



## Teacher Training (TT) Course Syllabus

<b>Institution Name</b>	<b>Brest State Technical University (BrSTU)</b>
<b>TT Course Title</b>	<b>"The Features of Meaningful Online Learning"</b>
<b>Instructor(s) Name(s)</b>	<b>Raisa Lysiuk</b>
<b>Faculty and Department</b>	Economic faculty, Department of Accounting, Analyses and Audit
<b>Position</b>	Assistant of professor
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<b>Phone number</b>	(+37529) 728-31-72
<b>Meeting Dates &amp; Times</b>	2,6,7 April, 2021 / 15:20-18:20
<b>Place/Room(s)</b>	University
<b>Workload</b>	9 hours presented in 3 hours per day X 3 days of online work and individual work
<b>Course Purpose</b>	The aim of the course is to prepare teachers in higher education for designing online teaching and learning activities.
<b>Learning Outcomes (LOs):</b>	Upon successful completion of this course, the trainees will be able to: <ul style="list-style-type: none"> <li>• get an understanding of online learning and communication processes and the differences between presence teaching and online teaching</li> <li>• form an idea of online learning methods and peculiarities of practical application</li> <li>• discuss and design meaningful online teaching and learning activities based on the Community of Inquiry framework</li> </ul>
<b>Course methodology/Instructional Strategies</b>	Training will be conducted in small groups online. This course is designed according to the flipped classroom approach and flipped classroom as a design principle will be addressed during the course. Before each course day, participants are expected to read or to watch and reflect upon the information about the topic of the course. Instructional strategies include lecture, presentation, discussion, practical application and small group exercises.
<b>Recommended Texts &amp; Materials</b>	<b>Online resources</b> <ol style="list-style-type: none"> <li>1. Norman D. Vaughan, Martha Cleveland-Innes, D. Randy Garrison (2013) Teaching in Blended learning environments: Creating and Sustaining Communities of Inquiry // <a href="https://read.aupress.ca/projects/teaching-in-blended-learning-environments">https://read.aupress.ca/projects/teaching-in-blended-learning-environments</a></li> <li>2. Martha Cleveland-Innes, Dan Wilton (2018) Guide to Blended Learning // <a href="http://oasis.col.org/handle/11599/3095">http://oasis.col.org/handle/11599/3095</a></li> <li>3. Terry Andersson (2008) The Theory and Practice of Online Learning // <a href="https://read.aupress.ca/projects/the-theory-and-practice-of-online-learning">https://read.aupress.ca/projects/the-theory-and-practice-of-online-learning</a></li> </ol>
<b>Basic Technical/Media</b>	<b>Equipment</b>

<b>Requirements</b>	Computer or smartphone, headset, reasonable internet connection <b>Internet connection</b> WiFi
<b>Quality Assurance (QA)</b>	Online feedback survey of trainees and a brief QA report

### Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
<b>Day-1</b> 02Apr 2021 15:20-18:20	<b>Focus on Cognitive Presence</b> - Setting goals of course - Characteristic of cognitive activity, which determines the receipt of a particular cognitive product through a through characteristic of all levels of sensations, perceptions, attention, thinking.	1. Lecture and short presentations by the workshop leader 2. Questions and answers 3.Small group exercises (record videos). 4. Small group discussion	<b>Individual assignment #1:</b> - Group work - Individual assignment #1
<b>Day-2</b> 06Apr 2021 15:20-18:20	<b>Focus on Social Presence</b> - Promoting the development of a person as a full-fledged person, realizing his capabilities and abilities - Examples of practical application	1. Lecture and short presentations by the workshop leader 2. Questions and answers 3.Small group exercises (record videos). 4. Small group discussion	<b>Individual assignment #2:</b> - Group work - Analyzing the ideas and information in a range of digital resources - Individual assignment #2
<b>Day-3</b> 07Apr 2021 15:20-18:20	<b>Focus on Emotional Presence and concluding reflections</b> -Emotions and their impact on all components of educational activity - Conclusions	1. Lecture and short presentations by the workshop leader 2. Questions and answers 3.Small group exercises (record videos). 4. Small group discussion	<b>Individual assignment #3:</b> - Group work - Analyzing the ideas and information in a range of digital resources - Individual assignment #3