



YOUR LOGO

## Online Teacher Training (TT) Course Syllabus

<b>Course title</b>	<b>Teaching Practices for Remote Learning: Supporting Students Learning Online</b>
<b>Names and contact info of the trainers</b>	<p><b>Elene Zhuravliova</b> - Faculty of Natural Sciences and Medicine, Associate Professor</p> <p><b>Archil Abashidze</b>- School of Arts and Sciences, Associate Professor</p> <p><b>Giga Khositashvili</b> - Center for Academic Writing, Invited Lecturer</p>
<b>Dates</b>	<p>5-6-7 April (15:00-18:00 Tbilisi Time)</p> <p>13-14-15 April (15:00-18:00 Tbilisi Time)</p> <p>20-21-22 April (15:00-18:00 Tbilisi Time)</p>
<b>Number of hours</b>	9 hours
<b>Aims of the Course</b>	The course aims to enhance the skills required for effective remote teaching among the faculty members with an eye on students' active engagement.
<b>Learning outcomes</b>	<p>After completing the course, participants:</p> <p>Will be able to effectively make the design and plan for Project-based learning using “gold standards” , select relevant online activities and feedback system;</p> <p>Will be able to make “online work space” for the effective performance of planned project, using electronic platforms;</p> <p>Will be able to plan online activities according to student needs and create a more student friendly/oriented online environment;</p> <p>Will be able to avoid most frequent problems in online learning and communication.</p>
<b>Forms of instruction</b>	Presentation, discussion, Group Work, practical work (assignment)
<b>Literature</b>	<ul style="list-style-type: none"> <li>● <a href="#">Active Learning with Special Focus on Technology Enhanced Collaborative Learning</a></li> <li>● <a href="#">Hybrid/Blended Learning</a></li> </ul>

	<ul style="list-style-type: none"> <li>● Buck Institute for Education – PBL resources: <a href="https://www.bie.org">https://www.bie.org</a></li> <li>● Ho, M. W., &amp; Brooke, M. (2017). Practical guide to project-based learning. New Jersey: World Scientific.</li> <li>● Project Management Institute Educational Foundation: <a href="https://pmief.org/">https://pmief.org/</a></li> <li>● Biggs, J (2014). Constructive alignment in university teaching. HERDSA Review of Higher Education Vol. 1 p5-22 <a href="https://www.herdsa.org.au/system/files/HERDSARHE2014v01p05_0.pdf">https://www.herdsa.org.au/system/files/HERDSARHE2014v01p05_0.pdf</a></li> <li>● Gerjest, P.H. &amp; Hess, F.W. (2005). When are powerful learning environments effective? The role of learner activities and of students’ conceptions of educational technology. ScienceDirect. <a href="https://www.sciencedirect.com/science/article/pii/S0883035505000595">https://www.sciencedirect.com/science/article/pii/S0883035505000595</a></li> </ul>
<b>Necessary resources/equipment</b>	PC (laptop), video camera, microphone, internet
<b>Quality Evaluation</b>	Evaluation of the training will be based on the analysis of the participant feedback questionnaire

### Schedule

	Main topics	Activity	Assignment
<b>First meeting</b>	Remote Learning challenges and best practise; Assessing students outcomes - Peermark Assignment; Safe Exam Browsing	Practice Analyses - attendees will reflect on their own practise from previous semesters and identify the successful cases. Attendees will have practical demonstration of two major tools in the Learning Management System - Peermark Assignment and Quizzes with Safe Exam Browsing.	Group discussions regarding the remote learning practise.  Participants design PeerMark Assignments from their courses.  Creating quizzes with Safe Exam Browsing function.
<b>Second meeting</b>	The main challenges of online Project-based learning (PBL) and ways for their solving	<ul style="list-style-type: none"> <li>● Discussion of specificity of PBL (group discussion)</li> <li>● Challenges of remote PBL and “gold standards” (trainer’s presentation)</li> </ul>	<ol style="list-style-type: none"> <li>1. Trainees will upload the file with design and plan of project</li> <li>2. Trainees will discuss uploaded plan and design</li> </ol>

		<ul style="list-style-type: none"> <li>● The role of teacher in PBL (group discussion)</li> <li>● First assignment: 3-traineers' group will design and plan activity of project according 5 Gold Standards for PBL teaching practice). One group member will present it.</li> <li>● Common discussion of presented activities</li> <li>● Benefits of technologies in PBL (trainer's presentation)</li> <li>● Second assignment: using one of the platforms trainees will make work space for project performance by the plan, designed in the previous assignment</li> </ul>	<p>3. Trainees will make work space for project using one of the platforms (Trello, Mural, Padlet)</p>
<b>Third meeting</b>	<p>How to deal with challenges students encounter: the lecturers' role and rational application of technical equipment/apps.</p> <ul style="list-style-type: none"> <li>● Planning the online teaching/learning process foreseeing common challenges: 1. Netiquette 2. Problems with motivation and Zoom fatigue. 3. Benefits of the diversity of methods and forms in online communication</li> </ul>	<p>Presentation (by the trainer)</p> <p>Individual input by sharing of personal experience: which programs/apps do you use -Trello, Miro, Mural, Padlet, Kahoot, Hot Potato...? (participants)</p> <p>Group work (assignment)</p> <p>Presentation of the group work results and discussion (participants, trainer)</p>	<ol style="list-style-type: none"> <li>1. Participants name (Mentimeter will be used) and discuss 3 main challenges, that online learning has created for their students</li> <li>2. In groups, participants develop 1 online activity</li> <li>3. Groups present the results of their group assignment.</li> </ol>