



Teacher Training (TT) Course Syllabus

Institution Name	BREST STATE TECHNICAL UNIVERSITY (BrSTU)
TT Course Title	"Conceptual features of online learning"
Instructor(s) Name(s) Faculty and Department Position Email address Phone number	Tatsiana Shalabyta Faculty of Civil Engineering /Department of Concrete Technology and Building Materials Associate Professor t_shalobyta@mail.ru +375297264217
Meeting Dates & Times Place/Room(s)	12, April 2021 / 9:00 15, April 2021/ 9:00 22 April, 2021 / 9:00 ; On-line / ZOOM
Workload	9 hours presented in 3 hours per day X 3 days of on-line classroom work and 28 hours of individual work (1 ECTS Credit)
Course Purpose	This course is focused on the basic concepts of the Online Teaching and traditional classrooms methods to help teachers adjust to rapidly changing teaching and learning conditions. With the advancement of technology and especially during pandemic the way of how lessons are delivered and received has changed a lot. Technology has made it straightforward to deliver lectures online even if you are not in the same room as the students, replicating many of the elements of face-to-face interaction. Using video conferencing tools you can connect and communicate with students across the globe to deliver lessons. The main goal of this course is to highlight these and some other methodologies and particular qualities of conducting classes online in detail.
Learning Outcomes (LOs):	Upon successful completion of this course, the trainees will be able to: <ul style="list-style-type: none"> • Get familiar with pedagogical concepts for online teaching; • Get an understanding of online learning and communication processes and the differences between presence teaching and online teaching; • 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

	<p>courses;</p> <ul style="list-style-type: none"> Motivate & support students by adopting and practicing new strategies for efficient online learning.
Course methodology/Instructional Strategies	<p>The training approach of the course consists of:</p> <ul style="list-style-type: none"> Presentations by the workshop leader Team work Individual work Discussion in small groups Workbook and laptop – to accompany learning sessions
Recommended Texts & Materials	<ol 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 Education, pp. 12-23. Dewey, J. (2010), HOW WE THINK, Cambridge:Cambridge Scholars Publishing. Kahneman, D. (2011), Thinking Fast and Slow, Penguin Books. Ni Shé, C., Farrell, O., Brunton, J., Costello, E., Donlon. E., Trevaskis, S., Eccles, S. (2019), Teaching online is different: critical perspectives from the literature, Dublin: Dublin City University. Doi: 10.5281/zenodo.3479402. Williams, B. (2003), High Order Thinking Skills. Challenging all Students to Achieve. Corwin Press. 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.
Basic Technical/Media Requirements	Each participant needs a Laptop, Internet connection and ZOOM for the project work and reflection.
Quality Assurance (QA)	Online feedback survey of trainees and a brief QA report

Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
<p>Day-1 12, April 2021 /9:00 ZOOM</p>	<ul style="list-style-type: none"> Introduction to Conceptual features of online learning 	<ul style="list-style-type: none"> Find out about the differences between online teaching and face-to-face teaching. Discuss best practices in: 	<ul style="list-style-type: none"> Presentations by the workshop leader team work individual work discussion in small

		<p>a) Online instruction b) Course design c) Student engagement d) Assessment</p> <ul style="list-style-type: none"> • Develop ideas of how you will succeed as an online instructor • Can design effective online activities for their teaching practice. • Know crucial framework conditions of online learning, such as the problem of "quantity vs quality" • Apply various methods of online learning in their courses. 	groups
<p>Day-2 15, April 2021/ 9:00 ZOOM</p>	<ul style="list-style-type: none"> • Teaching Practices for remote Project Based Learning 	<ul style="list-style-type: none"> • Understand that the concept of PBL in the digital classroom involves replacing traditional classroom-based 'knowledge transfer' by other forms of teaching practices • Discuss the seven Gold Standard project based teaching practices and how they can integrate them in their online PBL teaching • Consider the teaching practices and their transitioning in online PBL teaching to create a successful learning experience for the students 	<ul style="list-style-type: none"> • short presentation by the workshop leader • individual reflection • team work • open discussion
<p>Day-3 22 April, 2021 / 9:00; ZOOM</p>	<ul style="list-style-type: none"> • Online learning activity design - Supporting students learning online 	<ul style="list-style-type: none"> • Take a good look at the self-determination theory of Deci & Ryan (2000) and apply the three motivational aspects of competence, autonomy and psychological 	<ul style="list-style-type: none"> • short presentation by the workshop leaders • teamwork

		<p>relatedness in the design of their online teaching and learning activities</p> <ul style="list-style-type: none"> • Discuss main learning principles and reflect their role as a teacher in supporting students improve their learning strategies • Discuss different learning strategies, and integrate them in their online learning activities 	
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