TEACHER TRAINING (TT) 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 Georgian Technical University

Trainer (name/last name):   DarejanTsutskiridze

Title of the TT Course: Active Learning with Special Focus on Technology Enhanced Collaborative Learning

Course Dates: 04.03.-07.03 2019; 09.03. 2019

Overview of the Training

On March 4-9, 2019, in the framework of ERASMUS + Program PRINTeL Project, funded by the European Union andoffering additional opportunities for the professors' professional development, assistantprofessor of Georgian Technical University Darejan Tsutskiridze(Faculty of Engineering Economic, Media Technology and Social Sciences)carried out the certified training course "Active Learning with special focus on Technology Enhanced Collaborative Learning" promoting innovative teaching and learning.

 The training was aimed at the popularization and development of innovative pedagogic.

The five day training in innovative learning envisaged 10 hours presented in 2 hours per day for 5 days of classroom work and 20 hours of individual work (1 ECTS Credit).

Representatives of 8 department of 5 faculties took part in the training (Faculty of Engineering Economic, Media Technology and Social Sciences; Faculty of Law and International Relations; Faculty of Business Technology; Faculty of Informatics and Control Systems; Faculty of Transportation and Mechanical Engineering).

During the training participants were acquainted with a number of important theoretical and practical issues, namely the importance of active learning, the essence and the decisive role in the modern teaching-learning process and importance to involve students maximally; active teaching methods, techniques and practical ways of their implementation. Particular attention was paid to the various ways of group working for small and large classes for example, such as Think-Pair-Share, Jigsaw, Structure Debated and etc. and positive aspects of their using. Particular attention was paid "Concept Map" for re-thinking theoretical issues of active learning.

During the training was made main accent for the importance and necessity of using technologies in the teaching-learning process. Professors and teachers learned about the use of online news channels necessity and types. Special attention was paid to "TPACK" model component (technology, content, pedagogic) relationship.

Also, "ADDIE" model was discussed in detail, its phases (analyze, design, development, implementation, evaluation) and main components of different phases, for example: objectives, environment, audience, students characteristics and etc.

The participants studied the response system "Mentimenter" and "Google Forms" and carried out practical work independently. During the course of the training, the professors-teachers were divided in groups. They performed a number of activities, group practical assignments for example "TPACK Game".

Survey Results

At the end of the training the participants submitted evaluation forms. Out of the 29 trainees we got 26 real responses. 26 active participants have filled up the evaluation form (17 women, 9 men), The first section of evaluation form -Objectives and content of the training consisted of 3 parts 1.1 The objectives of the training were clearly stated in syllabus; 1.2 The training content was appropriate to title and objectives of the course. 1.3 The content met my expectations.The first question had a positive result: 21 participants out of 26 gave it the highest rate- 5 points, as for the rest 5 participants they estimated it by 4 points.
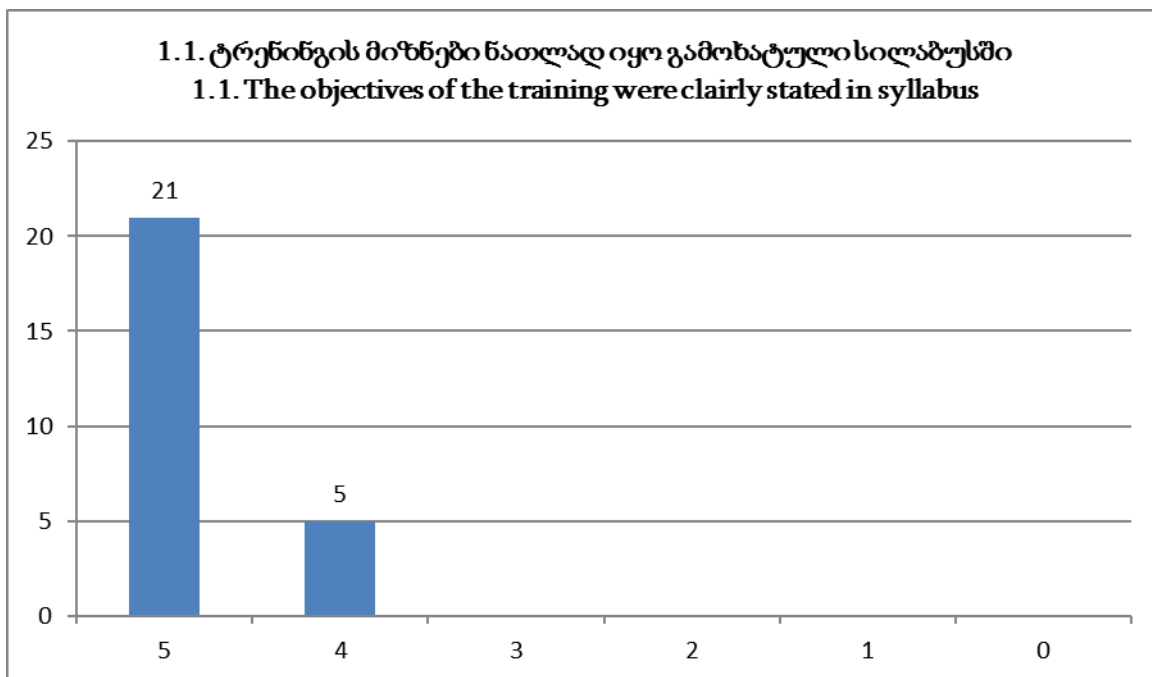
26 responses

1.1. ტრენინგის მიზნები ნათლად იყო გამოხატული სილაბუსში
1.1. The objectives of the training were clairly stated in syllabus

Chart 1.

The answer to the question 1.2 has the following results:"If the content of the training is relevant to the title and objectives", 21 participants out of 26 gave it the highest rate - 5 points, as for the rest 5 participants they estimated it by 4 points.
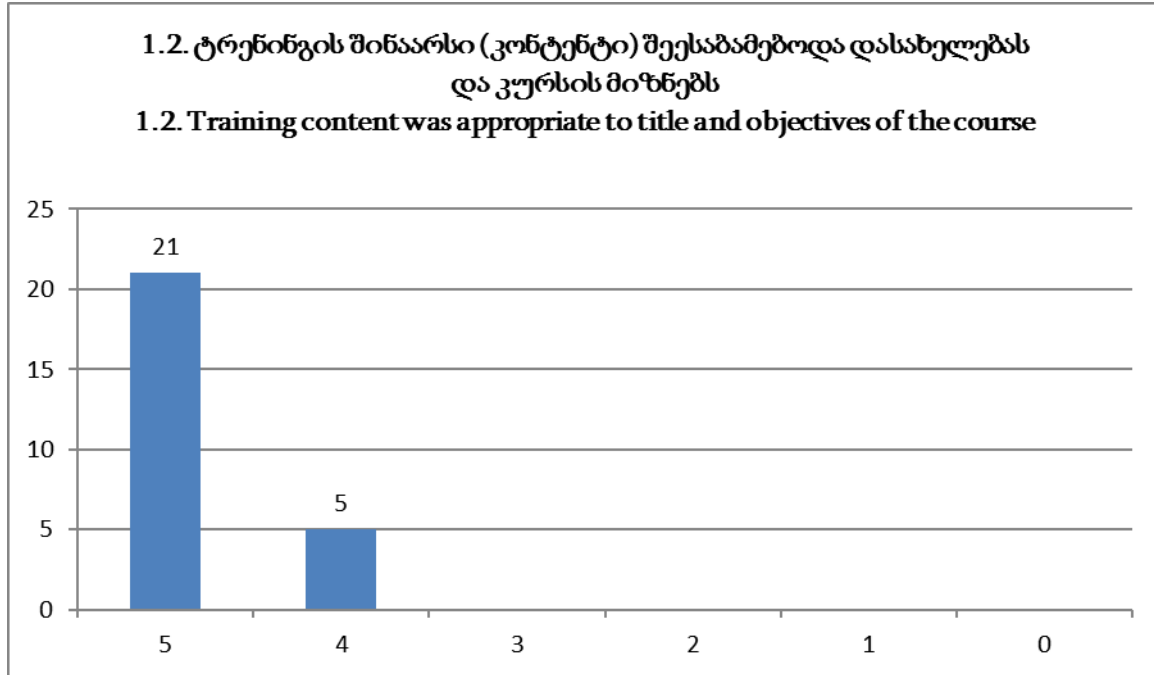
26 responses

