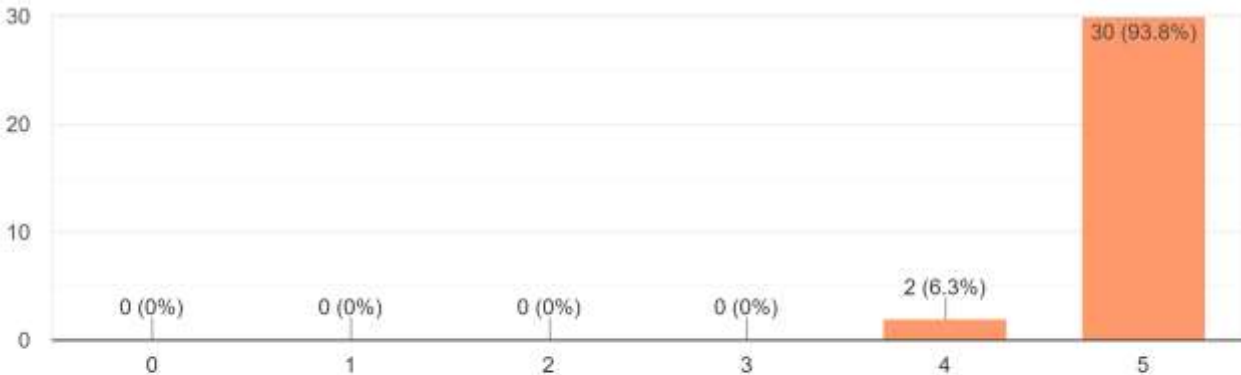
100% (32 people) of the participants strongly agreed that adequate electronic /digital materials were introduced during the training (statement 3.2.)

Figure 6

3.2. ტრენინგზე გამოყენებული იყო ადეკვატური ელექტრონული/ციფრული სასწავლო მასალები.
32 responses

In the statement 3.3 majority of the participants (29 people, 90.6%) strongly agreed that the online tools and technologies used during the training are accessible and applicable for their future teaching practice as well.

Figure 7

3.3. ტრენინგის დროს გამოყენებული ონლაინ ინსტრუმენტები და ტექნოლოგიები ხელმისაწვდომია და შემიძლია მომავალშიც გამოვიყენო სწავლების პროცესში.

32 responses
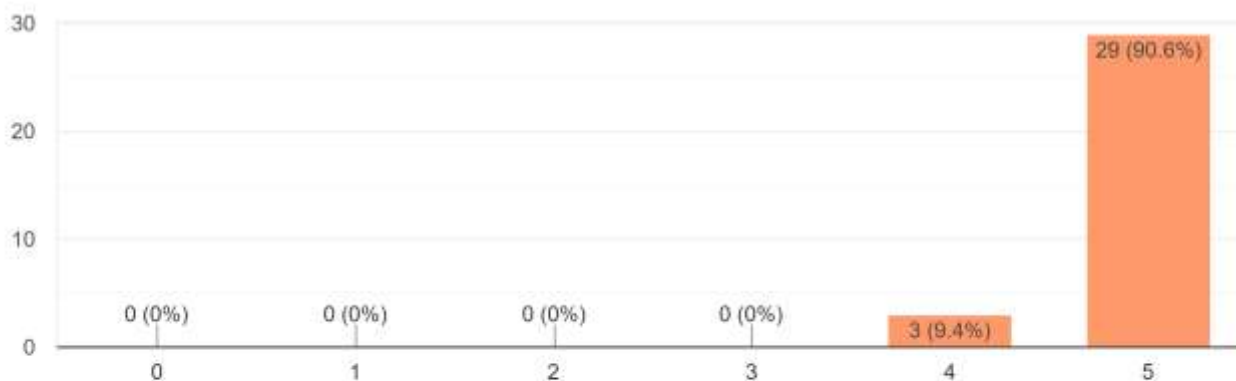
The fourth section covered the trainers' evaluation aspects. Consequently 100% (32 people) strongly agreed that the trainers' demonstrated knowledge and skills applied in an online medium and the instructors showed maximum communication skills taking into consideration the peculiarities of the online teaching (see Fig. 8 & Fig.9). These two items corresponded to the statements 4.1. & 4.3 of the questionnaire.

