



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ CBHE PROJECT # 585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP

**“Change in Classroom: Promoting Innovative Teaching & Learning to
Enhance Student Learning Experience in Eastern Partnership Countries”,
PRINTeL**

ILIA STATE UNIVERSITY (ILIAUNI)

**TEACHING STAFF DEVELOPMENT CENTRE’S (TSDC)
OPERATIONAL PLAN FOR 2019-2021**

Tbilisi 2018

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Introduction

1. Objectives

The mission of the Teaching Staff Development Centre (TSDC) is to enhance the quality of academic education and research by providing teaching and research staff of Ilia State University with opportunities for professional development that targets their academic program management (design, development and assessment), instruction (i.e. classroom teaching, learning and assessment) and research skills, in full compliance with the strategic goals of IliUni Strategic Plan, till 2024.

The surveys of teaching staff and students concerning classroom teaching and learning strategies serve as primary sources to help the TSDC identify professional development needs. Other instruments include self-assessment of teaching and research staff, field-specific standards, internal and external reviews of academic programs.

Centre will deliver 5 training courses on regular basis, which are defined according to the current and mid-term needs. Besides, the Centre will perform on-demand trainings, based on the post-activities evaluation and spontaneously arisen needs and opportunities.

Our Vision is that TSDC will provide the high profile teaching staff of IliUni with the innovative teaching / learning tools, that will contribute to the improvement of learning outcomes. Besides, the teaching / learning process, performed based on the innovative and modern models, will support to the fast adaptation of Georgian Students and Teaching staff in Western Universities, during the exchange programs and of International Students and Teaching staff, while visiting IliUni. This contribution of TSDC will become more and more valuable, while the share of the international double-language programs are steadily increasing in all programs, implemented by IliUni.

At the end of the third year, the TSDC operations and results will be reviewed towards planned ones. The results of evaluation will show clear picture, how the Centre will continue its operations. It is planned to additionally assess market demand on the programs, implemented by the TSDC and if demand and performance will be satisfactory, the next step will be the commercialization of Centre operations and attracting teaching staff from other Universities on a paid basis.

2. General Information

The Teaching Staff Development Centre (TSDC) is a new structural unit at Ilia State University, which is created due to the needs, which are identified based on student and teaching staff surveys delivered by HR and Quality Assurance Office (2017 and 2018), assessments by QA offices of program managers/administrators at faculty/school levels (2018), and external reviews of academic programs by local and international experts (2018).

Besides, in 2017, University developed the Strategy of 2018 – 2024, which was build based on the assessment of current practices, teaching outcomes, SWOT analyses, consultations with internal and external stakeholders, analyses of the local and regional contest, future possible developments and trends, University mission and vision. The strategy clearly states, that the constant improvement of teaching / learning processes is one of the strategic goals of the University.

The following challenges and needs were captured during the needs assessment process:

- The considerable number of teaching staff (academic) comes from the research institutes and still are very successful in research, though have limited participation in implementation of the new teaching methods, especially when these methods are based on use of modern technologies, require use of information technologies and online systems. Many of them rarely use Moodle for teaching and are not familiar with distance learning models and tools;
- Survey among the teaching staff outlined, that teaching staff mostly uses traditional lecturing and seminars for teaching purposes. The least used teaching methods are focus groups teaching, game – simulation based learning, e teaching and other modern practices.
- University works toward the development and implementation of the Engineering Programs (computer engineering, civil engineering, computer science, etc.), which require the use of modern technologies, among them use of artificial intelligence in teaching and evaluation process. Teaching staff require substantial support in implementation of this method;
- University works toward the transfer of skills and knowledge externally that includes development and implementation of the certification courses. Unfortunately, most of the teaching staff are not familiar with the specifics of creation such programs (defining of the market needs, choosing of the best methods for teaching and evaluation, choosing of applicable technologies, performing the distance courses);
- Blended Learning methods, ICT enhanced teaching and learning, digital pedagogy, mobile learning, active learning – these are the methods, which are not yet well developed and implemented. These methods are especially important, when it comes to teaching of general module lecture courses, like English Language, Techniques of Academic Work, Introduction to the Modern Thinking, etc. These lectures are delivered in large groups and also the teaching methods are specific, therefor use of modern techniques of teaching will assist the teaching staff in better management of the groups and delivering of better results.
- Use of modern teaching methods and technologies are very important in general for whole university and particular for the Law School. The Lawyer profession in Georgian is state regulated profession and requires the involvement of different type of Lawyers in the teaching of students. Teaching staff here requires not only the development of the new teaching methods and use of modern technologies, but also the systematization of the existing methods in frame of the similar courses, where the teaching process is performed by several teaching staff.
- Capacity building in the development and assessment of Program Learning Outcomes (PLO) is essential in moving towards outcome based quality management system, the latest trend in European Higher Education Area. It includes skills in the development of SMART PLO, feedback loops with internal and external stakeholders (e.g. students, alumni, advisory boards etc.), direct and indirect program assessment strategies and benchmarking the PLO.

In next 3 years, the various activities will be implemented within the Centre, which are described in greater details below, in the Section 3.

3. Main Activities

The following activities are planned to be performed permanently by TSDC:

3.1 Professional Development Courses

Fundamentals of Program Assessment

This course is designed to enhance program assessment skills among academic and administrative staff involved in the development, implementation and improvement of academic programs delivered at Ilia State University.

The participants of the course will be introduced to the fundamentals of direct methods of program assessment that are based on the outcomes-based quality assurance approaches. They will be involved in hands-on assignments targeting program objective (PO), program learning outcomes (PLO), benchmarks and mapping.

At the end of the course the attendees will be able to:

- Develop PO with an eye on the university mission;
- Based on PO develop PLO, identify relevant performance indicators and rubrics; apply the Bloom's Taxonomy for the development of measurable PLO;
- Develop a curriculum map that demonstrates the compatibility between PLO and program courses;
- Differentiate between direct and indirect approaches to program assessment, the main milestones in program assessment cycle.