1.2. ტრენინგის შინაარსი (კონტენტი) შეესაბამებოდა დასახელებას და კურსის მიზნებს
1.2. Training content was appropriate to title and objectives of the course

Chart 2.

The answer to the question: " Did the content meet my expectations", 19 out of 26 participants fully agreed with the question, 6- agreed, and 1 – was neutral still it had (adequate assessment).
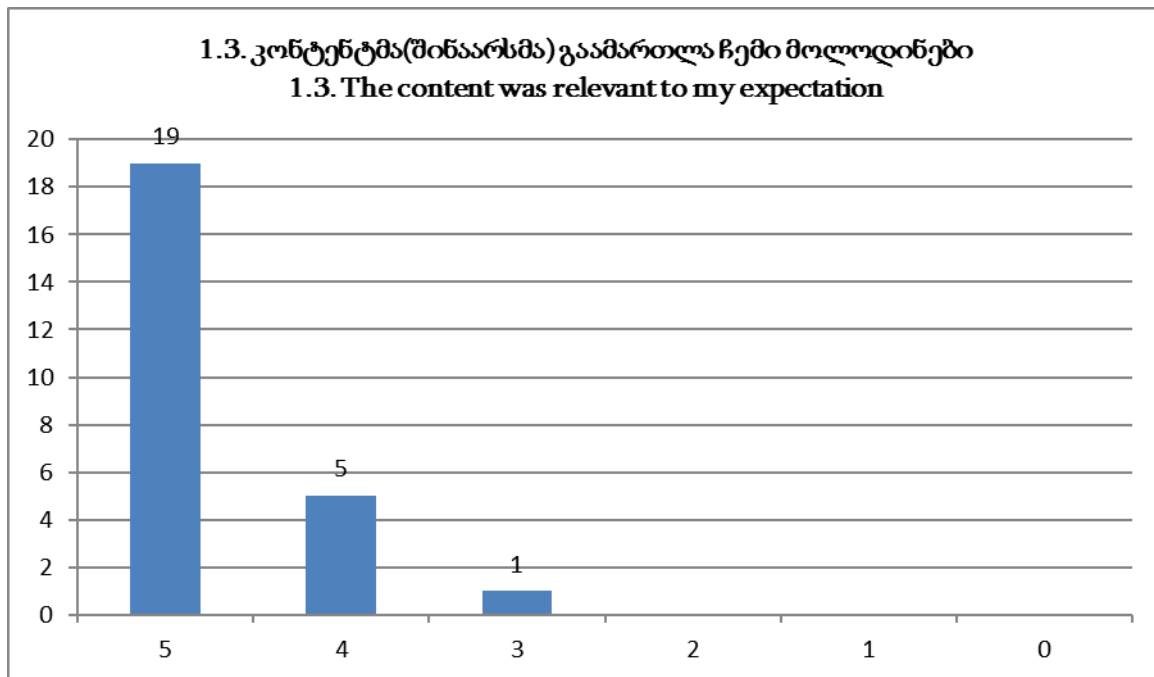
26 responses

1.3. კონტენტმა(შინაარსმა) გაამართლა ჩემი მოლოდინები
1.3. The content was relevant to my expectation

Chart 3.

Taking in account all three paragraphs the full graphic image of the first section "Objectives and Contents of the trainings" is:

26 responses

სექცია 1 ტრენინგის მიზნები და შინაარსი
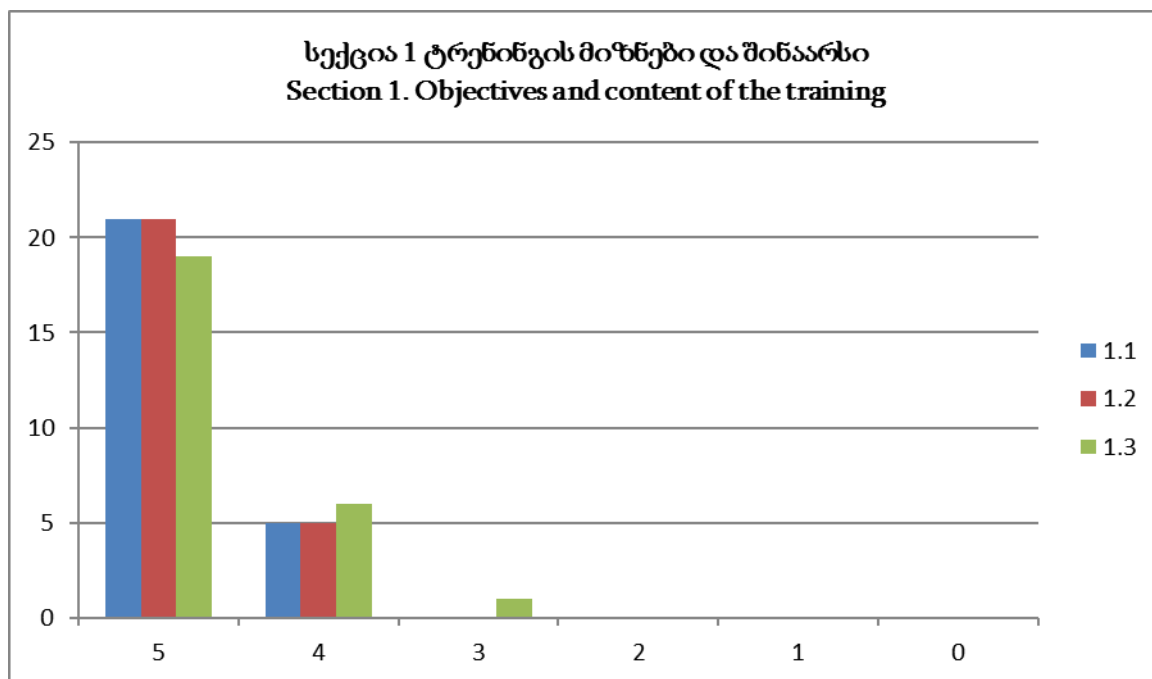Section 1. Objectives and content of the training

Chart 4.

