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**TEACHER TRAINING (TT) COURSE
IN FRAMES OF 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 Georgian Technical University

Teacher Training (TT) Course Evaluation Report

Trainer (name/ last name): Dali Sekhniashvili

**Title of the TT Course: Video as a Learning Tool for Teachers
and Students: Video Lecturing & Promoting Interaction in
the Classroom**

Learning Course Dates: 4-9 March, 2019

Overview of the Training

“Video as a Learning tool for teachers and students: Video Lecturing & promoting Interaction in the Classroom”, 5-day-training course has been recently (March 4-9, 2019) attended by 23 lecturers from 6 different faculties (Faculty of Business Technology, Faculty of Engineering Economic, Media Technology and Social Sciences, Faculty of Mining and Geology, Faculty of Chemical Technology and Metallurgy, Faculty of Transportation and Mechanical Engineering, Faculty of Informatics and Control Systems) at Georgian Technical University. Among the participants were 6 trainers from the Professional Development Center of GTU.

It should be noted that almost every participant (lecturer) of the training course are trainers themselves who had attended the following training courses: "Modern Methodology in Teaching and Learning", "Learning Results and Assessment", "Modern Teaching Technologies" and etc. at the Professional Development Center of GTU. These training courses were organized by the Professional Development Center of GTU together with Center for Excellence in Learning and Teaching Iowa State University (USA).

The trainer was Dali Sekhniashvili who attended the training session with the title “Video as a Learning tool for teachers and students: Video Lecturing & promoting Interaction in the Classroom” in Porto, Portugal at University of Porto in November 2018.

The training started with a course introduction and a presentation about using video in teaching and learning. Participants recognized the importance of using video in teaching and learning processes and understood the significance and added value of video in teaching and learning in different scenarios. There was emphasized the fact that the use of videos in teaching and learning serves to not only benefit students, but also teachers and their affiliated institutions. Educational institutions can gain great autonomy by using videos to reach their broad audience. They can be used to keep potential, current and former students involved and engaged.

The trainees were introduced several concrete Teaching & Learning scenarios on how to use video as a learning tool with practical cases, both in class as outside class, and there were examples of tools that teachers can use to motivate and engage students increasing the quality of their learning process. The trainees learned tips and tricks for video recording, identified

different sets and contexts where video can be used effectively.

Before starting to work on the course project, participants were defined groups based on of their ideas, and then groups started to plan the project, sketched its contents, then captured images and videos for their project and worked hands-on video production, each group captured and created video learning materials.

The final day of the course was devoted to the presentation of video learning materials made by participants.

Survey Results

At the end of the training the participants submitted evaluation forms. We got 21 responses; 2 trainees failed to submit the TT Evaluation Questionnaire and one of the participants had twice submitted it.

The objectives and content of the training were evaluated in **the first section** of the five. 19 out of 21 trainees (that is 90%) strongly agreed and 2 out of 21 trainees (that is 9,5%) agreed that the objectives of the training were clearly stated in syllabus (see Chart 1).