The course will cover the following key elements:

- Program context and its life cycle: In this part of the course the trainees will be introduced to the principles of program development (PO, PLO) based on the university mission, its stakeholders and feedback loops;
- Program Objectives (PO): The basic principles of the development of clear PO will be explained. The trainees will be introduced to the role of stakeholders (internal and external) for the development of PO (the fitness of purpose).
- Program Learning Outcomes (PLO): In this section, the participants will be introduced to the principle of Bloom's taxonomy and its role in the development of specific and measurable PLOs. The principle of the development of PLO and relevant performance indicators will be explored. Importantly, the difference between performance indicators and student grading will be explained as an assessment tool.
- Rubrics: In this section of the course, the trainees will be introduced to the role of rubrics for program assessment. The course will focus on different types of rubrics and provide the trainees with relevant tools.
- Curriculum Map: The course will draw attention to the basic principles that are used to develop a curriculum map. Different types of such maps will be demonstrated.

- **Program Assessment Process:** In its final part the course will describe different types of assessment methodologies, their strengths and weakness. Importantly, the principles of direct and indirect program assessment will be explored. The course will identify the main milestones in the program assessment cycle. The trainees will become acquainted with the importance of developing program outcome assessment timelines.

The training course might be conducted in one day (8 hours) or divided into two days (4 hours each) and the targeted audience consists of Program Heads, Curriculum Experts/Specialists, QA personnel, Academic faculty members. The minimum number of the participants is 6 and the maximum 12.

It's mandatory for a participant to attend all parts of the training course and complete all the assignments. The following quality assessment tools will be used for the program:

- Pre- and post-intervention survey of the trainees (immediate feedback);
- Focus groups with the trainees involved in the program self-assessment process and review of the relevant documents;
- Annual satisfaction survey of the academic faculty members

Grant Proposal Writing

The center will offer at least one grant writing course training to academic staff - proposal writing and general overview of the grant application writing process to create a winning application. The course will overview available external funding resources in the higher education cooperation schemes at the regional and European levels as well in funding schemes in research (Horizon 2020).

Development of Formative Assessment (FA) Instruments

Tools for new learning environments in higher education institutions - Erasmus+ CBHE Project ASSET. The ASSET project provides the knowledge and pedagogical expertise aimed at developing and piloting creative and innovative formative assessment (FA) tools and methods adapted to the learning environments in use, and improving the effectiveness of teaching and learning within the IL and GE HE system, thus, bridging the gap between current educational goals and outcomes of teaching, learning, and assessment processes based on the principles set out in the Bologna process. FA instruments will be piloted in the education degree programs at ISU School of Education. The center will be observing the pilot results and successful practices of FA to be embedded into other degree programs.

Development of Publications and Lecture Materials

TSDC will develop and publish various publications and lecture materials, such are research outcomes, reports of field expeditions, etc. 4 (four) research outcome, 5 (five) report of expedition and 10 (ten) lecture materials will be published online (through library website and special readers for students) or printed per each year.

Adaptation / Introduction of New Teaching Staff

TSDC will conduct the adaptation / introduction training / seminar and prepare the welcome package for newly joined teaching staff. They will be provided with trainings how to use Moodle, Turnitin, E-doc – electronic chancellery program, Argus and other applicable systems. They will be provided by the info package how to open and use corporate email, will get familiar with Universities' infrastructure / administrative and faculty staff and all processes and procedures, which should be followed by them.

Intercultural Communication

TSDC will support internationalization of the study process by providing space for reflection on variety of cultural identities and to develop understanding for behavior, customs and values valid in a social environment other than one's own. The workshop will be offered to teaching and administrative staff that work with international students. Participants will become aware of cultural relativity and learn how to handle the culture shock in an intercultural encounter. Within the workshop discussions they will have opportunity to reflect critically on their own perception and beliefs from the perspective of an outsider, thus getting able to interpret the divergent cultural practices without bias.

Flipped Classroom Pedagogy (WP2)

The face of higher education is changing and students are increasingly looking at different modes of educational delivery. For a number of years UWE has successfully delivered a BA (Hons) Business (Team Entrepreneurship) degree programme which is built on the premise of team coaches as opposed to academic lectures. This radically different degree gives students the opportunity to set-up and run their own projects and ventures. Inspired by the pioneering Finnish 'Team Academy' approach, UWE Bristol was among the first to introduce this course to the UK and has developed a coaching programme to prepare academics to teach on such a programme.

Under this work package, we would deliver a coaching and mentoring programme to support academics to operate a 'flipped-classroom' mode of delivery. The programme, which has the option to lead to a Postgraduate Certificate in Leadership and Management (Coaching and Mentoring), is designed to enhance and develop knowledge and skills in this area. By giving participants a critical understanding of some of the contemporary theory, practice and research in this field and then challenging them to demonstrate originality in the way they lead and manage teams and organisations. The programme is structured in four parts:

- Leading and Managing People develops understanding of, and skills, in leading and managing individuals and teams. We will explore the core concepts of leadership, as well as tools and techniques for performance management.
- Personal Mastery in Leadership helps develop critical self-knowledge with the help of theory and practice of self-leadership. Will consider how personal characteristics such as resilience, courage, personal integrity, consistency and self-awareness are all critical in supporting development.
- Coaching and Mentoring aims to build up knowledge and skills of coaching and mentoring tools and strategies to support the development of individuals.

Group Facilitation develops an understanding of practical group facilitation strategies that can help facilitate group events in organisations, such as meetings, project teams or committees, among many other group situations.

Through WP2 we will look to work with 8-10 members of staff/employers.