The second section Quality of Instruction also consists of three questions. 2.1. Innovative methods and well prepared instructional activities were used and delivered; 2.2. The training methods and activities kept me interested in the topics and stimulated my learning; 2.3. Participation and interaction during the training were encouraged. The first question was assessed quite positively, 19 out of 26 participants estimated it by 5 points, 4 of them gave 4 points, and 3 – estimated it by 3 points.
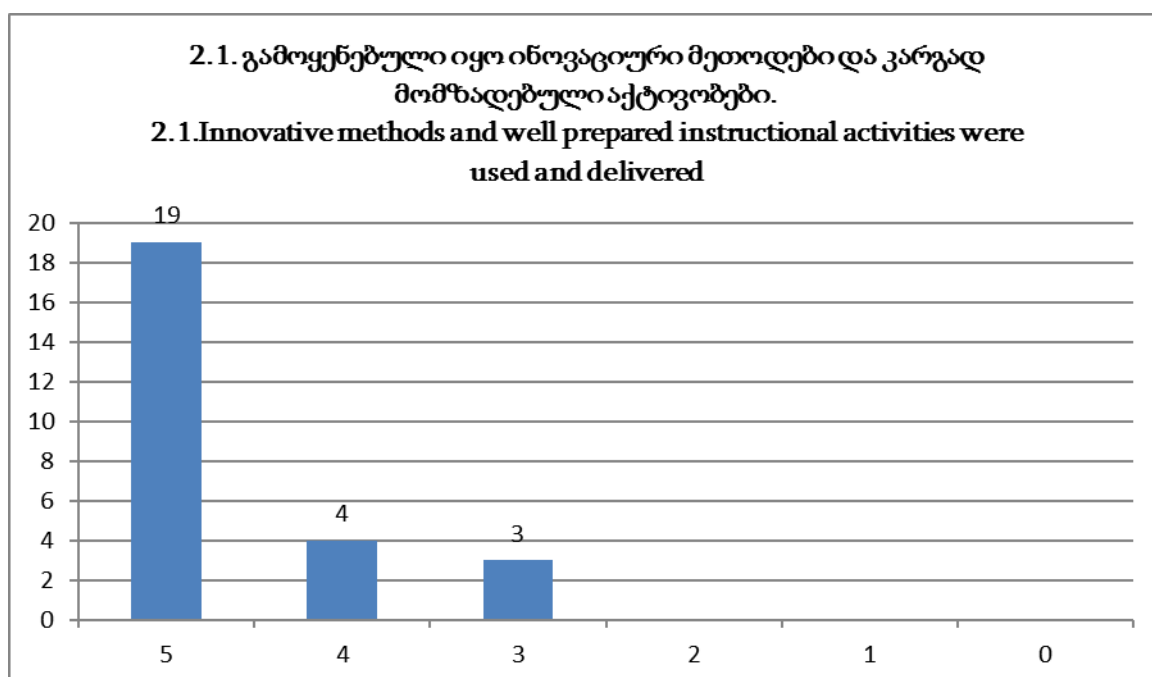
26 responses

2.1. გამოყენებული იყო ინოვაციური მეთოდები და კარგად მომზადებული აქტივობები.
2.1. Innovative methods and well prepared instructional activities were used and delivered

Chart 5

The answer to the question 2.2:"The training methods and activities kept me interested in the topics and stimulated my learning" got 5 points from 22 participants, 4 points from 4 participants.
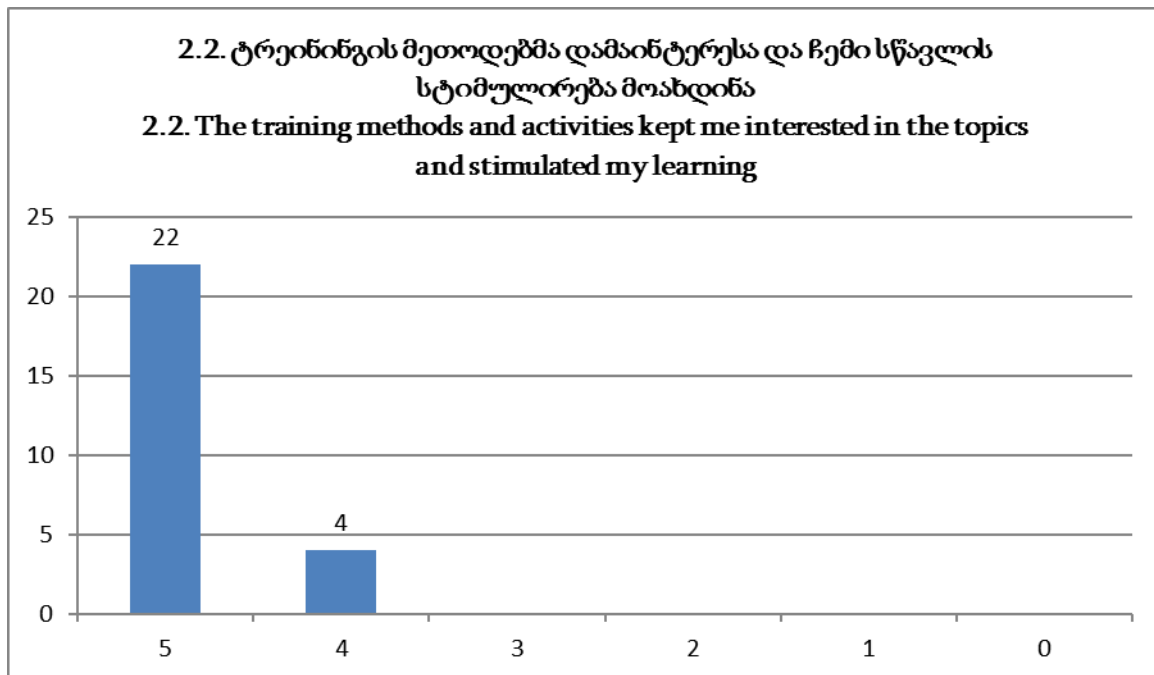
26 responses

2.2. ტრეინინგის მეთოდებმა დამაინტერესა და ჩემი სწავლის სტიმულირება მოახდინა
2.2. The training methods and activities kept me interested in the topics and stimulated my learning

Chart 6.

As for answer to the question 2.3 there are following results: 19 participants score it 5 points, 5 participants – 4 points, and 2 estimated it by 3 points.