Figure 8

4.1. ტრენერებმა გამოავლინეს ონლაინ ტრენინგის თემების ცოდნა და შესაბამისი უნარ-ჩვევები.
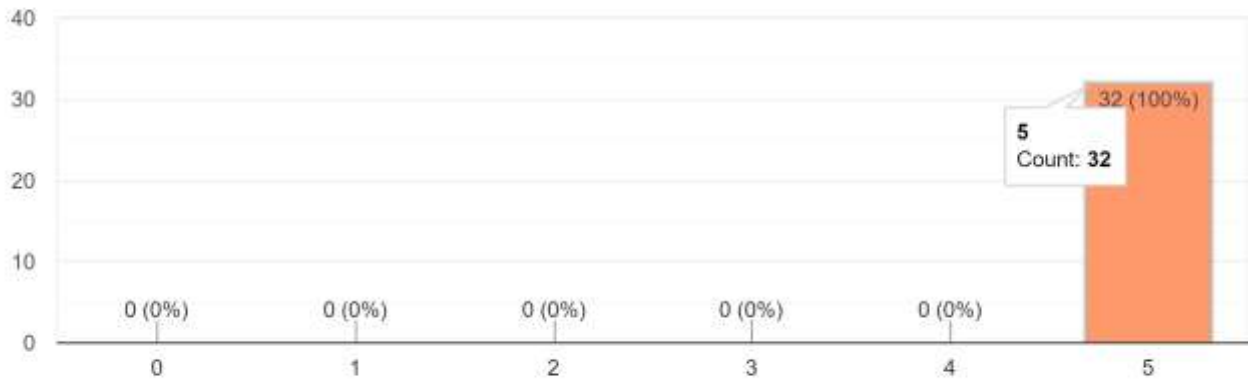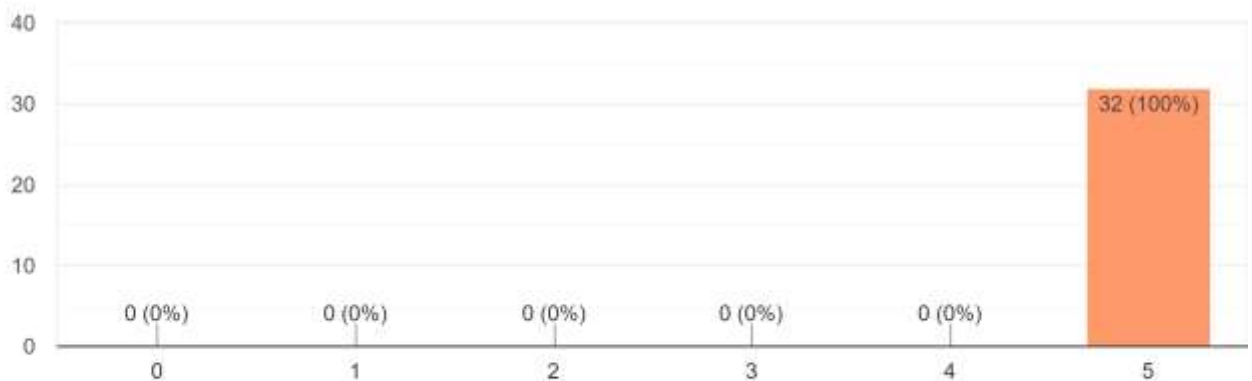
32 responses

4.2. ტრენერები კარგად იცნეს მომზადებულნი ამ ტრენინგისთვის და გამოავლინეს ონლაინ სწავლებისთვის საჭირო უნარ-ჩვევები.
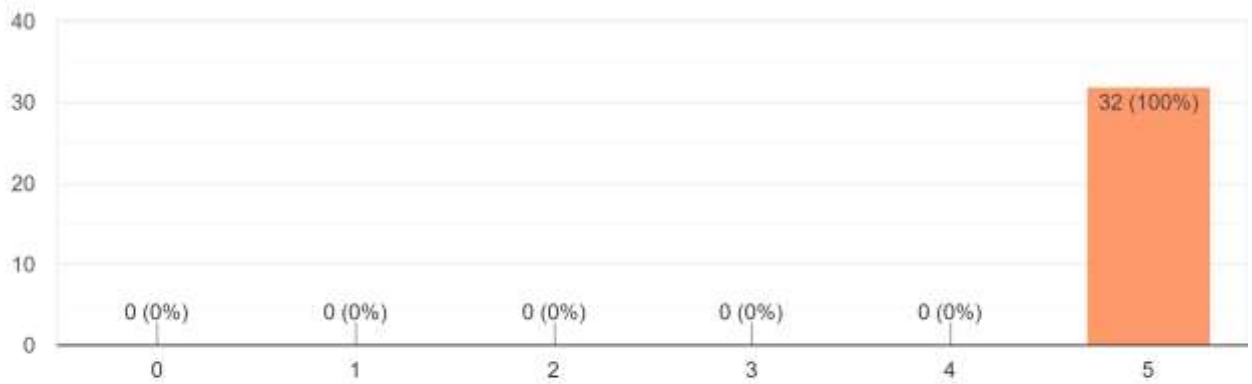
32 responses

100% (32 people) strongly agreed that the trainers were open during the communication with the trainees taking into consideration the specific format of online teaching. Correspondingly the results are shown below:

4.3. ტრენერები კარგად ურთიერთობდნენ მონაწილეებთან და ითვალისწინებდნენ ონლაინ სწავლების ფორმატის სპეციფიკას.

32 responses

The fifth section applied to the feedback of the trainees. Happily almost all 29 people (90.6%) strongly agreed to the statement that they acquired new skills regarding the innovative and technology-enhanced teaching & learning in an online format which are easily to be used in their future online teaching practice (see Fig. 11 below).