Use of Modern Digital Technologies in Research – Training Course

TSDC will organize the training course – Use of Modern Digital Technologies in Research. At IliaUni we have the unique and advanced staff, who are working on use the machine learning in various directions (for informative-communication purposes, Unabot and all kind of Bots), including in data processing in astrophysics and bio informative technologies. They also work on introduction of humanitarian and computer linguistics methods in modern applied research. This staff will create the special training course, to share their knowledge and experience among the teaching staff of the University.

The new and junior teaching staff is supported by IliaUni with the following Course

Online Teaching: Moodle and Turnitin as a Teaching Quality Enhancement Tools

Course Goal

The goal of the course is to develop basic skills of junior teaching staff in employing Moodle and similarity detection software Turnitin as tools for effective teaching and learning in a classroom.

Learning Outcomes and Contents

At the end of the course the attendees will be able to:

- Embed and manage a course content in Moodle using basic features
- Navigate Moodle independently and use its different plug-ins
- use basic features of Turnitin similarity checking tool
- develop their skills in using the basic features of Turnitin Feedback Studio

The course will introduce the major functionality of Moodle. More specifically the course will cover the following topics:

- **Creating a course in Moodle** (adding users and dividing roles) - the attendees will go through the practical tasks, such as creating course and adding users. This topic will cover more administrative/technical issues of the course management tasks. The instructor can design the course according to their needs, choose different interfaces, divide roles within the users, create groups or subgroups and etc.
- **Managing course content** - participants will be taught how to add an activity or resource in their courses. Instructor will give a detailed instruction how to upload file; book or URL and create activities such as assignments; forums; quizzes; surveys; chats and wikis. According to their sillaby the instructor can implement these activities into their course.
- **Moodle Plugins** - Zoom Meeting; Big Blue Button BN; Open Meetings – these plugins will be explained in a detailed way, so that instructors can individually on their own create and conduct webinar using learning management system and above mentioned tools.

- **Using Similarity Detection Software Turnitin** - In this part of the course the attendees will become acquainted with the basic features of Turnitin. They will also be introduced to Turnitin Feedback Studio where they will have an opportunity to master their skills in providing timely and individual feedback. The instructors will get familiar with writing comments, creating quickmarks (bank of comments); using rubrics while grading students papers.

Target Audience and/or prerequisites: Junior Teaching Staff

It's mandatory for the participant to attend all parts of the training course and complete all the assignments.

- Pre- and post-intervention survey of the junior staff members (immediate feedback);
- Survey of students of the trained junior staff members;
- Focus groups of the trained junior staff members;

Course in ECTS credits and/or hours of study

The training course might be conducted in one day (8 hours) or divided into two days (4 hours each). ECTS Credits (TBC).

Texts and supplemental instructional materials

Turnitin Feedback Studio – Grading

https://drive.google.com/file/d/1B3Qyv8WArgRaSmaKE0X_yIfK7HhLZCPr/view?usp=sharing

Create an Assignment in Turnitin

https://drive.google.com/file/d/1VicgtKaUhKkYfNjTcW0xvIU_J-9neJ3_/view?usp=sharing

Moodle

https://docs.moodle.org/35/en/Moodle_manuals https://www.youtube.com/watch?v=EIQWiKppXmE&list=PLxcO_MFWQBDcCnTFdLUgW0HK-7onoB3uE

Turnitin

https://guides.turnitin.com/01_Manuals_and_Guides

Number of times the course will be given and maximum number of participants

The minimum number of the participants is 5 and the maximum 15.

Trainer: Mr. Giga Khositashvili; MA in Information Management (Social Sciences).

The TSDC will offer the following permanent courses, aiming at both - the development of in-service teaching staff as well as induction and integration of the academic personnel at Ilia State University:

1. **Active Learning and ICT-enhanced teaching: M-learning and gamification**
2. **Video as a Learning tool for teachers and students**
3. **Active Learning in the Flipped Classroom**
4. **Active Learning: Technology Enhanced Collaborative Learning**
5. **Hybrid/Blended Teaching and Learning**

1. **Active Learning and ICT-enhanced teaching: M-learning and gamification**

Course Goal

This 5-day (10 hours) course is intended to enhance skills of the target academic personnel on how to design gamified class activities and how to make use of mobile devices in class and outside class to activate students learning. Active learning implies interactivity between the tools and resources and the learners, and also interaction between teachers and learners. This educational transformation lays on seeing the teaching and learning processes from a different perspective in which the learner is the centre and ICT is the medium.

In education gamification is an educational strategy to motivate students to learn by the application of gaming mechanics or video game design elements in learning environments. The goal can be achieved using digital tools and resources or in a more traditional way, but ICT can help us in the implementation of this innovative teaching strategy.

Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. Learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside classrooms. (UNESCO 2013, p.6).

Learning Outcomes and Contents

At the end of the week, the academic personnel will have reached the following main outcomes:

- A map of gamification and mobile learning ideas to adopt in their teaching contexts
- A checklist of designing, guiding and evaluating implications.
- A design of a gamified teaching intervention
- A timeline of personal working steps

During the week, participants will design a small teaching intervention in collaboration with their peers.

Target Audience and/or prerequisites

From the preliminary perspectives and in line with ISU strategy, the target audience must be a ISU academic staff member having a relevant open course (at least 1 per semester) involving ICT embedding in the classroom.

Course in ECTS credits and/or hours of study

The course is a 5 day training with at least 10 hours of face-to-face interaction.

Texts and supplemental instructional materials

Please refer to Appendix 1 (Training Plan/Syllabus from PRINTeL Project EU partner UB TOT Course to be adapted to the ISU Local Training Course) for the coursework and instructional materials.

Number of times the course will be given and maximum number of participants

The training course will be offered twice a year (one per semester) to at least 30 academic staff.

