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## Teacher Training (TT) Course Syllabus

<b>Institution Name</b>	<b>Georgian Technical University (GTU)</b>
<b>TT Course Title</b>	Active learning in the Flipped Classroom
<b>Instructor(s) Name(s)</b> <b>Faculty and Department</b> <b>Position; Email address;</b> <b>Phone number</b>	<b>Manuchar Shishinashvili</b> 2. Faculty of Construction - Associate Professor <a href="mailto:m.shishinashvili@gtu.ge">m.shishinashvili@gtu.ge</a> (+995) 592 82 27 22
<b>Meeting Dates &amp; Times</b> <b>Place/Room(s)</b>	4 March – 9 March, 2019 / 18:00-20:00 Teaching Staff Development Centre at GTU Building I, Floor 7 Kostava st 68 (Room 714)
<b>Workload</b>	10 hours presented in 2 hours per day X 5 days of classroom work and 10 hours (1 teacher 10 hours) of individual work (1 ECTS Credit)
<b>Course Purpose</b>	The purpose of this teacher training (TT) course is to help lecturers to use method of “Active Learning Methods in flipped classroom” in Practice. Teachers improve skills by using the tools, and the application of computers for teaching and learning.
<b>Learning Outcomes (LOs):</b>	Upon successful completion of this course, the trainees will be able to: - To analyze the importance of “Active Learning Methods in flipped classroom” and to develop the methods of the Active Learning in their lectures and practices; - Interactive interviews in the auditorium using digital techniques; - Develop specific knowledge with making audio and video files in Power Point slides; - Find the necessary data in Internet; - Apply their understanding of Flipped Classroom in Teaching Process;
<b>Course methodology/Instructional Strategies</b>	The course will be discussion based; it will include lecture and seminar, individual and small group work. The training approach of the course consists of: <ul style="list-style-type: none"> <li>• Lectures – instruction and theory on the subject matter</li> <li>• Small group (as well as individual) exercises – adapting theory</li> <li>• Case studies – use of scenarios to exercise problem solving</li> <li>• Questions and answers – updating skills and knowledge</li> <li>• Workbook – to accompany learning sessions</li> </ul>
<b>Recommended Texts &amp; Materials</b>	- Bishop, J. L., & Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In <i>ASEE national conference proceedings, Atlanta, GA (Vol. 30, No. 9, pp. 1-18)</i> . <a href="http://www.asee.org/file_server/papers/attachment/file/0003/3259/6219.pdf">http://www.asee.org/file_server/papers/attachment/file/0003/3259/6219.pdf</a>

	<p><i>A review of current research on flipped classroom.</i></p> <ul style="list-style-type: none"> <li>- <a href="https://blog.peerinstruction.net/category/how-to-flip-a-class/">https://blog.peerinstruction.net/category/how-to-flip-a-class/</a></li> <li>- <a href="https://www.youtube.com/watch?v=BCIxikOq73Q">https://www.youtube.com/watch?v=BCIxikOq73Q</a></li> <li>- <a href="https://www.youtube.com/watch?v=eVMEXgRThjA">https://www.youtube.com/watch?v=eVMEXgRThjA</a></li> <li>- Training materials from Linkoping ToT Course;</li> </ul>
<b>Basic Technical/Media Requirements</b>	Laptop, Smartphone and the internet connection
<b>Quality Assurance (QA)</b>	<ul style="list-style-type: none"> <li>- Attendants List (Participant should attend all training sessions);</li> <li>- Attendants should participate all group and individual activities;</li> <li>- Online feedback survey of trainees and a brief QA report</li> </ul>

### Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
<b>Day-1</b> 4 Mar 2019 18:00-20:00	<ul style="list-style-type: none"> <li>• Setting course goals</li> <li>• discussion of active learning concept and the flipped classroom approach to course design using previous experience as a starting point</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion forums</li> <li>• Small group discussion</li> <li>• Lecture videos</li> <li>• Questions</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignment #1 on formulating LOs</li> </ul>
<b>Day-2</b> 5 Mar 2019 18:00-20:00	<ul style="list-style-type: none"> <li>• discussing how to plan for group-based problem-solving sessions</li> <li>• how to make video and audio material for Power Point slides</li> <li>• Setting of homework</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Small group discussion</li> <li>• Questions</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignment #2 on formulating LOs</li> </ul>
<b>Day-3</b> 6 Mar 2019 18:00-20:00	<ul style="list-style-type: none"> <li>• discussion how to convert a traditional lecture to a recorded lecture</li> <li>• Make examples</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Small group discussion</li> <li>• Questions</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignment #3 on formulating LOs</li> </ul>
<b>Day-4</b> 7 Mar 2019 18:00-20:00	<ul style="list-style-type: none"> <li>• Participants will complete an assignment in designing a recorded lecture, preparing a partial manuscript and finally recording a part of the material</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> <li>• Questions</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignment #4 on formulating LOs</li> </ul>
<b>Day-5</b> 9 Mar 2019 18:00-20:00	<ul style="list-style-type: none"> <li>• presentation of the larger assignment prepared during Training</li> <li>• including reflections and comments from the rest of the course</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> <li>• Questions</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignment #5 on formulating LOs</li> </ul>