Figure 11

5.1. შევიდინე ინოვაციური და/ან ტექნოლოგიებზე დაფუძნებული ონლაინ სწავლა/სწავლებისთვის საჭირო უნარები.
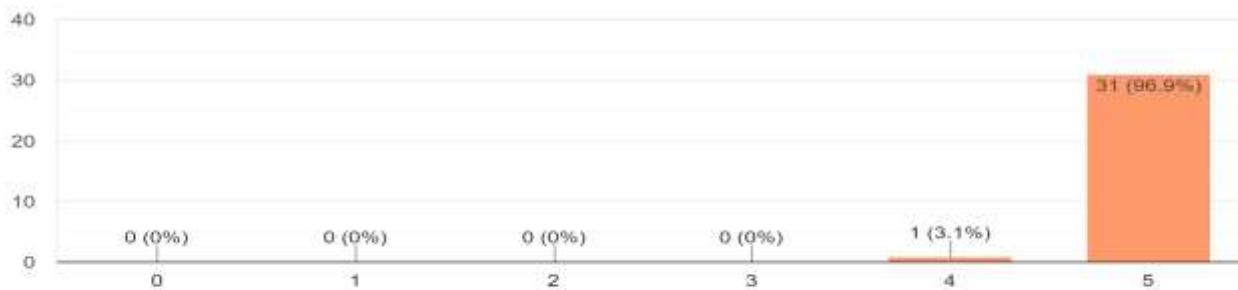
32 responses
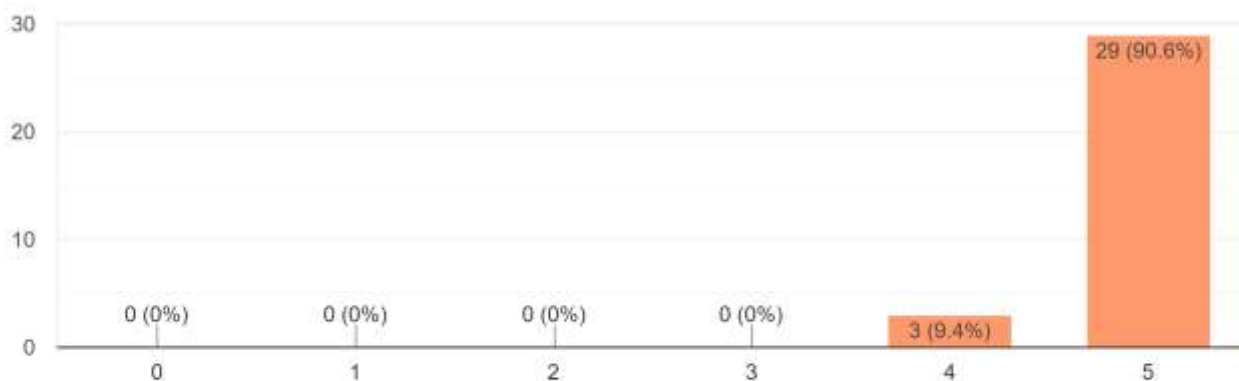
In section 5 the participants gave their opinion on the online training. 96.9% (31 people) rated their experience in this online training expressing the desire of sharing it among the other colleagues.

Figure 12

5.3. ამ ონლაინ ტრენინგის გავლას ვურჩევ ჩემს კოლეგებსაც.

32 responses

In Section 6 the trainees were given a chance to express their personal opinion regarding the training and its outcomes. Consequently, they have evaluated their experience gained during the training in the following way:

- Padlet and genuinely are very effective applications. I will definitely use them. As for the menti.com, I already knew about it and was actively using it even before;
- The application introduced during the training will obviously make my teaching process more interesting;
- I am eager to use a new electronic source - Padlet;
- I am ready to use all the applications introduced by the trainers during our meetings;
- I will use certain applications while designing/redirecting students' tasks;
- The applications introduces will make my lectures more interesting and productive;
  With the help of the knowledge gained during the trainings I will be able to prepare interesting presentations and teaching video-materials;
- The experience gained during the trainings will give me a good chance of designing various new activities; correspondingly, I will be able to make my teaching process more interesting;
- The applications were introduces adequately from the trainers which rises my desire of using them in my own practice.

The participants thanked the trainer and expressed final comments about the training.
- The trainings were extremely interesting and important;
- With the help of our trainers I have gained much knowledge regarding the online/digital teaching sources;
- The training was very interesting;
- The training was timely and appropriate to the current teaching circumstances. Trainers were well prepared and the atmosphere was utmost pleasant and collaborative. I wish great success to the trainers.
- The training was very interesting, interactive and productive. I will definitely use all the applications introduced during the training. Many thanks to the trainers!

Conclusions

In conclusion, the training "Online Active Teaching & Learning: Experiences with Technology" was successfully conducted at TESAU. The participants positively evaluated and outlined the benefits of the training. At the end all the trainees expressed their willingness of using the acquired knowledge in their teaching practice, as the content of the training was adequate, appropriate and utmost urgent for the contemporary situation.