26 responses

2.3. ტრეინინგზე წახალისებული იყო მონაწილეობა და ინტერაქცია
2.3. Partipication and interaction during the training were encouraged
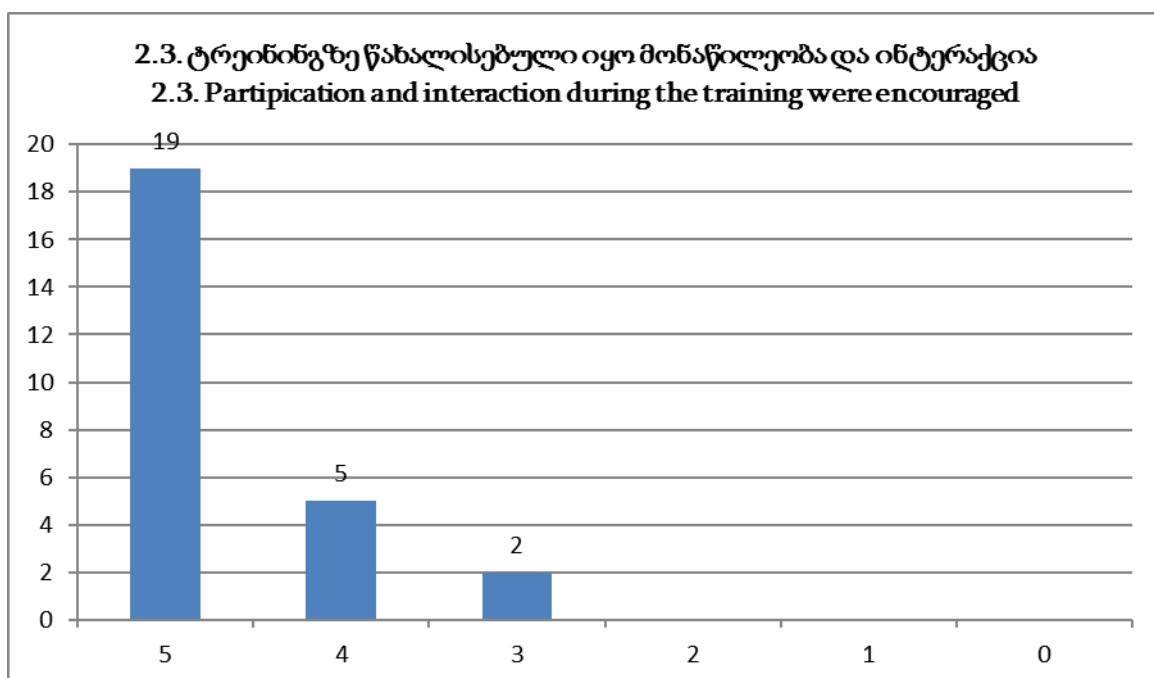
Chart 7.

The second section, the quality of instructions –Taking in account all three paragraphs has the following graphic image.
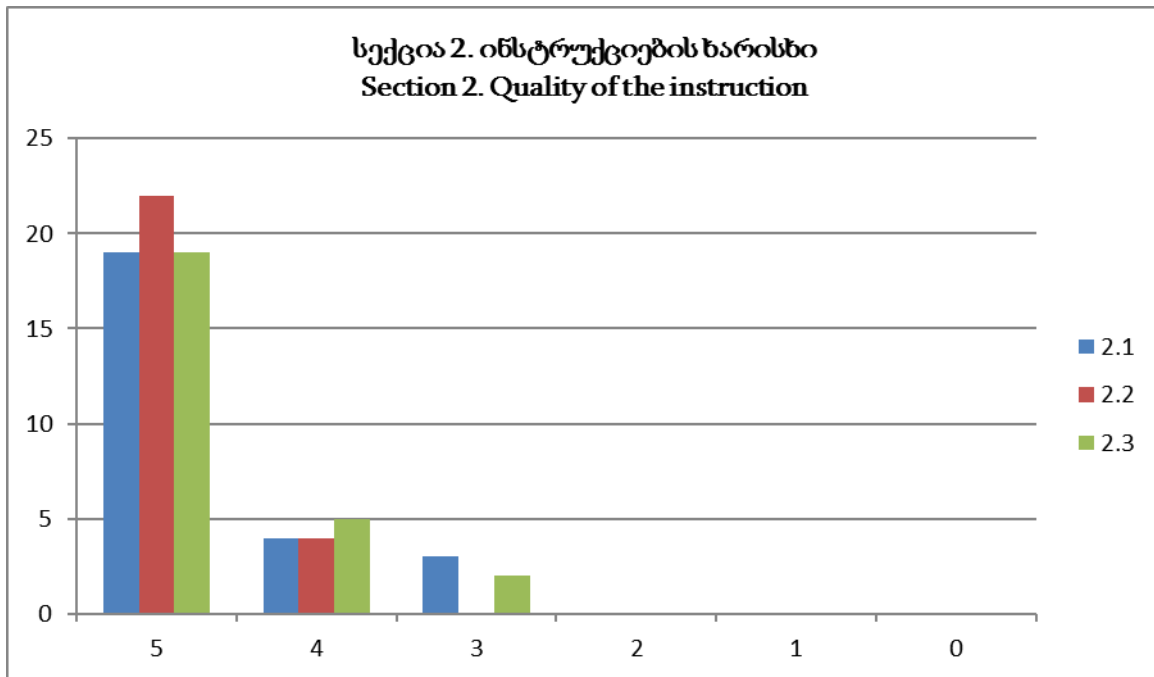
26 responses

Chart 8.

Very important was the data of the third section, which showed us the process of trainers' preparation and effective time management of training itself.

We can see that the question "The trainer was well prepared for this training" has the excellent result: all the 26 participants estimated it by the highest 5 points.
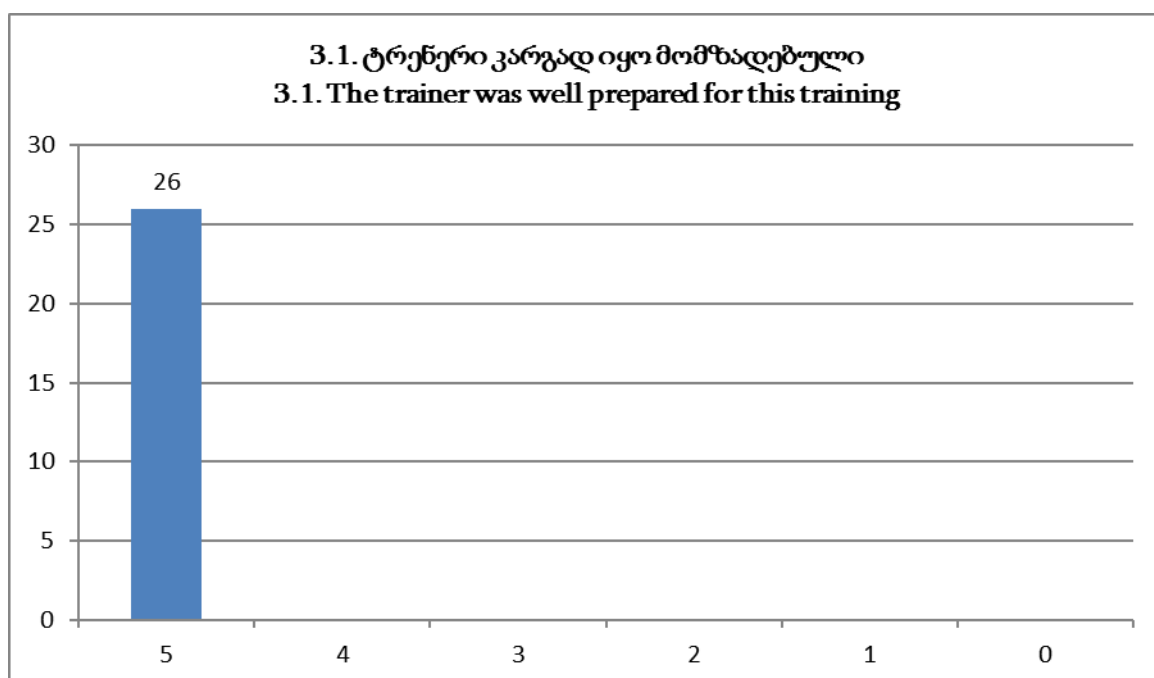
26 responses

Chart 9.

