TEACHER TRAINING (OTT) COURSE
IN FRAMESOF THE ERASMUS+ CBHE "PRINTEL" PROJECT
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"CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES", PRINTeL

Held at IAKOB GOGEBASHVILI STATE UNIVERSITY

TEACHER TRAINING (OTT) COURSE EVALUATION REPORT

Trainer (name/ last name):	**Tamar Mikeladze**
Title of the TT Course:	**"Online learning activity design-Supporting students' learning online"**
Course Dates:	**19, 20, 21 April, 2021**

Overiew of the training

The training session took place on April 19, 20, 21, 2021. The title of the course was 'Online learning activity design- Supporting students' learning online'. Prior to the online training, the trainer attended the online training session organized by academic staff of FH Joanneum, Austria in February, 2021. Thus, the course topics were adopted from trainers' training course. However, less time was assigned for OTT, as the course lasted 10 hours. The trainer included discussion sessions, individual work, and presentations. The online platform used for the training sessions was Google Meet, which did not allow dividing a group into smaller teams and monitoring discussion sessions. The trainer had to organize the whole group's discussion and allow participants to voice their opinions and experience. 25 participants attended the training sessions: 5 invited teachers, 4 assistant professors, 9 associate professors, and 5 professors, 2 administrative specialists.

The course included the following topics: -Day 1 - Introduction to Online Teaching Revisited • how to facilitate an online course • Attention of students • Active participation of students in online teaching; Day 2 – Online learning activity design - Supporting students learning online • the self-determination theory • main learning principles and reflect their role as a teacher • learning strategies; Day 3 – Teaching Practices for remote Project-Based Learning • The concept of PBL in the digital classroom • The seven Gold Standard project based teaching practices. The topics were theoretical. The trainer used PowerPoint presentations to deliver training materials.

Survey results

For the training evaluation, 21 participants submitted the forms. The report is based on the responses of 21 participants. The questionnaire form consisted of 6 sections. In the first section, the participants evaluated the objectives and content of the training. Almost all the participants 95.2 % (20) stated that the objectives of the training were very clearly stated in the syllabus (Figure 1). All the participants (100%) strongly agreed[1] that the training content was appropriate to title and objectives of the course (See Figure 2).

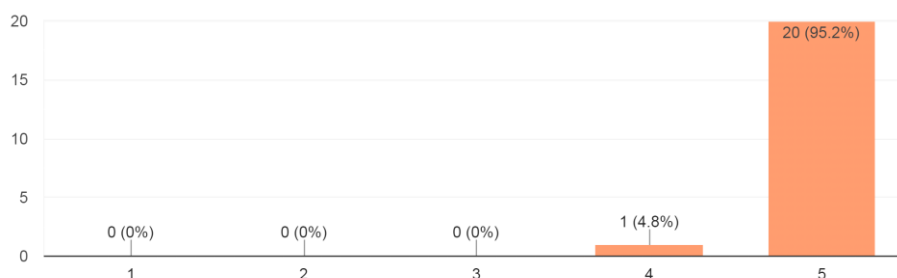1.1. სილაბუსში ნათლად იყო ჩამოყალიბებული ტრენინგის მიზნები და ამოცანები.
21 responses

Figure 1

1.2. ტრენინგის შინაარსი შეესაბამებოდა კურსის დასახელებასა და მიზნებს.
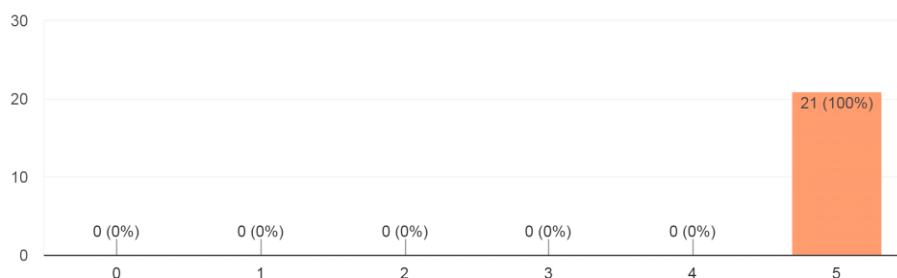21 responses

Figure 2

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[1] 0=Not applicable (choose N/A if the item is not appropriate or not applicable to the question); 1=Strongly disagree, or the lowest, most negative impression; 2=Disagree; 3=Neutral (Neither agree nor disagree), or an adequate impression; 4=Agree; 5=Strongly agree, or the highest, most positive impression

In the second part of the questionnaire, the participants had to respond to the questions about the quality of the instruction. All participants strongly agreed that the instructional methods and learning activities used were relevant to the online mode and achieving the training objectives.