1.1. The objectives of the training were clearly stated in syllabus

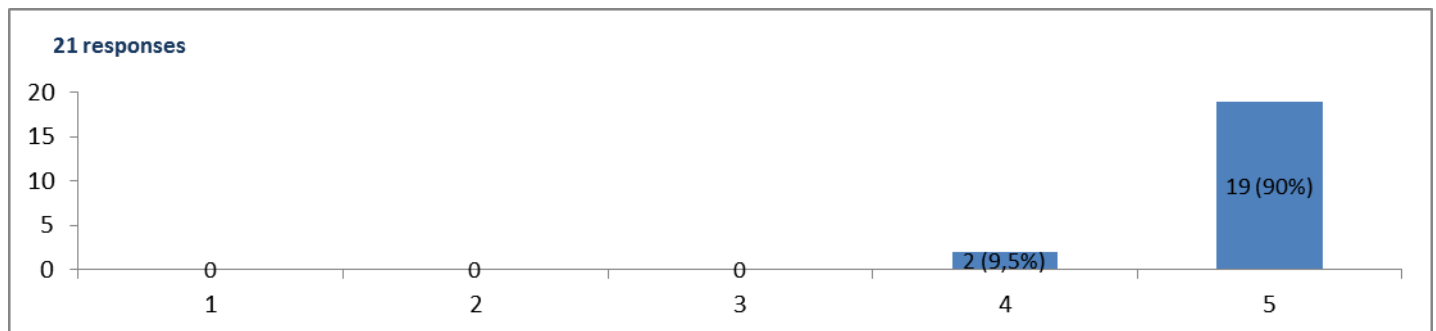


Chart 1

Then, 20 (that is 95%) out of 21 trainees strongly agreed and 1 (4,7%) trainee agreed that the training content was appropriate to title and objectives of the course (see Chart 2).

1.2. The training content was appropriate to title and objectives of the course

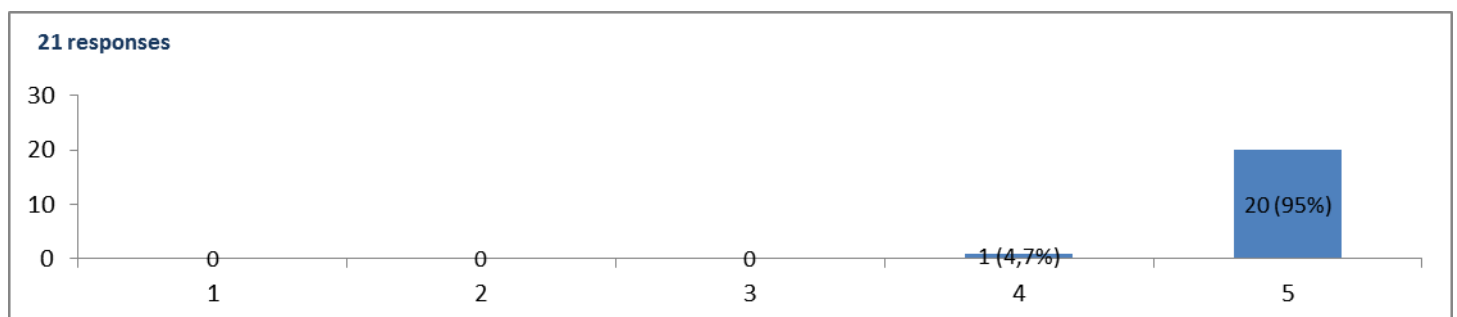


Chart 2

Then, 16 trainees out of 21 strongly agreed, 3 trainees out of 21 agreed and 1 out of 21 was neutral that training content was relevant to their expectations (see Chart 3).

1.3. The content was relevant to my expectations

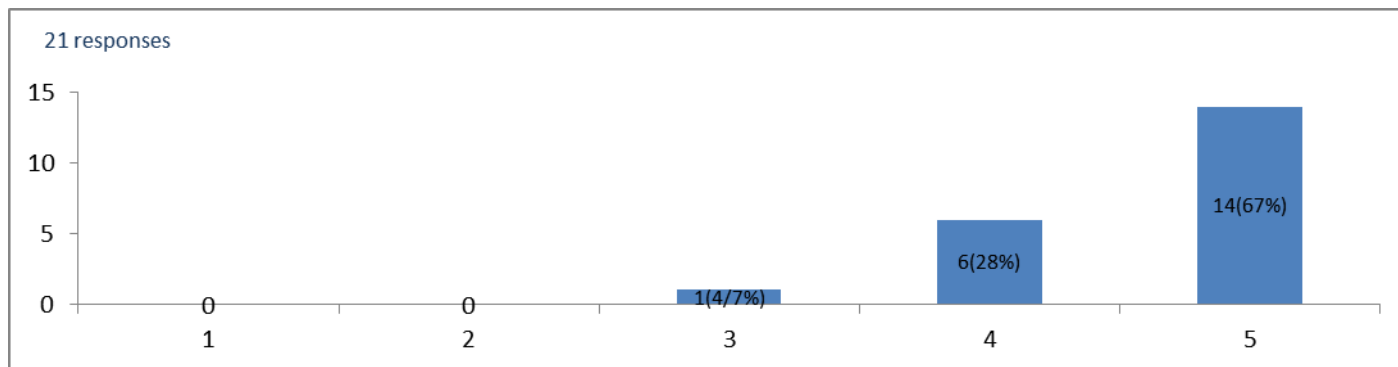


Chart 3

The quality of the instruction were evaluated **in Section 2**, to the 2.1. question – Innovative methods and well prepared instructional activities were used and delivered, 14 trainees out of 21 strongly agreed, 5 agreed, 1 trainee out of 21 was neutral and one of them was disagree that the innovative methods and well prepared instructional activities were used and delivered in the course (see Chart 4).