Teachers:

Ms Diana Khidesheli	Business School	Invited Lecturer
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Ms Tamar Magalashvili	Business School	Associate Professor
Ms Nana Dikhaminjia	School of Natural Sciences and Engineering	Full Professor

2. Video as a Learning tool for teachers and students

Course Goals

This course will address several concrete Teaching & Learning scenarios on how to use video as a learning tool with practical cases, both in class as outside class, and examples of tools that teachers can use to motivate and engage students increasing the quality of their learning process.

There are various ways to effectively use video as a learning tool and with this course, teachers will have the opportunity to approach several teaching strategies that align pedagogical aims, learning outcomes with video, inside and outside the classroom. Participants will reflect and discuss the role, different implications and challenges of using video in teaching and learning and will be presented with tools that will contribute for the enhancement of their teaching practices.

Learning Outcomes and Contents

At the end of the course, the participants will learn:

- To design and deliver flipped, interactive, and online learning classroom strategies;
- To contextualize and use Video as a Learning Tool in T&L:

(a) recognize the importance of using video in T&L, (b) understand the significance and added value of video in T&L in different scenarios, and (c) relate their practices and expectations with the experiences presented.

Target Audience and/or prerequisites

From the preliminary perspectives and in line with ISU strategy, the target audience must be a ISU academic staff member having a relevant open course (at least 1 per semester) involving ICT embedding in the classroom.

Course in ECTS credits and/or hours of study

The course is a 5 day training with at least 10 hours of face-to-face interaction.

ECTS Credits (TBC)

Texts and supplemental instructional materials

Please refer to Appendix 2 (Training Plan/Syllabus from PRINTeL Project EU partner U.PORTO TOT Course to be adapted to the ISU Local Training Course) for the coursework and instructional materials.

Number of times the course will be given and maximum number of participants

The training course will be offered twice a year (one per semester) to at least 30 academic staff.

Teachers:

Ms Nami Surguladze	Business School	Invited Lecturer
Mr Resani Kikava	Business School	Assistant Professor
Mr Aleksandre Ergeshidze	Business School	Assistant Professor

3. Active Learning in the Flipped Classroom

Course Goals

The training course will introduce the Flipped Classroom course design as an approach where activities that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. Through flipping or replacing traditional lectures, the teacher prepares video lectures or other kinds of multimedia resources that the students will use to prepare for classroom activities. The scheduled time inside class will instead be used for questions & answers or group-based problem-solving sessions. The idea is that this approach will make the students more active and increase the quality of learning.

In this course, the trainers will discuss how to design classroom activities and how to prepare outside class material. The training sessions will be dedicated to how to use tools for interaction inside class, and tools for preparing multimedia presentations.

Learning Outcomes and Contents

The course participant academic staff will learn tools and required skills related to the

- The design of the Active Learning Classroom, i.e. the use of the active learning concept used through the flipped classroom approach to (re)design their courses using their teaching experience;
- Designing learning activities in the classroom so the trained teaching staff is able to plan and deliver group-based problem-solving sessions in the classroom and how to use different tools like backchannels and response system systems for enhancement of interactive collaboration;
- Preparation outside class material meaning that the trained teaching staff is giving effective outside classroom materials that the students will study before class;

Target Audience and/or prerequisites

From the preliminary perspectives and in line with ISU strategy, the target audience must be a ISU academic staff member having a relevant open course (at least 1 per semester) involving ICT embedding in the classroom.

Course in ECTS credits and/or hours of study

The course is a 5 day training with at least 10 hours of face-to-face interaction.

Texts and supplemental instructional materials

Please refer to Appendix 3 (Training Plan/Syllabus from PRINTeL Project EU partner LiU TOT Course to be adapted to the ISU Local Training Course) for the coursework and instructional materials.

Number of times the course will be given and maximum number of participants

The training course will be offered twice a year (one per semester) to at least 30 academic staff.

Teachers:

Mr Levan Tsagareli	School of Arts and Sciences	Full Professor
Ms Tamar Gurchiani	School of Law	Associate Professor
Mr Davit Maisuradze	School of Law	Associate Professor

4. Active Learning: Technology Enhanced Collaborative Learning**Course Goals**

The training course intends to train teaching staff in enhancing active student learning with special focus on technology enhanced collaborative learning in the classroom. This helps teachers to replace the traditional teaching mode of dominating lecturing and monologue into dialogue and more student involvement through planning, designing, and delivering the classroom teaching via more contact moments with students.

Learning Outcomes and Contents

The course participant teaching staff will learn:

- What active learning and activation of students means and how it can be stimulated, i.e. the tools to lead active learning through technology enhanced collaborative learning;
- How to use particular, dedicated technology or even your own devices, in a pedagogically sound way;
- How to implement active and collaborative learning .

Target Audience and/or prerequisites

From the preliminary perspectives and in line with ISU strategy, the target audience must be a ISU academic staff member having a relevant open course (at least 1 per semester) involving ICT embedding in the classroom.

Course in ECTS credits and/or hours of study

The course is a 5 day training with at least 10 hours of face-to-face interaction.

Texts and supplemental instructional materials

Please refer to Appendix 4 (Training Plan/Syllabus from PRINTeL Project EU partner KU Leuven TOT Course to be adapted to the ISU Local Training Course) for the coursework and instructional materials.

Number of times the course will be given and maximum number of participants

The training course will be offered twice a year (one per semester) to at least 30 academic staff.

Teachers:

Ms Tinatin Tchintcharauli	School of Arts and Sciences	Full Professor
Ms Nata Meparishvili	School of Arts and Sciences	Associate Professor
Ms Mariam Dalakishvili	Business School/ School of Arts and Sciences	Assistant Professor

5. Hybrid/Blended Teaching and Learning

Course Goals

The training course intends to train teaching staff in designing and delivering Hybrid/Blended Teaching and Learning as a new mode of instruction – new methodology. This will introduce the training participants to the Hybrid/Blended T&L concept and approach, framework, required infrastructures through reviewing the Pedagogical perspectives with concrete cases.