The answer to the question 3.2 - "The trainer communicated well with the class", 25 participants estimated it by 5 points and only 1 by 3 points.

26 responses

3.2. ტრენერი კარგად ამყარებდა კომუნიკაციას აუდიტორიასთან
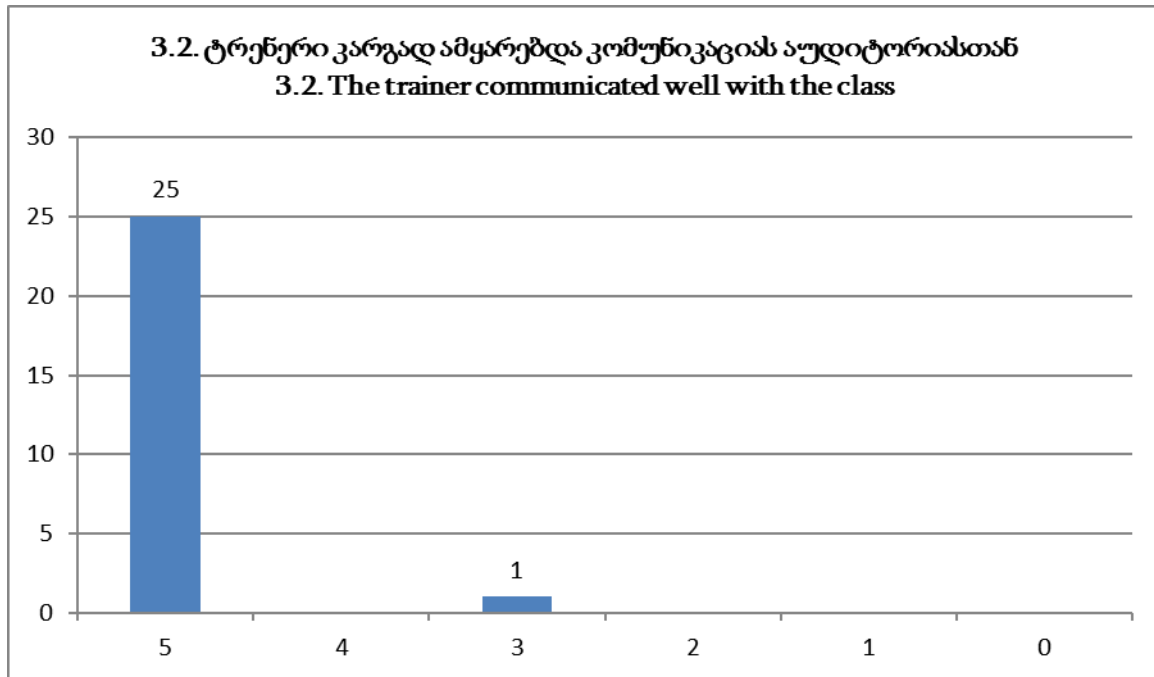**3.2. The trainer communicated well with the class**

Chart 10.

The answer to the question 3.3 - "The allotted time for the training was used effectively by the trainers" 20 participants out of 26 estimated it by 5 points, 5 by 4 points, and only 1 by 3.

26 responses

3.3. ტრეინინგისთვის გამოყოფილი დრო ეფექტურად იქნა გამოყენებული
3.3. The alloted time for the training was used effectively by the trainer
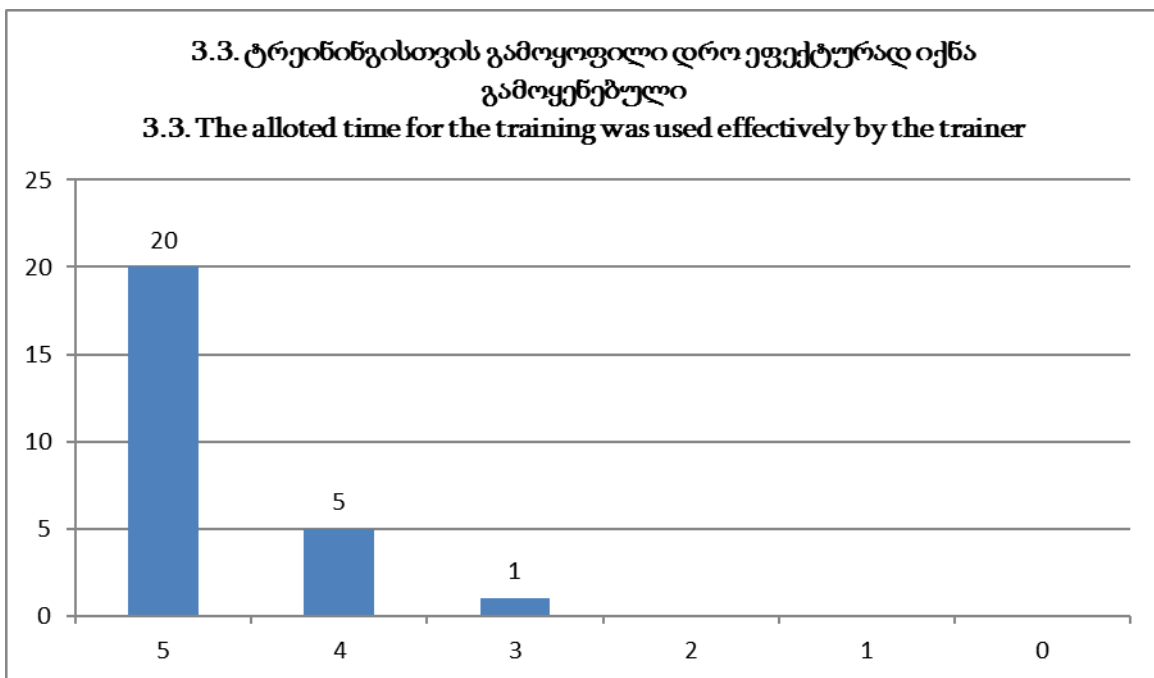
Chart 11.