2.1. Innovative methods and well prepared instructional activities were used and delivered

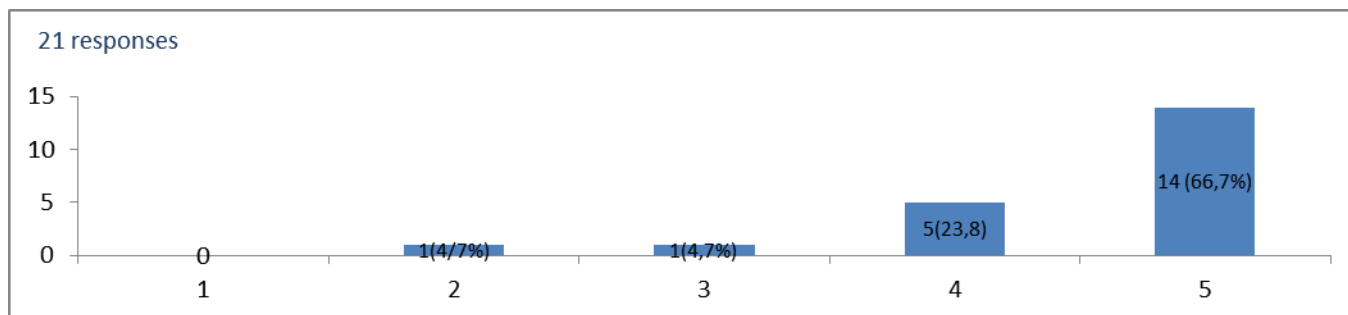


Chart 4

Then, 18 trainees out of 21 strongly agreed, 2 trainees out of 21 agreed and one of them was neutral responded to 2.2 question (see Chart 5).

2.2. The training methods and activities kept me interested in the topics and stimulated my learning

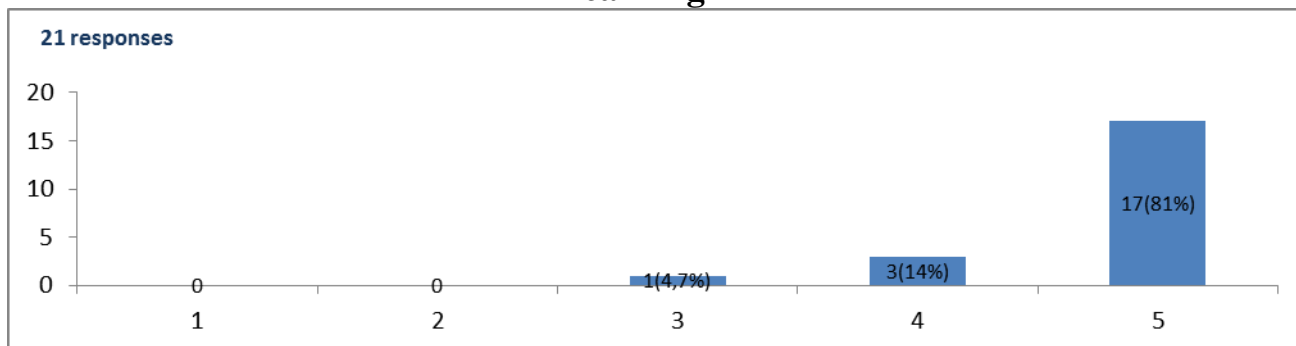


Chart 5

Also, 15 trainees out of 21 strongly agreed and 6 out of 21 trainees agreed that participation and interaction were encouraged during the training. (See Chart 6).