2.1. ტრენინგზე გამოყენებული მეთოდები და სასწავლო აქტივობები შეესაბამებოდა ონლაინ ფორმატში განხორციელებულ ტრენინგს და კურსის მიზნებს.
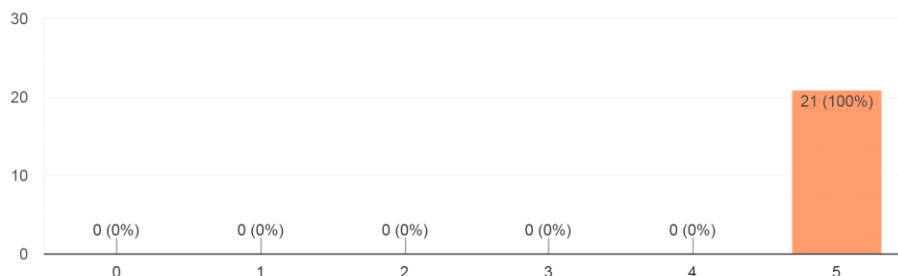
21 responses

Figure 3

All participants (100%) unanimously strongly agreed that the training methods and activities kept them interested in the topics and stimulated their learning. Almost all of the participants (90,5%) gave a maximum score to the statement (2.3) - they acquired new skills on the usage of online teaching tools and methods (Fig.4).

2.3. მე შევიძინე ახალი უნარ-ჩვევები/ცოდნა სწავლების ონლაინ საშუალებებისა და მეთოდების გამოყენების შესახებ. *
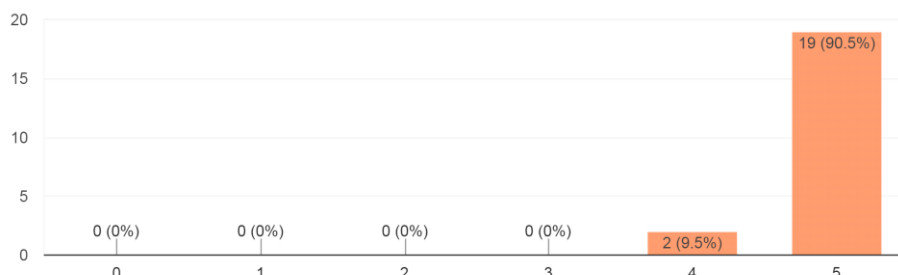
21 responses

Figure 4

In the third section, the participants evaluate the training environment and technologies. 95.2% of the participants approved the online training video platform and technologies rating them as comfortable and suitable to the learning needs in an online medium. 85.7% of the participants strongly agreed that the

online tools and technologies used during the training are accessible and applicable for their future teaching practice as well. (Fig.5)

3.3. ტრენინგის დროს გამოყენებული ონლაინ ინსტრუმენტები და ტექნოლოგიები ხელმისაწვდომია და შემიძლია მომავალშიც გამოვიყენო სწავლების პროცესში.
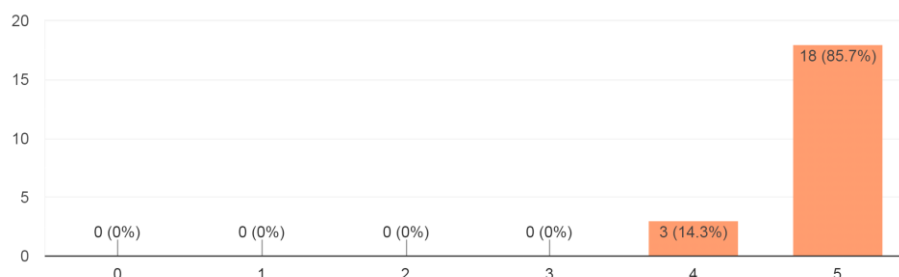21 responses

Figure 5

In the fourth section, the participants rated the trainer/instructor's skills. All participants unanimously agreed that the trainer demonstrated knowledge and skills of the training topics applied in an online medium (4.1, 4.3), and the trainer communicated well with the class considering the specificities of the online teaching mode. (Fig. 6, 7)

4.1. ტრენერმა გამოავლინა ონლაინ ტრენინგის თემების ცოდნა და შესაბამისი უნარ-ჩვევები.
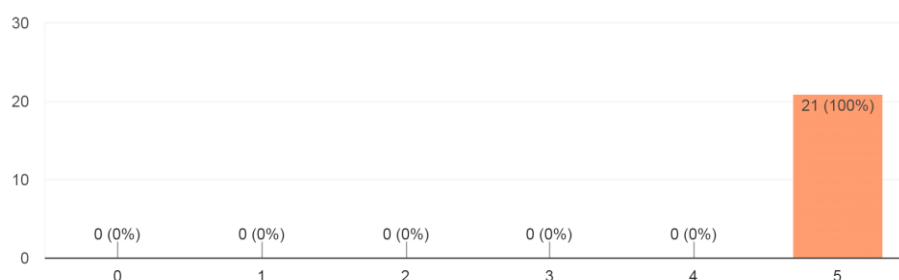21 responses