The course provides discussions on how to integrate the new methodologies in a course, how to build a course on Moodle, which tools to integrate. Training session will be held about online learning scenarios, focusing on online project management tools as well as the importance of intercultural awareness on such context.

Learning Outcomes and Contents

Upon completion of the course, the training participant teaching staff will learn:

- Hybrid/Blended Learning Concepts;
- Integration of required technological infrastructures, i.e. elearning platforms - Moodle as a learning platform that enables administration of courses and learners, provision of teaching materials, including communication between learners, teachers, and assessment instruments
- How to design and run E-Portfolios as an important tool to learning, teaching, and assessment
- Principles behind Multimedia Production in T&L;
- Online management systems both in theory and practice;
- The main elements of intercultural exchange and to working with Cultures / Teaching about Culture in educational – T&L settings.

Target Audience and/or prerequisites

From the preliminary perspectives and in line with ISU strategy, the target audience must be a ISU academic staff member having a relevant open course (at least 1 per semester) involving ICT embedding in the classroom.

Course in ECTS credits and/or hours of study

The course is a 5 day training with at least 10 hours of face-to-face interaction.

Texts and supplemental instructional materials

Please refer to Appendix 5 (Training Plan/Syllabus from PRINTeL Project EU partner FHJ TOT Course to be adapted to the ISU Local Training Course) for the coursework and instructional materials.

Number of times the course will be given and maximum number of participants

The training course will be offered twice a year (one per semester) to at least 30 academic staff.

Teachers:

Mr Giga Khositashvili	School of Arts and Sciences	Full-time Lecturer
Mr Archil Abashidze	School of Arts and Sciences	Associate Professor
Ms Elene Zhuravliova	School of Natural Sciences and Engineering	Associate Professor

3.2. Pedagogical Consulting Activities

Pedagogical Consulting Activities are not defined yet, as the Centre is established recently, has no track record and needs to go through pilot process, to formulate more clear vision for the future.

3.3. Seminars, Workshops and Conferences

Several workshops and seminars are planned to be implemented by the Centre:

International Conference on Academic Integrity

Within the framework of the Erasmus+ CBHE 2017 Call funded project 'Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)', Final Dissemination International Academic Conference on Plagiarism and Academic Integrity will be organized either in September 2019 or May/June 2020 involving a wide range of representatives from Georgian HEIs. The conference will have keynote speakers from the UK, Ireland, Austria, Sweden, and Georgia organized by Ilia State University in partnership with the Ministry of Education, Sciences, Culture, and Sport of Georgia and the National Center for Educational Quality Enhancement.

3.4. Dissemination and Networking

The Centre (specifically its administrator – HR Unit) will support to the networking and cooperation of the teaching staff of university among each other and also with peers, internationally. For that, Centre will:

- Create a special virtual space / forums for the teaching staff and other staff, participating in the Centre operations. The space / forums could be used on a daily basis to discuss actual topics and exchange the opinion / information.
- Support to the creation of an opportunity of greater networking - 15 trainers, taken ToT and 150 teaching staff, received the training from those 15, will have an opportunity to cooperate with the trained teaching staff of partner universities (participating in the consortium) to create the international forum and network of teaching staff, to exchange the ideas, methods, tools and other instruments.

- Organize various activities– seminars, discussions, non formal meetings, etc. to increase the engagement of the teaching staff in Centre and initiation of the discussion, which can later support to the improvement of the learning outcomes in classrooms.

3.5. Development Projects

Several Development Projects will be implemented by the Centre:

Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)

The core objective of the project is to enhance the quality of teaching and learning processes that are based on the principles of academic integrity and supported by policies, mechanisms and tools that help prevent and detect cases of plagiarism in higher education institutions in Georgia.

Assessment Tools for new learning environments in higher education institutions - ASSET

The project aims at revising and evaluating existing assessment methods, developing a system of teaching and evaluation that best suits students' learning needs. As a result of the project academic personnel will be trained by beneficiary Universities and introduction of new assessment tools for training programs.

Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries”, (PRINTeL).

The goal of the project is to improve student learning experience in partner countries in accordance with the European Commission Education and Training 2020 goals (ET 2020 Objectives). The project also aims to develop learning and teaching methods and encourage innovations through the integration of technologies and research.

Development Unit at IliaUni will closely cooperate with the TSDC, and based on the needs and challenges, raised by the Centre will contribute to the obtaining of projects and resources from international donor organizations and partner institutions.

4. Organization and Operation

4.1. Organizational Structure

The Centre will operate under the structure of Human Resource Management Unit. HR will ensure the administration of the Centre, while the Quality Assurance Units of faculties and schools will be responsible for the content and quality. The content and quality will be ensured by the needs assessment, proper planning and evaluation of the results / post activity assessment (including what results were achieved at classrooms). The trainers, who will go through the ToT process, will be engaged not only in the further trainings, but also in acquisition of the new trainers.

Centre will be managed by the Management Board, which will comprise of: Head of HR, Heads of the Quality Assurance Units centrally in University and locally at faculties and schools, Vice Rector in charge of Teaching and Research, Head of Administration. Board may invite the additional staff of the University to work on specific issues and receive the best possible decisions.

The board will formally meet in each quarter, where the Quality Assurance Units of Faculties and School will present the quarterly report. Board will discuss the report and issue the recommendations for improvement and upgrade of the programs and activities. Once in a year (in September), the Board will develop and approve the annual performance plan, which will be based on the needs assessment and will serve as a guideline for the administration of the Centre.