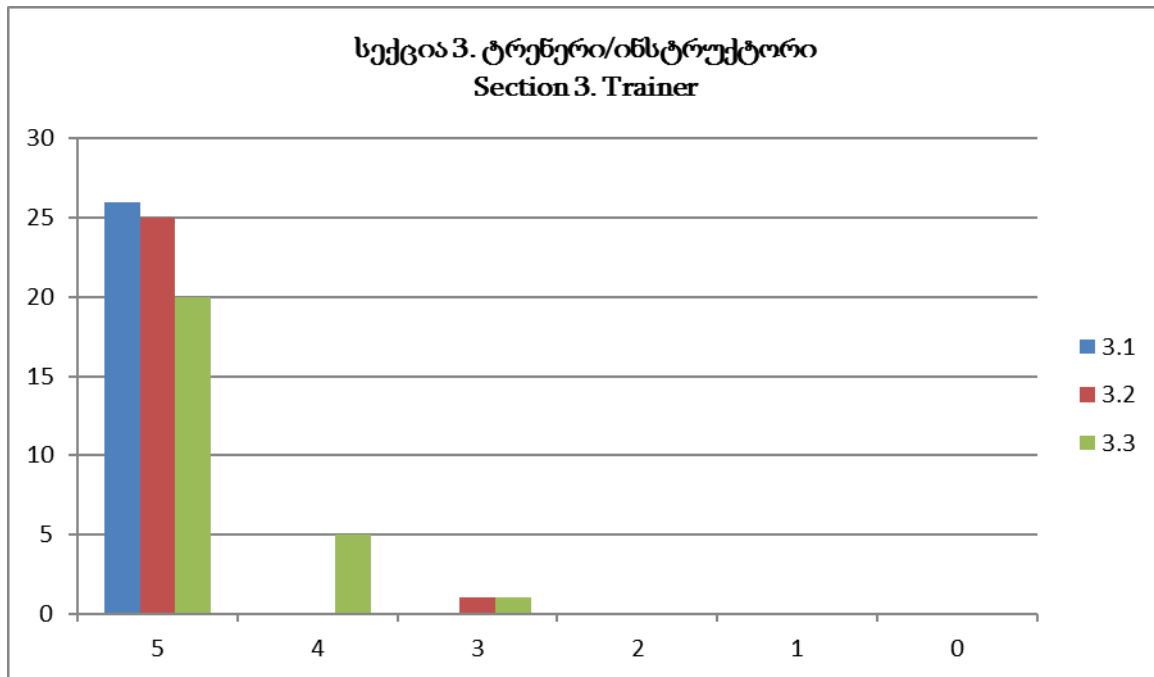The third section – Trainer –has the following graphic image.

26 responses

Chart 12.

The fourth section of the evaluation form was about the results and benefits of the training. Accordingly, participants expressed their position about the acquired knowledge.

The answer to the question 4.1 - " I acquired new skills on innovative and/or technology-enhanced teaching & learning", 20 participants out of 26 estimated it by 5 points, 5 by 4 points and only 1 by 3 points.
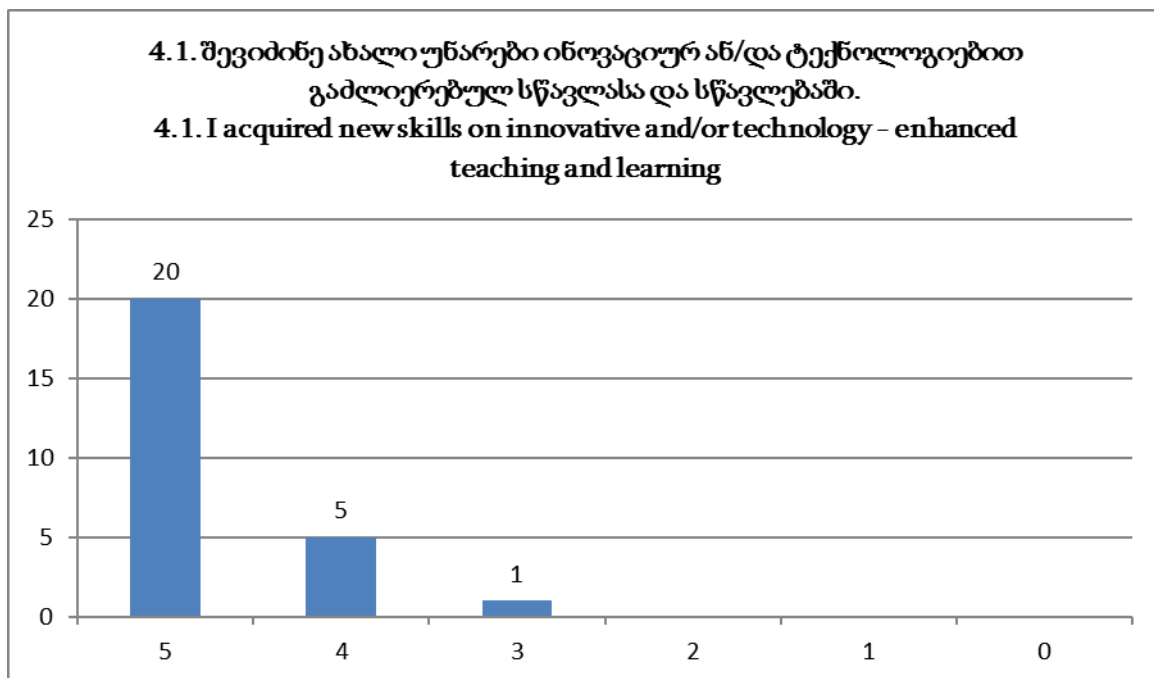
26 responses

Chart 13

The answer to the question 4.2: "I will be able to apply acquired skills in my teaching practice" 18 participants estimated it by 5 points and 8 trainees by 4 points.
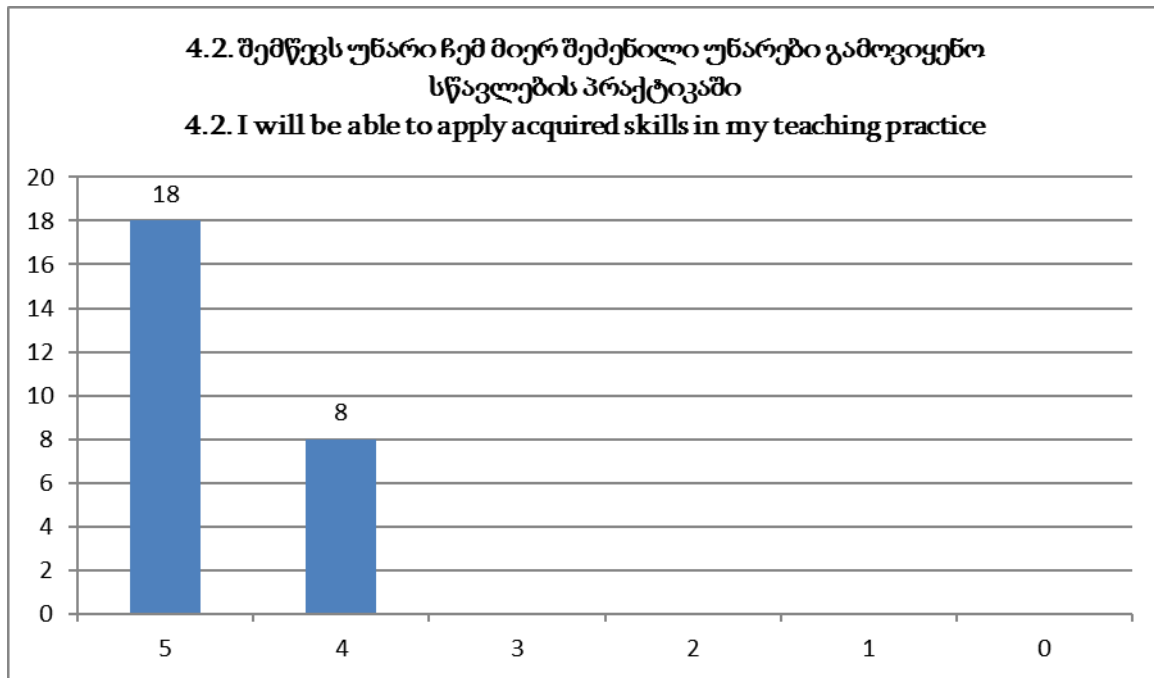
26 responses