2.3. Participation and interaction during the training were encouraged

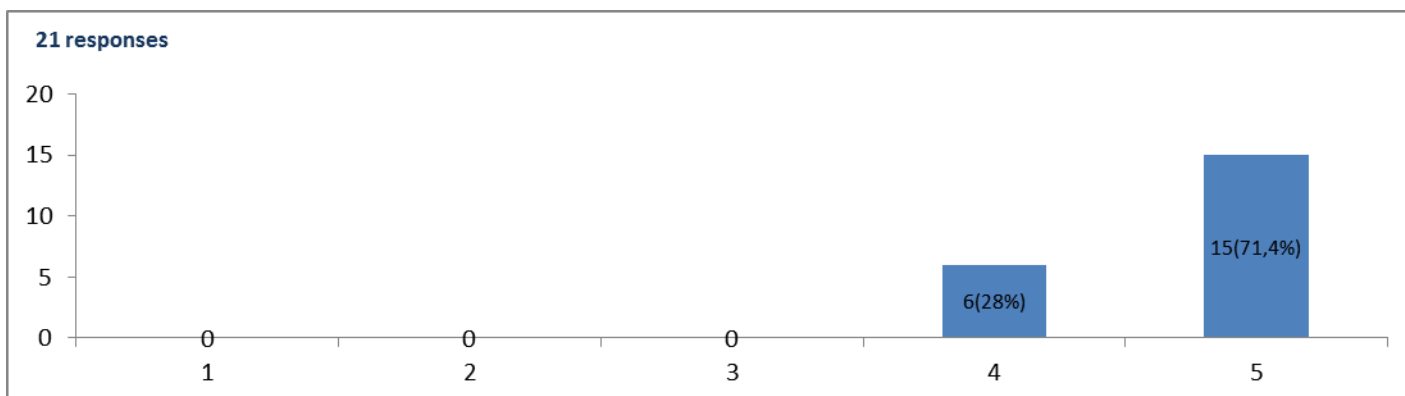


Chart 6

In Section 3, The 20 trainees out of 21 had most positive impression and 1 trainee out of 21 was agreed to 3.1 and 3.2 questions respectively, which go as follows: 3.1. Trainer was well-prepared and 3.2. Trainer’s communication with the group was efficient (see Chart 7).

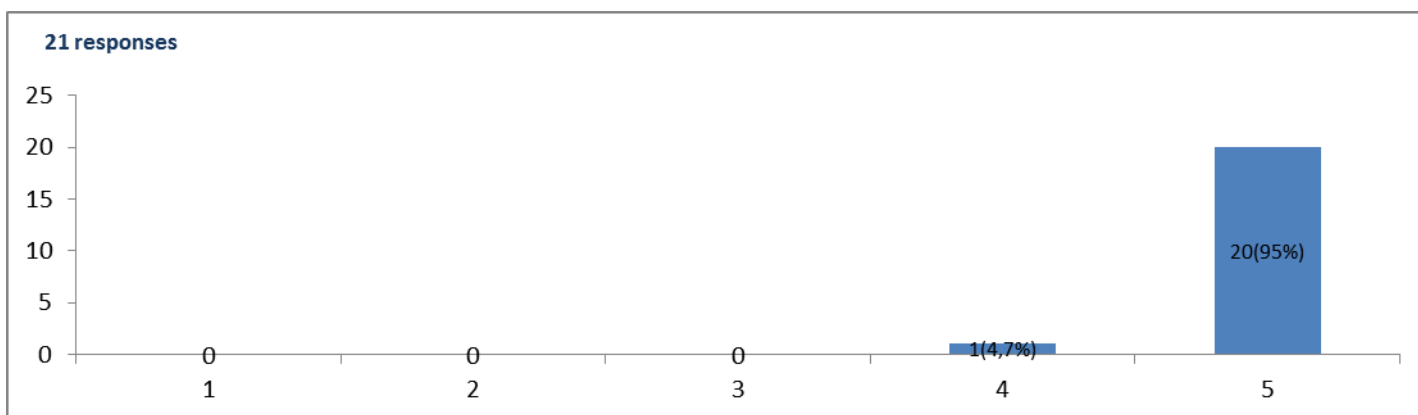


Chart 7

To the question regarding the time allotted for the training, 17 trainees out of 21 thought that time was used effectively by the trainer, 2 trainees agreed and 2 were neutral.

