



Teacher Training (TT) Course Syllabus

Institution Name	Georgian Technical University (GTU)
TT Course Title	Online Teaching Revisited
Instructor(s) Name(s) Faculty and Department Position Email address Phone number	Zaza Tsotniashvili Faculty of Engineering Economic, Media Technology and Social Sciences – Invited Professor ztsotniashvili@gmail.com (+995) 595 41 44 44
Meeting Dates & Times Place/Room(s)	<ul style="list-style-type: none"> • 23/Apr/2021 17:00 (PM) • 24/Apr/2021 13:00 (PM) • 25/Apr/2021 13:00 (PM) <p>Join Zoom Meeting https://us04web.zoom.us/j/7574353351?pwd=TStjajk0NmFBWVd0eFNzL1NvNEdOUT09 Meeting ID: 757 435 3351 Passcode: 3UD8Pq</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 help lecturers to use Active Learning Methods in Online Teaching in Practice. Teachers improve skills using computers, and the application of computers for teaching and learning.
Learning Outcomes (LOs):	<p>Upon successful completion of this course, the trainees will be able to:</p> <ul style="list-style-type: none"> • Interactive interviews in the auditorium using digital techniques; • Develop specific knowledge with making digital teaching materials. • <input type="checkbox"/> Design effective online activities for their teaching practice and apply various methods of online learning in their courses <input type="checkbox"/>

	<ul style="list-style-type: none"> • Apply teaching practices in remote project based learning courses
<p>Course methodology/Instructional Strategies</p>	<p>The training approach of the course consists of: <input type="checkbox"/> Presentations by the workshop leader; <input type="checkbox"/> team work <input type="checkbox"/> individual work <input type="checkbox"/> discussion in small groups; lectures – instruction and theory on the subject matter; small group (as well as individual) exercises – adapting theory; case studies – use of scenarios to exercise problem solving; 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>

Quality Assurance (QA)	Online feedback survey of trainees and a brief QA report
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Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
Day-1 23 Apr 2021 17:00-20:00	- <input type="checkbox"/> get to know THEORY AND GOOD PRACTICE EXAMPLES on online teaching and learning.	<ul style="list-style-type: none"> • Discussion forums • Small group discussion • Lecture videos • Questions • Reflection 	<ul style="list-style-type: none"> • Individual assignment #1 on formulating LOs
Day-2 24 Apr 2021 13:00-16:00	– understand that the concept of PBL in the digital classroom involves replacing traditional classroom-based ‘knowledge transfer’ by other forms of teaching practices	<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 25 Apr 2021 13:00-16:00	- discuss main learning principles and reflect their role as a teacher in supporting students improve their learning strategies <input type="checkbox"/> - discuss different learning strategies, and integrate them in their online learning activities	<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