Chart 14

The answer to the question 4.3: "I would recommend this training course to my fellow teachers", 25 trainees estimated it by 5 points and only 1 by 4 points.
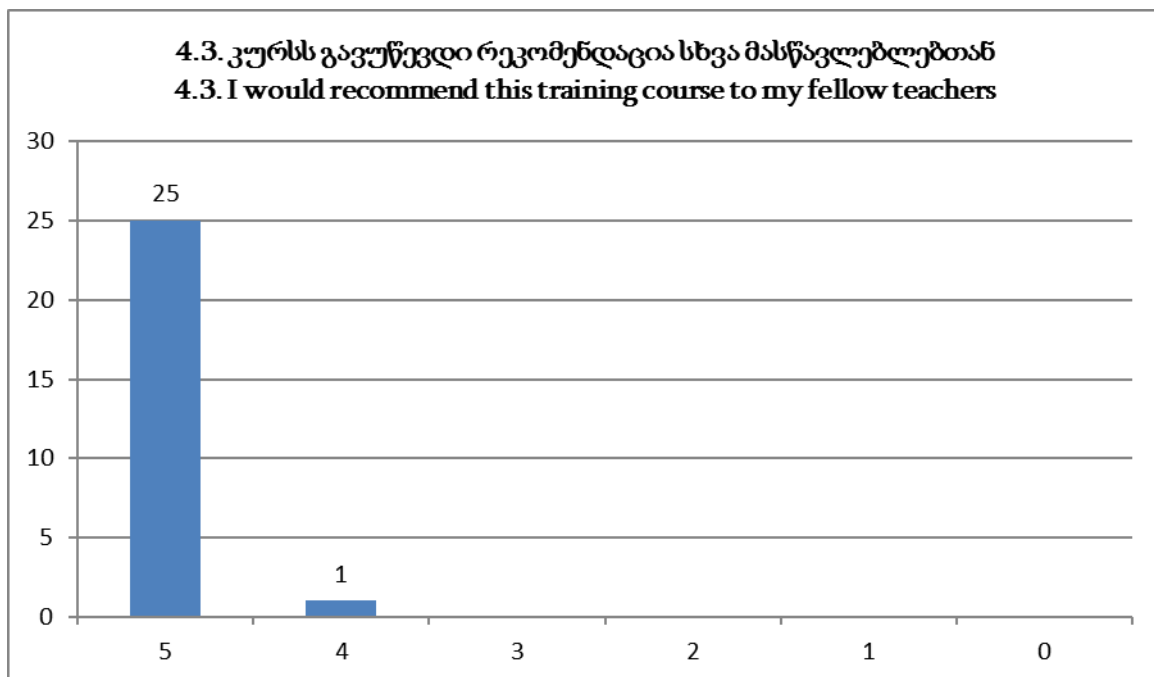
26 responses

Chart 15

The forth section – Benefits/results has the following graphic image
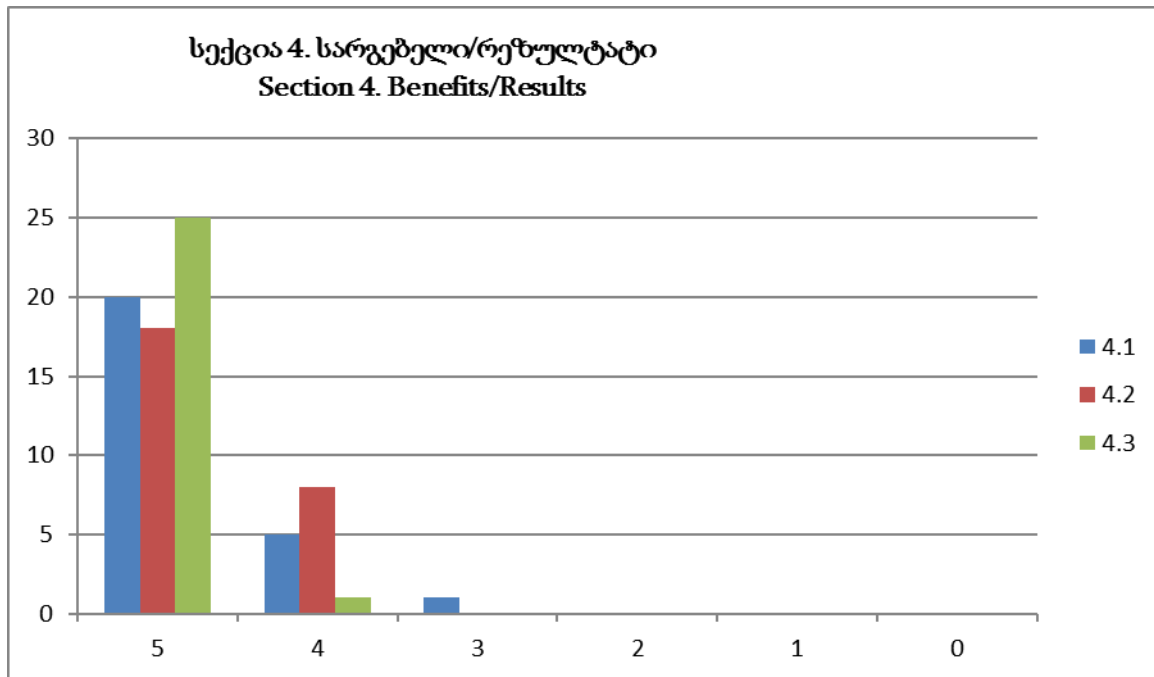
26 responses

Chart 16

Section 5 was related to the opinion of trainees. They expressed their opinions about the implementation of knowledge in practice, the desire to participate in similar training.

The question 5.1 "Overall, how would you rate your experience in this training" 19 participants out of 26 estimated it by 5 points, 6 by 4, and 1 by 3 points.
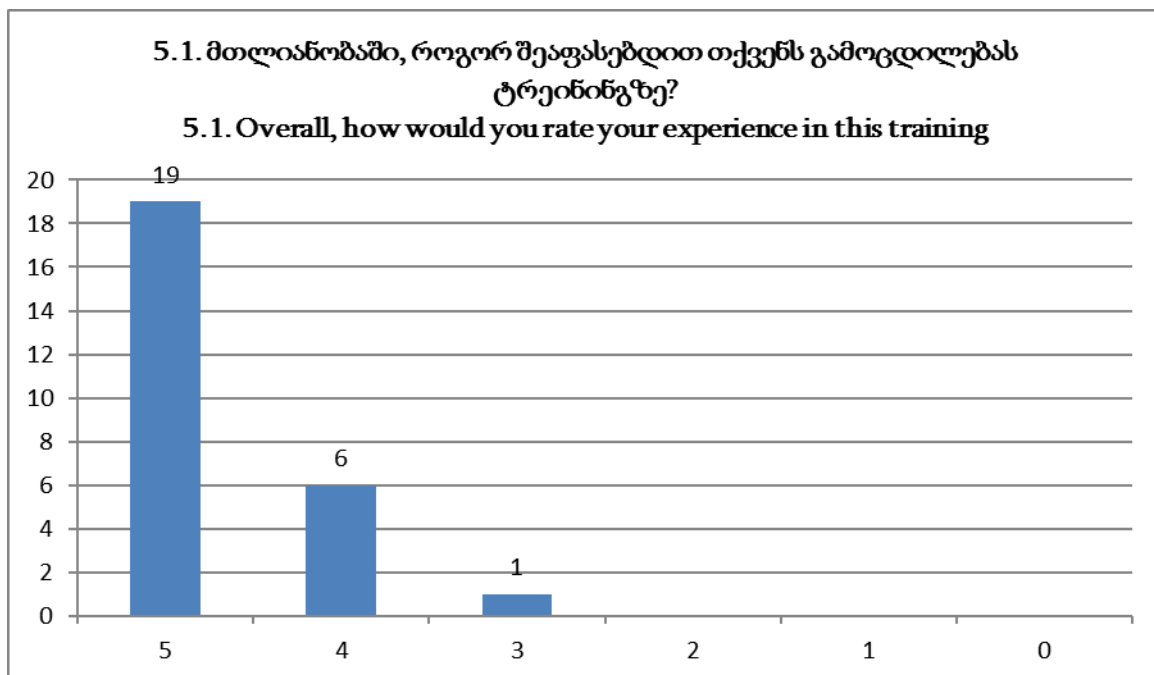
26 responses