4.2. Role Descriptions

The TSDC will be administered by the Human Resource Management Unit of University, under which the Centre will be structurally created. HR Unit will perform the following works:

- Participation in the development of the Centre and its structure;
- Creation of the Trainers database and update periodically.
- Organize the trainings;
- Coordination with other structural units of IliaUni – stakeholders of the Centre;
- Ensuring of the research to perform teaching staff and trainings needs assessment;
- Based on the needs assessment findings, the HR Unit will use the local resources, as well as external professional resources to fill the gaps and satisfy the needs, captured during the Needs Assessment;
- Organizing of various activities of the Centre – seminars, discussions, non formal meetings, etc.;
- Supporting the Centre operations with administrative and logistic services;
- Managing of the official correspondence of the Centre.

The Quality Assurance Units at Faculties and Schools will closely cooperate with the HR Unit, to create the real value for teaching staff. They will be involved in assessment, research, creation of the quality content by Trainers, for the teaching staff and monitoring of the result on site. The creation of the content will be responsibility of the Trainers, who take ToT in frames of the Project. In case of the training need, which is not a part of ToT program, the TSDC Board will assign the responsible person, who will work on the development of the course material.

Assessment of the TSDC operations and efficiency of performed trainings will be done by the Quality Assurance Unit of the University. The roles, responsibilities and process are described in great details, below, in Chapter 4.4.

4.3. Marketing and Communication

The Communication activities of the Centre (with internal and external stakeholders) will be led by the Public Relations (PR) Unit of the University. PR will be responsible for building the awareness of the TSDC among target groups and information dissemination.

The special space will be created in the structure of IliaUni web page (www.iliauni.edu.ge), which will be linked on the landing page with promotional banner. The space will include the information about the Centre, its mission and purpose, its activities. The space will be used to store all textual, photo and video material regarding the Centre and promote the TSDC activities. The information, which will be used for the website will be disseminated to the internal stakeholders / representatives of target groups through corporate E-mail and Argus program.

Social Media Channels of IliaUni will be used for Communication purposes of the TSDC. The Facebook page of the IliaUni is a powerful and well known communication mean, with about 115000 unique followers.

The online media will also be used for spreading the information about the TSDC activities (trainings, workshops, conferences, achievements, etc.);

All communication channels will be updated regularly on a basis of information, received from the HR Units (administrator of the TSDC).

Since on the pilot phase, the TSDC is not going to provide external stakeholders and teaching staff of other universities with the paid courses, the Marketing activities are not foreseen and planned yet. If and when the Centre will decide to sell its courses, PR Unit will create the plan of marketing communication, will present it to the Board of the Centre and implement the needed activities.

PR Unit will take care of the design, packaging, printing of all informational materials, publications, books, etc. that will be processed by the TSDC.

4.4. Quality Assurance

Ilia State University's Internal Quality Assurance (QA) policy is designed to serve the implementation of its Mission. It constitutes an integral part of the university strategic management and aims at supporting the University in its effort to achieve its strategic goals including those designated in the area of professional development.

The internal QA policy is built on the fundamental principles of:

- Transparency and cooperation;
- Participatory involvement;
- Continuous improvement;
- Academic integrity and freedom;
- Accountability

Internal QA policy is translated into QA processes and procedures that ensure continuous assessment and improvement of the University achievements in main performance areas (e.g. education, research,

student services, professional development etc.,). These include system-wide and needs-based assessment processes and procedures as well as regular feedback loops with decision making bodies.

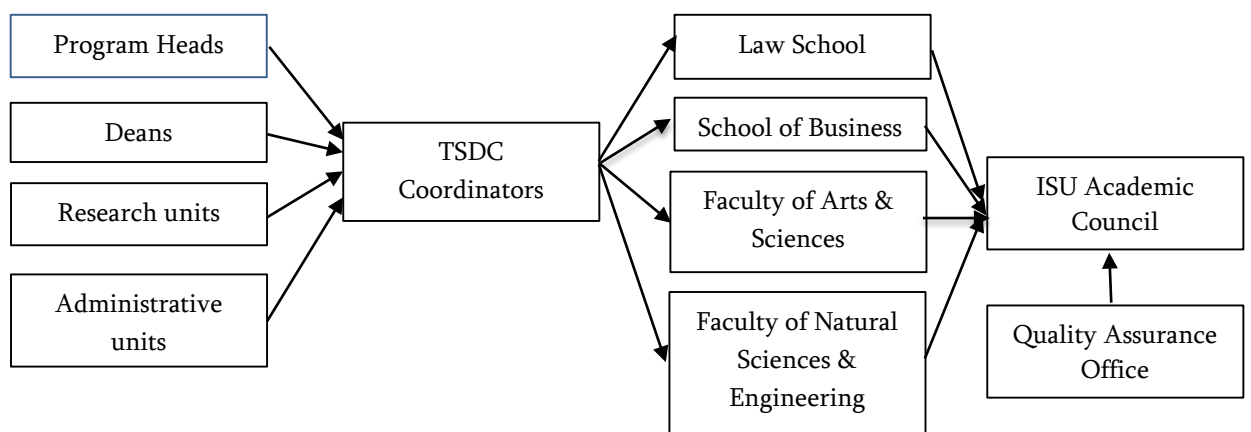
System-wide and needs-based assessments are delivered using, where appropriate qualitative, quantitative and mixed-methods approaches. To a considerable extent, the assessment process and procedures are shaped by the following standards¹:

- Utility – the extent to which the assessment process and outcomes are useful for stakeholders;
- Feasibility – the extent to which the assessment process is realistic, efficient and effective;
- Propriety – the extent to which the assessment process addresses the issues of e.g. ethics, confidentiality, transparency of results/findings);
- Accuracy - the extent to which the assessment process and its results are reliable and valid;
- Assessment Accountability – the extent of which the assessment process is documented evaluated (e.g. external evaluation) and improved.