3.3. The allotted time for the training was used effectively by the trainer

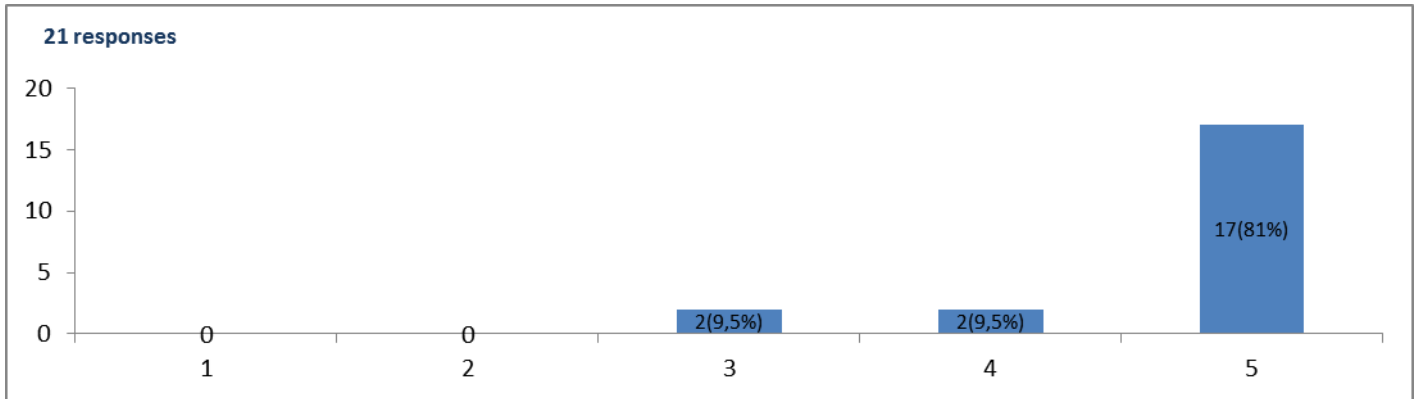


Chart 8

In Section 4, 13 out of 21 stated they acquired innovative and/or technology enhanced new skills needed for teaching/learning process (See Chart 9). Almost every trainees out of 21 trainees claimed they will be able to use newly acquired skills in practice (See Chart 10) for question 4.3. 20 participants out of 21 were certain they would recommend this training to their colleagues. (See Chart 11)

