



## Teacher Training (TT) Course Syllabus

<b>Institution Name</b>	<b>VANADZOR STATE UNIVERSITY</b>
<b>TT Course Title</b>	Active Learning with special focus on Technology Enhanced Collaborative Learning
<b>Instructor(s) Name(s)</b> <b>Faculty and Department</b> <b>Position</b> <b>Email address</b> <b>Phone number</b>	<b>Kristine Ghazaryan</b> Faculty of History and Geography Ph.D in Law, associate professor at the chair of <<Philosophy and Politics>> christine-ghazaryan@yandex.ru (+374 77) 299638
<b>Meeting Dates &amp; Times</b> <b>Place/Room(s)</b>	11 March 2019-15 March 2019 Vanadzor, 36 Tigran Mets Central Building, Auditorium 3
<b>Workload</b>	10 hours presented in 2 hours per day X 5 days of classroom work and 20 hours of individual work (1 ECTS Credit)
<b>Course Purpose</b>	The purpose of this teacher training (TT) course is to provide teachers with a specific now-how technologies and practical expertise in active learning methodologies for creating two-edge connection with the learners. This will definitely highly contribute to the transaction from the traditional one-way educational system to into active collaborative learning process.
<b>Learning Outcomes (LOs):</b>	By the end of the course the participants will <b>Know</b> <ul style="list-style-type: none"> <li>✓ The innovative content-oriented and the methodological approaches of active learning,</li> <li>✓ The main tools of innovative active learning</li> </ul> <b>Will be able To</b> <ul style="list-style-type: none"> <li>✓ Apply all methods and approaches of active learning during the course design process,</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Implement all the tools during the active learning</li> <li>✓ Adapt physical and technological infrastructure to active learning needs</li> <li>✓ Install all active learning methods and tools in certain course development procedure</li> </ul>
<p><b>Course methodology/Instructional Strategies</b></p>	<p>All the participants are integrated in specially beforehand designed web-based program (Google Drive) that provides all of them with the materials and technologies. The latter provides all learners to get acquainted with the course materials and active learning tools, besides, it gives a huge possibility to install the learning objectives and outcomes, knowledge, that participants accumulated and obtained during and by the end of a course: Presentations, Individual Work, Projects that will be available to everyone.</p> <p>During the first period of the training course (overall 10 hours workload) the participants will have a chance to learn some technologically innovative approaches and models, such as ADDIE, BLOOM TAXONOMY, TPACK, SOCRATIC, tah aim to redesign all the learning curricula according to their demand.</p> <p>During the second part of the training course (overall 20 hours of workload) the participants will have a possibility to implement some technologically enhanced active learning methods and apply:</p> <ul style="list-style-type: none"> <li>Team working,</li> <li>Work in pairs,</li> <li>Develop critical thinking,</li> <li>External and internal discussion sessions, forums,</li> <li>Individual work presentation,</li> <li>Redesign their curricula according to the innovative learning demands.</li> </ul>
<p><b>Recommended Texts &amp; Materials</b></p>	<p><a href="http://www.bu.edu/ctl/guides/active-learning/">http://www.bu.edu/ctl/guides/active-learning/</a>  <a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities</a>  <a href="https://teachingcommons.stanford.edu/resources/teac">https://teachingcommons.stanford.edu/resources/teac</a></p>

	<p><a href="#">hing-resources/speaking-teaching-newsletter-archive</a>  <a href="https://educationaltechnology.net/the-addie-model-instructional-design/">https://educationaltechnology.net/the-addie-model-instructional-design/</a>  <a href="https://www.law.uchicago.edu/socratic-method">https://www.law.uchicago.edu/socratic-method</a>  <a href="https://alternativeto.net/software/mindnode/about/">https://alternativeto.net/software/mindnode/about/</a>  <a href="https://www.emaze.com">https://www.emaze.com</a>, <a href="https://prezi.com">https://prezi.com</a>  <a href="http://www.criticalthinking.org/files/socratic%20questioning.ppt">www.criticalthinking.org/files/socratic%20questioning.ppt</a> _____</p> <p><a href="https://www.intel.com/content/dam/www/program/.../us/.../dep-question-socratic.pdf">https://www.intel.com/content/dam/www/program/.../us/.../dep-question-socratic.pdf</a></p> <p><a href="https://www.slideshare.net/tirthnkr/socratic-method-39614139">https://www.slideshare.net/tirthnkr/socratic-method-39614139</a></p> <p><i>Teaching and Learning STEM: A Practical Guide</i> (Felder &amp; Brent, 2016)</p> <p>Abbie Brown &amp; Timothy D. Green <i>The Essentials of Instructional Design: Connecting Fundamental Principles with Process &amp; Practice</i> 2010</p>
<b>Basic Technical/Media Requirements</b>	ICT, Local Networking, Web-Based programming, Smartphone, Internet, Special Web-Based programs- Mentimeter, Mindomo, Prezi, Google Drive, (e.g. Panopto, Mentimeter. etc.) HTML, PDF, MP3
<b>Quality Assurance (QA)</b>	Online discussion and questionnaire Mentimeter. Feedback survey of trainees and a brief QA report.

### Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
<p><b>Day-1</b>                      11 March                      2019                      15:00-17:00                      Auditorium 3</p>	<p>To explain the concept and the content of active learning.                      Future-oriented education. Types of active learning                      What,?How?</p>	<p>The presentation of mapping model of the active learning content via the Mindmup or another alternatives</p>	<p>The implementation of Mindmup mapping program                      The preparation and the presentation of individual work via team working</p>

	Why?		
<b>Day-2</b> 12 March 2019 15:00-17:00 Auditorium 3	The presentation of TPACK and ADDIE Models	Creation and development of innovative educational environment. The application of web-based, cloud-based (Kahoot, Moodle, Google Drive innovative programs for the development of active learning.	Team work According to the practical examples of the implementation of TPACK and ADDIE models participants present their own models.
<b>Day-3</b> 13 March 2019 15:00-17:00 Auditorium 3	The application of ADDIE Model The step by step process of design of learning courses: 1. analyse 2. design	The description of Millenium student, Z-Generation Development of the object-oriented content and learning objectives	Individual work Development and presentation of Future-oriented students and class characteristics
<b>Day-4</b> 14 March 2019 15:00-17:00 Auditorium 3	The application of ADDIE Model 3. Development 4. Implementation 5. Evaluation	The adaptation and installation of physical and technological infrastructure during the active learning . Gamification. Evaluation via the Mantimeter	Team work With the exploration and usage of educational environment participants should develop and represent at least two learning scenarios.
<b>Day-5</b> 15 March 2019 15:00-17:00 Auditorium 3	To integrate the newly acquired knowledge on active learning and technology enhanced	During the ADDIE and TPACK models' implementation process participants take into account all	To employ on of the following systems: Kahoot, Moodle, Google Drive . To introduce certain course on the bases of ADDIE or TPACK

	<p>collaborative learning in a concrete course of their choice according to ADDIE or TPACK Models</p>	<p>the steps that should have been taken for the development of certain course. The localisation an installation of all infrastructures of active learning.</p>	<p>models.</p>
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