Given the QA context described above, the performance of the TSDC is assessed using specific internal QA tools and mechanisms (see attachments #1 and 2) that help determine the fitness of professional development service for their purpose. The TSDC is assessed on a regular basis via system-wide assessment processes that lead towards identification of trends and patterns in TSDC’s performance. Needs-based assessment is delivered when a targeted in-depth enquiry into emerging problems in the TSDC’s performance is required. This type of assessment mainly leads towards a need for targeted troubleshooting. Both system-wide and needs-based assessments are delivered based on pre-determined or ad-hoc tools.

TSDC follows a set procedure for initiation and approval of its training course that is below in detail:

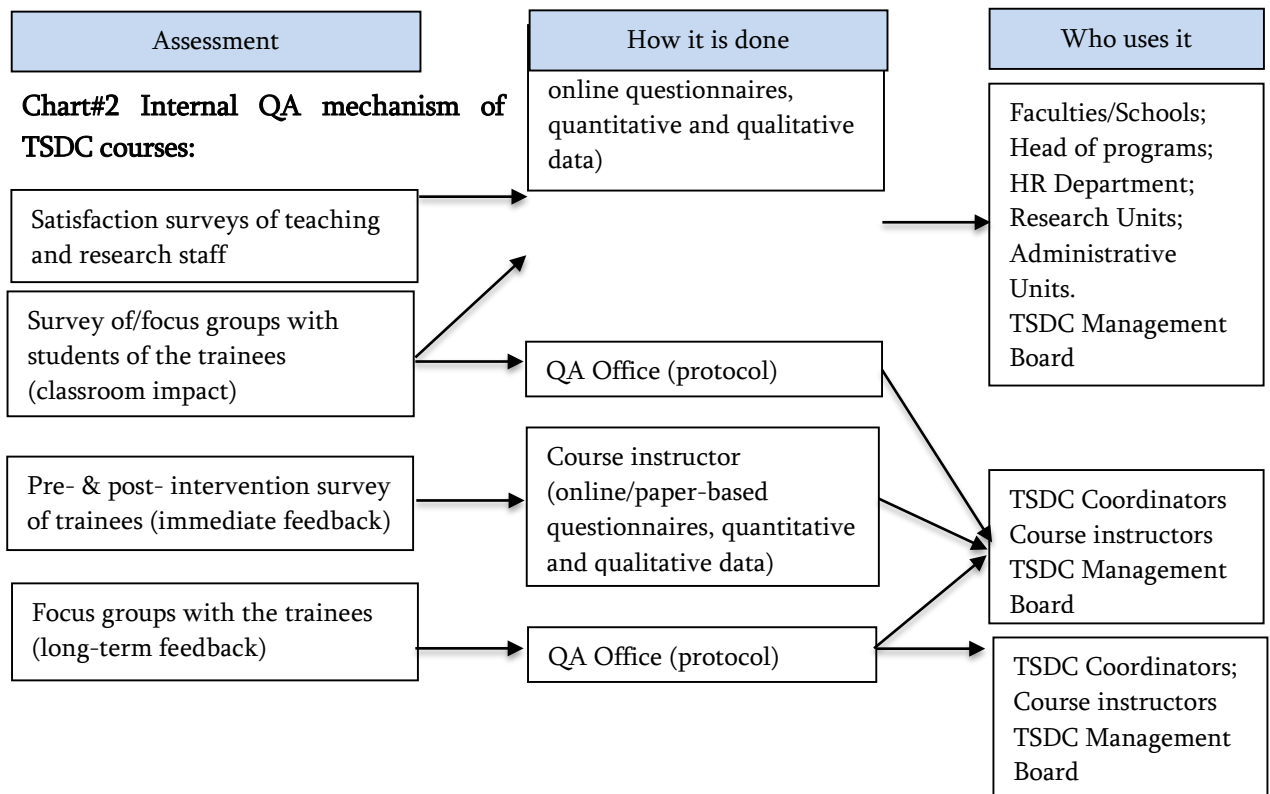
Chart#1 Initiation and approval of training courses



TSDC course initiation and approval procedures:

¹ <http://www.icsee.org/program-evaluation-standards-statements>

- Professional development course in the area of program management (design, development and assessment), instruction (classroom teaching, learning and assessment) and research can be initiated by academic program heads, faculty /school deans, research units as well as administrative units related to educational and research processes;
- The initiative is communicated to the TSDC coordinators who is responsible to facilitate the development of relevant professional development courses by identifying/recruiting relevant instructors and resources. Courses are developed based on specific requirements (attachment #3);
- Based on the subject area of a professional development course, the course syllabus/curriculum is submitted to relevant schools/faculty for review and approval by their Councils;
- Schools/Faculties forward their approved courses to the Academic Council for further review and approval. Based on the course/curriculum review provided by the Quality Assurance Office the Academic Councils makes decisions regarding approval of the submitted professional development course/curriculum;
- Once the course/curriculum is approved by the Academic Council, the TSDC coordinators as well as HR office facilitate the timely delivery of the course.

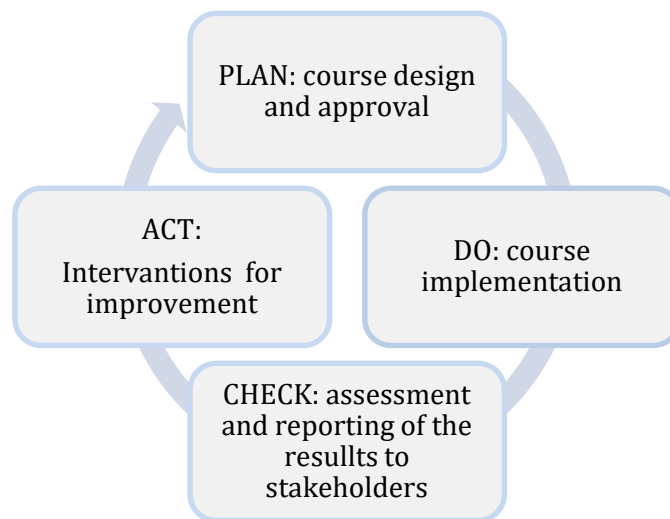


- **Satisfaction surveys of teaching and research staff** – questionnaires are administered via electronic management system “Argus” to all ISU academic staff, researchers and teachers. This assessment tool serves the needs assessment purposes regarding professional development opportunities in teaching, learning and research and also evaluates the effectiveness of TSDC performance. The survey is delivered annually by QA Office. The survey results are reported

to faculties/schools, heads of programs, HR department, TSDC Management Board, research and administrative units;

