



Teacher Training (TT) Course Syllabus

Institution Name	Belarusian State University (BSU)
TT Course Title	"Hybrid/Blended Teaching and Learning"
Instructor(s) Name(s) Faculty and Department Position Email address Phone number	Vasily Grinev Faculty of Biology, Department of Genetics Associate Professor grinev_vv@bsu.by +375 (29) 188-16-93
Meeting Dates & Times Place/Room(s)	1-5 April, 2019 / 16:00-18:00 Minsk, Kurchatov street, 10/Room 415
Workload	10 hours presented in 2 hours per day X 5 days of classroom work and 20 hours of individual work (1 ECTS Credit)
Course Purpose	The purpose of this teacher training (TT) course is to provide teachers with a specific expertise in combining of e-learning and traditional classrooms methods to intensify educational work
Learning Outcomes (LOs):	Upon successful completion of this course, the trainees will be able to: <ul style="list-style-type: none"> <input type="checkbox"/> gain extensive experience with reflective practitioner and e-moderating, including development of the e-tivities <input type="checkbox"/> gain practical knowledge of the e-learning platform Moodle, including technological part and different activities of Moodle <input type="checkbox"/> develop and implement their own e-portfolios to support students' reflection processes <input type="checkbox"/> use different on-line tools to support project based learning and multimedia online learning material production
Course methodology/ Instructional Strategies	This course will be organized as series of the discussion-based seminars. Each seminar will combine short lecture presentation (including videos), small group work and intensive discussions. Selected topics will be explored in depth through a combination of presentations, formal discussions, hands-on activities and assignments. Instructional strategies include lectures, practical applications, discussions and presentations. Resources in the form of support documentation will be sent to the trainees in an electronic format ahead of course.
Recommended Texts & Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Bass R. (2014). Social pedagogies in ePortfolio practices: Principles for design and impact. Catalyst for Learning: Eportfolio Resources and Research. http://c2l.mcnrc.org/wp-content/uploads/sites/8/2014/01/Bass_Social_Pedagogy.pdf

	<ul style="list-style-type: none"> ❑ Boss S., Krauss J. (2014). Reinventing project-based learning: Your field guide to real-world projects in the digital age. International Society for Technology in Education; 3rd edition. – 316 pages. ❑ 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. – 150 pages. ❑ Explore the storage features of Google drive - https://www.google.com/drive/using-drive/ ❑ Eynon B., Gambino L. M., Torok, J. (2014). Reflection, integration, and ePortfolio pedagogy. https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1026&context=nc_pubs ❑ Ho M. W., Brooke M. (2017). Practical guide to project-based learning. New Jersey: World Scientific. ❑ Krull, G., & Duart, J. M. (2017). Research trends in mobile learning in higher education: A systematic review of articles (2011-2015). International Review of Research in Open and Distributed Learning, 18(7). http://www.irrodl.org/index.php/irrodl/article/view/2893 ❑ Almeida L. C. (2018). Keeping their distance: New study indicates students perform better online. International Journal of Instructional Technology and Distance Learning. – Vol. 15, No. 3 http://www.itdl.org/Journal/Mar_18/Mar18.pdf ❑ Moodle Moot 2018: Presentation by Martin Dougiamas, founder and developer of Moodle: Goals for the future https://www.youtube.com/watch?v=qYYUUQNDx20 ❑ Pedagogy on Moodle: https://docs.moodle.org/35/en/Pedagogy ❑ Salmon G. (2007). 80:20 for E-Moderators. https://eprints.usq.edu.au/18862/2/Salmon_Ch16_2006_PV.pdf ❑ Salmon G. (2013). E-tivities: The key to active online learning. Routledge. https://etutors.wikispaces.com/file/view/Etivities_Salmon.pdf ❑ Schon D. A. (1984). The reflective practitioner: How professionals think in action. Basic Books; 1st edition. – 384 pages.
Basic Technical/Media Requirements	Each trainee needs a laptop or tablet/iPad/smartphone, Internet access and Google account for the project work and reflection. There are no any special software requirements
Quality Assurance (QA)	Online feedback survey of trainees and a brief QA report

Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
Day-1 1 April 2019 16:00-18:00 Room 415	<ul style="list-style-type: none"> • Goal, objectives, syllabus and LOs of the course • Reflective practitioner and e-moderating in blended teaching and learning 	<ul style="list-style-type: none"> • Lecture presentation • Small group work • Discussion forum 	<ul style="list-style-type: none"> • Group assignment #1 on formulating LOs
Day-2 2 April 2019 16:00-18:00 Room 415	<ul style="list-style-type: none"> • E-learning platforms in blended teaching and learning 	<ul style="list-style-type: none"> • Lecture presentation • Lecture video • Individual exercises 	<ul style="list-style-type: none"> • Individual assignment #2 on formulating LOs

	<ul style="list-style-type: none"> • Different activities with E-learning platform Moodle 	<ul style="list-style-type: none"> • Discussion forum 	
Day-3 3 April 2019 16:00-18:00 Room 415	<ul style="list-style-type: none"> • Development of different e-portfolios to support students' reflection processes • Implementation of e-portfolios into blended teaching and learning 	<ul style="list-style-type: none"> • Lecture presentation • Small group work • Discussion forum 	<ul style="list-style-type: none"> • Group assignment #3 on formulating LOs
Day-4 4 April 2019 16:00-18:00 Room 415	<ul style="list-style-type: none"> • Project based learning • Development and usage of different on-line tools to support project based learning 	<ul style="list-style-type: none"> • Lecture presentation • Case study • Small group work • Discussion forum 	<ul style="list-style-type: none"> • Individual and group assignment #4 on formulating LOs
Day-5 5 April 2019 16:00-18:00 Room 415	<ul style="list-style-type: none"> • Development different multimedia on-line learning materials • Group's presentations and concluding remarks 	<ul style="list-style-type: none"> • Lecture presentation • Lecture video • Case study • Small group work • Group's presentations 	<ul style="list-style-type: none"> • Individual and group assignment #4 on formulating LOs