4.1. I acquired new skills on innovative and/or technology-enhanced teaching & learning

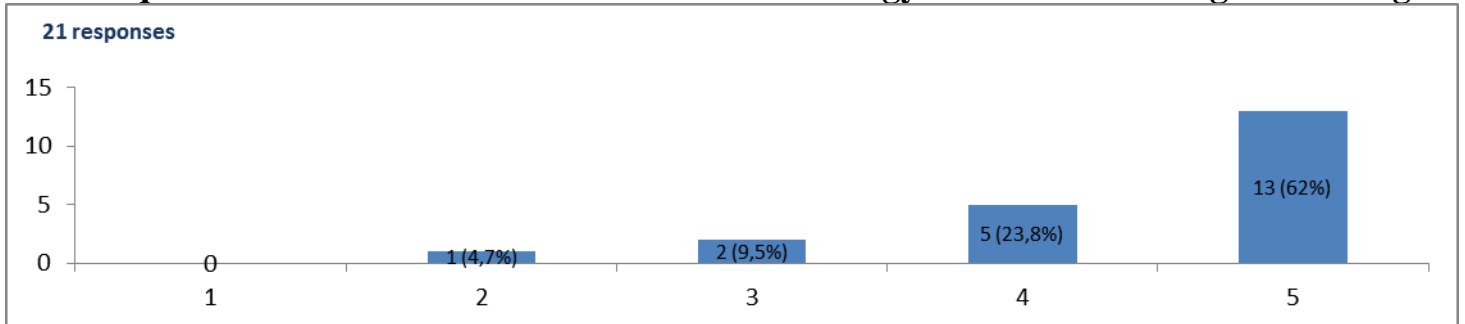


Chart 9

4.2. I will be able to apply acquired skills in my teaching practice

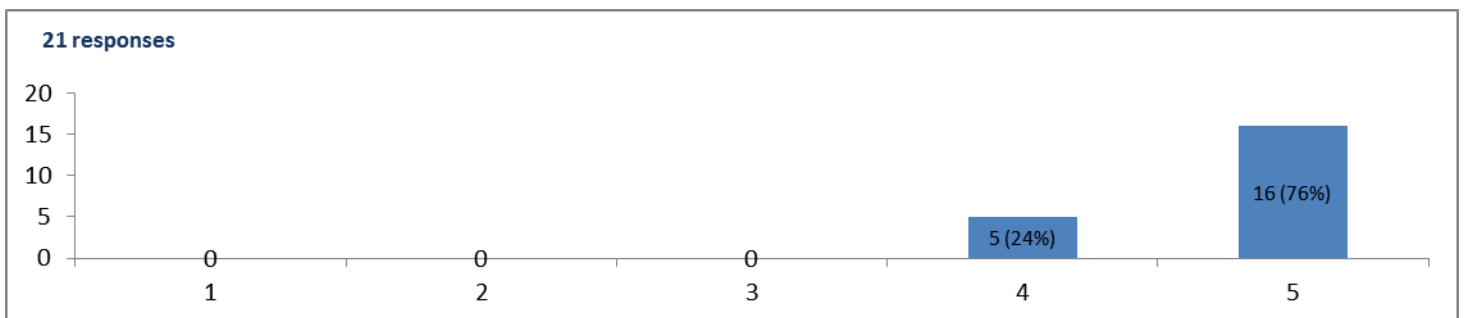


Chart 10

4.3. I would recommend this training course to my fellow teachers

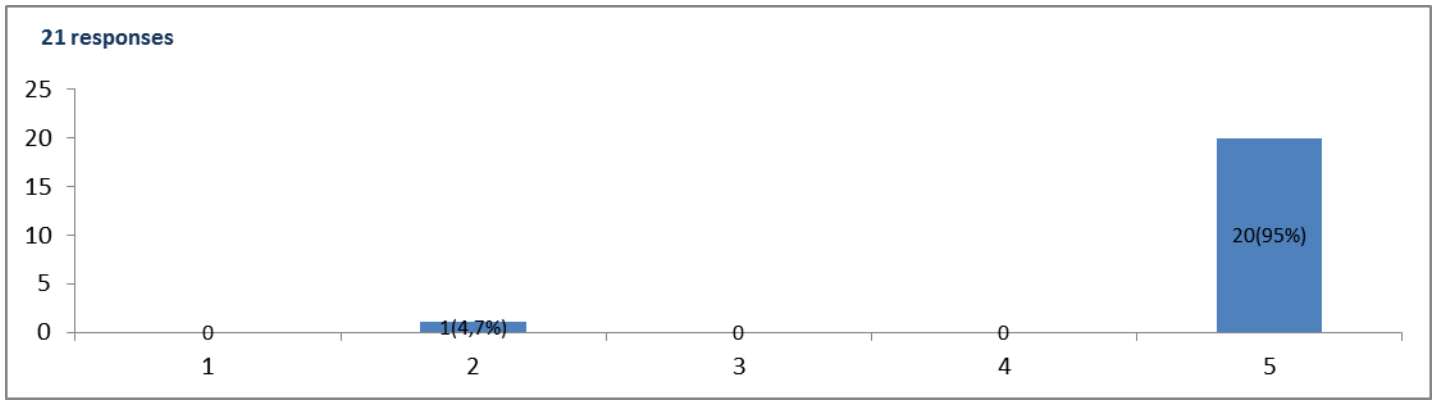


Chart 11

In Section 5, in 5.1. as to how they evaluated the overall training experience most of the participants responded positively: 16 trainees had most positive impression and 4 trainees out of 21 agreed and only one of them was neutral. (See Chart 12).