Figure 6

4.3. ტრენერი კარგად ურთიერთობდა მონაწილეებთან და ითვალისწინებდა ონლაინ სწავლების ფორმატის სპეციფიკას.
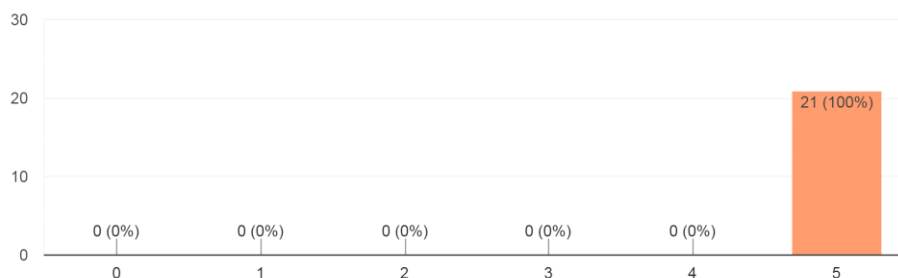
21 responses

Figure 7

In the fifth section, the participants had to give feedback on benefits/results of the training. 90.5% of the respondents admitted that they acquired new skills on the use of innovative and technology-enhanced teaching and learning in an online medium (Fig. 8). They thought they would be able to apply acquired skills in their online teaching practice.

5.1. შევიძინე ინოვაციური და / ან ტექნოლოგიებზე დაფუძნებული ონლაინ სწავლა / სწავლებისთვის საჭირო უნარები.
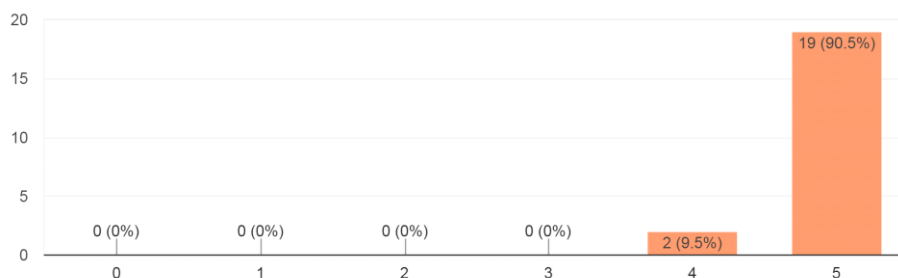
21 responses

Figure 8

 In the final section the participants gave their opinion on the online training. 95.2% rated highly their experience in this online training. (Fig. 9)

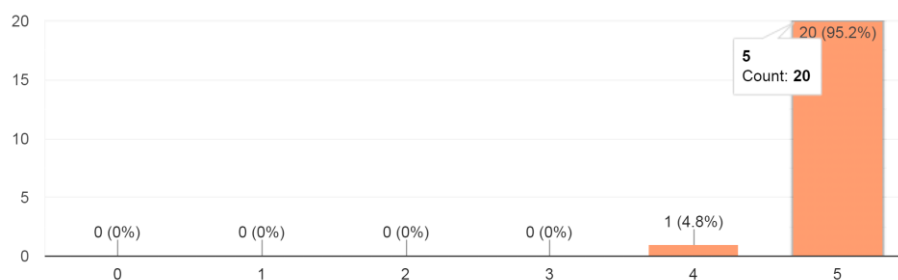6.1. შეაფასეთ მთლიანობაში ტრენინგიდან მიღებული გამოცდილება?

21 responses

Figure 9

As a result of this training, the respondents planned to change their online teaching practice in the following way.(Table 1)

Table 1

- Use the approaches discussed during the training when planning the training activity
- Refresh the syllabus, which will include all the necessary training techniques that will be useful for professional activities. Accordingly, use these techniques in the learning process, which will significantly increase the quality of education and motivate students.
- Support students during the online learning activity.
- Use the knowledge -Methods of raising student motivation
- Increase student engagement and redistribute managerial issues differently in the lecture planning process
- Review the possibilities of planning learning activities, I will use electronic resources and tools during the implementation of the activities
- Use all the new platforms
- Devote more time for sharing ideas and discussions, encourage and support students
- Further diversify the methods of online teaching
- Use a variety of online tools and technologies in the learning process
- Enrich organization of learning process activities with the discussed methodology
- Consider an activity matrix to help plan activities in the learning process
- Use the genial.ly

The participants thanked the trainer and expressed final comments about the training.

- The training was very interesting, important, and interestingly organized.
- Although the training was mainly based on the theoretical review, with the efforts and assistance of the trainer, this training was not monologue, but it was characterized by high

interactivity and maximum involvement of participants. The knowledge and experience gained during the training will be of great help to the academic staff in planning the teaching process even more effectively.

- The training was very interesting. The issues, such as the theory of self-determination, the requirement of competence, the roles of the online educator, are very important issues in the teaching process.

Conclusions

In conclusion, the training "Online learning activity design- Supporting students' learning online" was successfully conducted at TESAU and the participants' highly positive evaluation substantiated the benefits that the training yielded. The teachers expressed their readiness and willingness to implement a new approach in their teaching. The following recommendations were drawn:

- It is important to apply the new knowledge in practice
- Raise students' motivation according to the new approach
- Diversify online teaching tools and plan teaching process adequately