



Teacher Training (TT) Course Syllabus

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| Institution Name | Georgian Technical University (GTU) |
| TT Course Title | Online learning tools. The importance of online learning during the pandemic |
| Instructor(s) Name(s) Faculty and Department Position Email address Phone number | Nino Kholuashvili Faculty of Law and International Relations Invited Associate Professor n_xoluashvili@yahoo.com (+995) 591 19 17 04 |
| Meeting Dates & Times Place/Room(s) | <ul style="list-style-type: none"> • 22/Apr/2021 15:00 (PM) • 23/Apr/2021 15:00 (PM) • 26/Apr/2021 16:00 (PM) <p>Join Zoom Meeting https://zoom.us/j/6286342325?pwd=aGdHVjhxOEppc0NqNGdIV1lxW12UT09</p> <p>Meeting ID: 628 634 2325 Passcode: gtu2020</p> |
| Workload | 9 hours presented in 3 hours per day X 3 days of online work |
| Course Purpose | The purpose of this teacher training (TT) course is to support and help lecturers to use Active Learning Methods in Online Teaching in Practice. To use and to implement teaching and learning competences in their practice which required for developing and using electronically supported courses. |
| Learning Outcomes (LOs): | After the successful completion of the course, the trainees will be able to: to analyze the importance of the digital competences in their practice for successful using of electronically supported teaching and learning. To communicate, contribute, share, and collaborate with digital technologies in their teaching and Learning process. Design effective online activities for their teaching practice and apply various methods of online learning in their courses. Apply teaching practices in remote project based learning courses. |

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| <p>Course methodology/Instructional Strategies</p> | <p>The training approach of the course consists of: Presentations by the workshop leader; team work; individual work; discussion in small groups; lectures – instruction and theory on the subject matter; small group (as well as individual) exercises – adapting theory; questions and answers – updating skills and knowledge; workbook – to accompany learning sessions</p> |
| <p>Recommended Texts & Materials</p> | <ul style="list-style-type: none"> • Cohn, J., Seltzer, B. (2020), Teaching effectively during times of disruption, for SIS and PWR, bit.ly/stanfordteachingdisruption. • Csikszentmihaly, M. (1990), flow, Harperperennial. • Darby, F. (2020), How to be a Better Online Teacher, The Chronicle of Higher • Boss, S., & 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. Buck Institute for Education – PBL resources: https://www.bie.org • Cooper, R., & 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. • Gerjest, P.H. & Hess, F.W. (2005). • When are powerful learning environments effective? The role of learner activities and of students’ conceptions of educational technology. ScienceDirect. https://www.sciencedirect.com/science/article/pii/S0883035505000595 PRINTEL Training FH JOANNEUM GRAZ– February 2021 • American Psychological Association, Coalition for Psychology in Schools and Education. (2015). "Top 20 principles from psychology for preK-12 teaching and learning." Retrieved from http:// www.apa.org/ed/schools/cpse/top-twenty-principles.pdf (PDF, 662KB). [last access: 14.01.2021] <p>https://www.youtube.com/user/moodlehq/videos</p> <p>https://eprints.usq.edu.au/18862/2/Salmon_Ch16_2006_PV.pdf</p> <p>http://oer.fh-joanneum.at/zml/portfolios/</p> <p>http://c2l.mcnrc.org/wp-content/uploads/sites/8/2014/01/Bass_Social_Pedagogy.pdf</p> <p>https://trello.com/?truid=tr9b437a-f616-4c79-13d3-93044bb3f87c</p> |
| <p>Basic Technical/Media Requirements</p> | <p>Laptop, Smartphone and the internet connection</p> |
| <p>Quality Assurance (QA)</p> | <p>Online feedback survey of trainees and a brief QA report</p> |

Course Overview/Outline

| Training Days | Key Topics | Learning Activities | Assignments |
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| Day-1 22/Apr/2021 15:00 –18:00 | <p>“What do students need to keep their motivation in learning?”</p> <p>THEORY AND GOOD PRACTICE EXAMPLES on online teaching and learning.</p> | <ul style="list-style-type: none"> • Discussion forums • Small group discussion • Questions • Reflection | <ul style="list-style-type: none"> • Individual assignment #1 on formulating LOs |
| Day-2 23 Apr 2021 15:00-18:00 | <p>Teaching Practices in Project Based Learning</p> <p>Roles of a Teacher in PBL</p> <p>Technology and Tools for remote PBL</p> | <ul style="list-style-type: none"> • Discussion • Brainstorming • Small group discussion • Questions • Reflection | <ul style="list-style-type: none"> • Individual assignment #2 on formulating LOs |
| Day-3 26 Apr 2021 16:00-19:00 | <p>Discuss main learning principles and reflect their role as a teacher in supporting students improve their learning strategies</p> <p>Discuss different learning strategies, and integrate them in their online learning activities</p> | <ul style="list-style-type: none"> • Discussion • Brainstorming • Small group discussion • Questions • Reflection | <ul style="list-style-type: none"> • Individual assignment #3 on formulating LOs |