5.1. Overall, how would you rate your experience in this training?

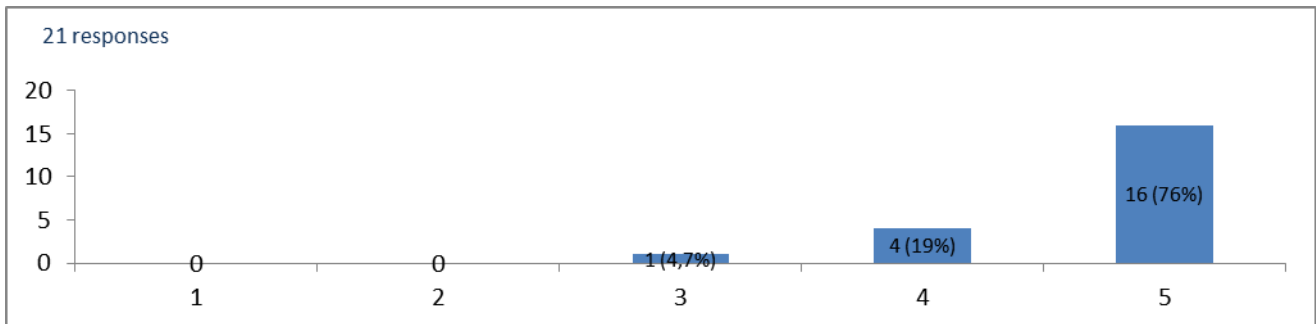


Chart 12

Then came their individual intentions (5.2.). They are full of enthusiasm to use the newly acquired skills and tools in their practice what will contribute for the enhancement of their teaching practices (see Table 1).

- I will definitely use video in my lectures. I will use video to provide students with different instructions.
- I will actively use the video in my training practice, in particular, I will put the videos in my presentations, which will make the courses more interesting and will enhance student's engagement.
- I will try to use video material in my training courses.
- This training convinced me, I think it's necessary to use the video materials for the study courses.
- I think the video will make the courses more interesting and the content will also enrich with the video materials.
- I will actively use video in my teaching process.
- I will use the video in my presentations very actively. This is the effective motivational tool for students.
- I'm going to use the video material for the lecture. The training course was very interesting.
- I will use video in my presentations.
- I will try to get more interesting information for students after this training course.
- I will use the video taking into consideration the specifics and peculiarities of different study courses.
- I will use video in my practice.
- I will use video in my study courses.
- Yes, I will.
- I will try to use more video materials in my presentations.
- The video will improve the quality of presentations.
- My training course includes the similar activities.
- It will be possible to replace some of the issues with video.
- The video lessons that I'm going to create will be more interactive than the documentary.
- I will use video in my classroom.

Table 1

Finally, in 5.3. The trainees expressed their gratitude and appreciation towards the trainer and the way the training was conducted (see Table 2).

- This training is very important for improving the quality of teaching and successful communication with students using modern technologies.
- Thank you very much for very interesting and actual training, Ms. Dali.
- Thank you very much for our trainer, Dali Sekhniashvili, for really useful and important training. She is the best speaker and we are looking forward to her new training course.
- You justified my expectations. You have given us the knowledge in a very academic way and we have great interest in this direction. I wish you success in your work. We will also be pleased to attend other training courses that will be conducted in the future.
- The information presented by the trainer was very interesting in both visual and visual terms. I am grateful to the trainer for an exciting training.
- Thanks for sharing new information and knowledge.
- Thank you for interesting and meaningful training. I would be happy if the university buys a software product by “Panoto”. I wish you good luck.
- Training was very interesting in terms of content and practical usage too.
- We have a rich experience how to use different educational-visual materials at the Georgian Technical University. Nevertheless, I learned different methods of teaching and learning: the types of video lessons were well presented. I will use these types of videos in my practice.
- The training was organized very well and it was very interesting.

Table 2.

Conclusions:

In conclusion, it is evident that the training **“Video as a Learning tool for teachers and students: Video Lecturing & promoting Interaction in the Classroom”** met the expectations of the trainees.

Trainees recognized the importance and understood the significance of using video in teaching and learning in different scenarios. The participants are motivated as they have various ways to effectively use video as a learning tool and the opportunity to align their

pedagogical aims.

They stated their willingness and enthusiasm to use new teaching approaches and added value of video in their teaching and learning activities. They wished such trainings were held more frequently and that more teachers participated in it in order to make their teaching process more efficient and motivate and engage more students increasing the quality of their learning process.