Chart 17

13 Paragraph of 5 sections based on the estimation analysis of training, had quite a positive assessment, and in percentage has the following graphic image.
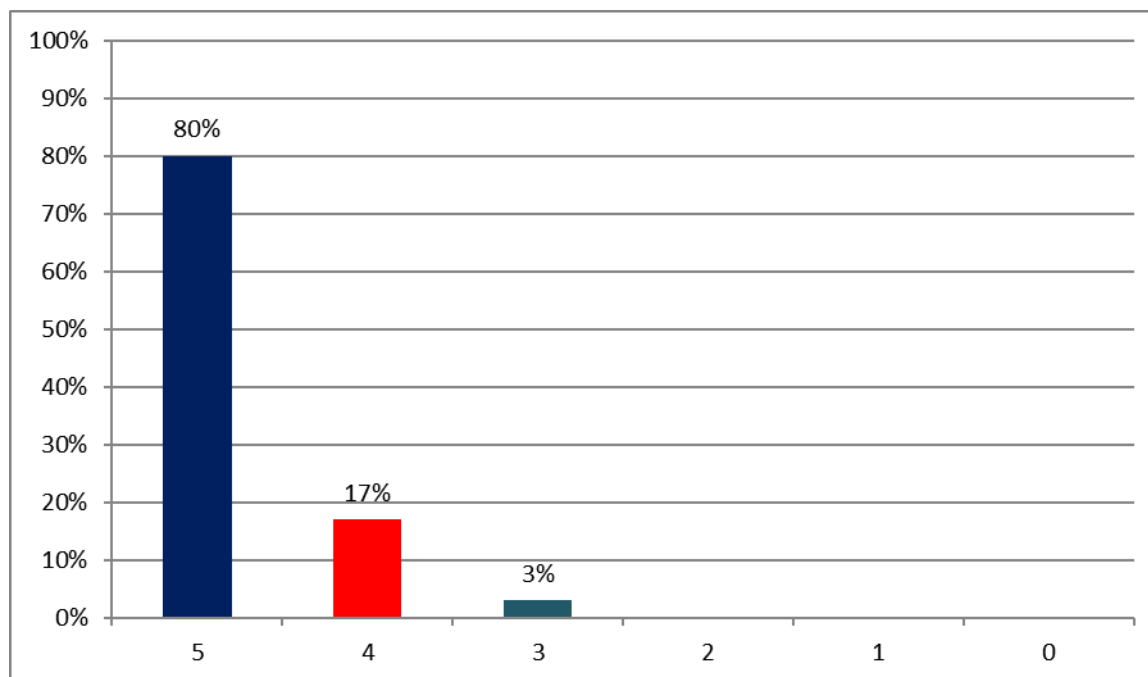
26 responses

Chart 18

In Paragraph 5.2 professors and teachers expressed their opinions in evaluation form, and their plans related to the implement of gained knowledge and skills in practice. The results are as follows:

- I will use the knowledge gained for presentations and online materials for the students.
- I will actively use the knowledge gained from the training.
- I will use definitely in teaching practice.
- I will gained knowledge for feedback from students.
- I will implement some innovations in teaching process.
- I was interested in the technology of students' intellectual and perceptional evaluation and think it will help me me in choosing teaching methodology.
- In my teaching practice I will use communicational technologies.
- I already use these methods, can't imagine working without them. Will use the Mentimenter and GTU testing.ge regularly, that will simplify the communication with the students.
- I will definitely widen my knowledge of this methodology and implement it in practice.
- I will use gained knowledge for effective teaching process.
- I will use Concept Map and Mentimenter.
- During the teaching process I will use Mentimenter.

- After finalizing the training course, I will use technical tools more actively, make the study course tailored to the students, will make the evaluation system diverse.
- I liked everything, it was new for me and I'll use it in my practice.
- I liked Mentimenter and will use it in my practice.
- I will use these methods.
- I will use particular methods during my lecture course.
- I will use Mentimenter tool in my practice during my classes and I believe it will be more useful for me to track teaching and learning results at the classroom. Herewith, the lectures would become attractive for my students and more interesting as well.
- In case of possibility, I willuse it during the work with students.
- I will try to use the teaching methods that I was able to understand despite a luck of time.
- (Open questions)
- (Open questions)
- I liked programs very much and I'll try to use it in syllabi.
- I intend to implement in practice the knowledge gained during training course.
- Step by step.
- I will actively use the experience gained during the training.

Table 1.

In Paragraph 5.3 trainees expressed their positive attitude towards training and expressed their clear willingness to participate in the future similar training.

- Interesting, Important and timely;
- It's important to use such methods;
- I would be pleased to take similar course to gain innovative experience;
- It will be interesting to take a full course of this training;
- It's important to hold such trainings more frequently;
- I liked the training very much and would like to participate at similar training in the future;
- It will be good to hold such training for the professors.

Table 2.

Conclusions:

Twenty-nine professors and teachers of both genders (10 men and 19 women) participated in the project *Active Learning, with special focus on Technology Enhanced Collaborative Learning*. Although we can determine the participants' level of interest and involvement in the training process as equal we have to indicate that women were more dynamic in certain activities, especially in group work. The participants

showed their open interest before the beginning of the training and it became even more obvious during the process while covering particular techniques and response systems. The participants performed their practical tasks eagerly, with enthusiasm.

It is worth mentioning that one of the main objectives of the project "PRINTeL" to modernize higher education by implementing the innovation pedagogy in the process of learning/teaching is achievable. Characteristics of a modern learner discussed at the training showed very clearly that professors need to use certain educational software applications in the process of teaching/learning to satisfy the growing needs of students.

The participants made a very clear statement that they will use the new skills and experience to plan and organize lecture/seminars accordingly. At the same time, they expressed a desire to participate in future training courses that focus on active learning. Their obvious interest and active feedback prove that the training *Active Learning, with Special Focus on Technology Enhanced Collaborative Learning*, was "interesting, necessary, and urgent" as it was stated by the participants.