- **Survey of/focus groups with students of the trainees** – by the end of each semester the university QA office administers surveys of/focus groups with the students of the TSDC course trainees (i.e. trained teachers, academic staff, researchers) to evaluate any improvements in their classroom teaching. Students are asked to assess the relevance and effectiveness of teaching and assessment methods that their instructor applies in their classrooms; The survey results/focus group reports are submitted to faculties/schools, heads of programs, HR department, TSDC Management Board, research and administrative units;
- **Pre- & post- intervention survey of trainees** – before and after the completion of a TSDC training course all participants fill in the short pre- and post-intervention surveys. This assessment tools are designed to provide the instructor with an immediate feedback on the effectiveness of his/her course. The questionnaires are developed/modified by the course instructor and target objectives and content of the course (see sample questionnaires in attachments #1 & #2). The survey results are report to TSDC coordinators and Management Board;
- **Focus groups with the trainees** – are intended to measure the long-term impact of the offered training courses. The focus groups are delivered among the TSDC trainees who have put in practice the acquired skills and competencies. This tools provide in-depth insight into effectiveness of any given training course based on the actual practice The focus group reports are submitted to TSDC coordinators and Management Board.

All the above activities are carried out according to the PDCA cycle.



4.5. Capacity Building

TSDC will closely cooperate with the existing training centers on market. The market assessment revealed the high quality and popular centers, cooperation with whom may be mutually successful

for both parties. TSDC will invite the trainers, organize the meetings / workshops and experience sharing / networking events.

The Centre will participate in events and activities organized by the international associations and networks, aiming at sharing experience between international university communities and exploring innovative ideas for facilitating better learning and teaching experience for teachers and students, such as for example annual EUA Teaching and Learning Forums, etc.

The Centre will cooperate with the Centre for Corporate and Commercial Law (3CL). Among other activities, Centre for Corporate and Commercial Law (3CL) s implementing two Regulatory Impact Assessments. 3CL plans to enhance its capabilities towards RIA, and in this regards, plans to execute new project that will cover creation of a new lecturing course on RIA. This will increase the awareness on RIA and will support the enhancement of qualifications of teaching and research staff, necessary for RIA implementation.

The Centre will cooperate with the School of Education, created under the structure of the School of Arts and Sciences, and which one of the main functions are to ensure the Life Long Learning by developing of the appropriate programs. The School of Education, if and when needed, will ensure the organization of the ToT for Centre Trainers. The School will be involved and cooperate with the TSDC and QA Units to assess the needs of the teaching and invited staff at faculties and schools and provide with the needed services.

4.6. International Relations

Ilia State University supports its teaching and research staff to participate in exchange programs. The following statistics is given for last years:

OUTGOING	2015/2016	2016/2017	2017/2018	Total
Academic Staff	9	39	42	90
Administrative Staff	5	31	62	98
Total	14	70	104	188

University through Development Unit supports its teaching (and also research and administrative) staff to develop the proposals, prepare projects, apply for grant calls and thus supports to the development of institutional and capacity building activities.

University has developed the Internationalization Strategy for 2018 – 2020 years, which includes the following actions:

- Support the teaching staff to participate in the exchange programs, in order to enhance their skills in development of teaching programs according to the best practices of inetrnational standards;
- Support the teaching staff to improve the foreign language and inter-cultural competencies (trainings, learning, projects, consultation services);

- Support the teaching staff in participation in international mobility programs, to get familiar and receive the experience of teaching in international community and improve their qualification (appr. 60 mobility per year);
- Support the teaching staff in participation in international mobility programs for benchmarking (define and implement best practices later, at IliaUni);
- Increase of external mobility for teaching and research staff by 20% per year.

To support Internationalization Strategy, University cooperates with various international organizations. The most close cooperation is with EU Commission Higher Education Development and Cooperation Scheme. Withing the Scheme University cooperates with the leading European Universities, Research Centres and Institutes, Non-Governmental Organizations. The aim of the partnershio is to develop new programs / curriculums, update existing ones according to the international standards, improve the teaching / research / administrative staff competencies.

Ilia State University

Professional Development Evaluation Questionnaire (Pre-intervention)

Name of the Course	
Name of the Instructor	
Date of the training course	

Content

1	Please rate your knowledge and skills in the professional development area covered in the training course	1	2	3	4	5
2	Ideas and skills outlined in the course description will be useful in improving student learning	1	2	3	4	5

What are your expectations of this training course?

Please identify top three skills and competencies you hope to gain by participating in this training?

1. _____
2. _____
3. _____

What is the one thing that you would most like to learn during the training?

Dissemination

How did you learn about the training course (more than one answer is possible)?

- University webpage
- Argus
- Email
- Facebook
- A colleague
- Other (please specify) _____

Ilia State University

Professional Development Evaluation Questionnaire (Post-intervention)

Name of the Course	
Name of the Instructor	
Date of the training course	

Overall course feedback

- I will recommend this training course to my colleagues
Yes No
- Given the topic, the course was
 Too short Right Length Too long
- This course has improved my teaching skills/improved my understanding of the offered teaching methods
Yes No

Instructor

1	How effective were the trainer's instructional skills?	1	2	3	4	5
2	Did the trainer always address your questions/concerns?	1	2	3	4	5
3	How well-prepared was the instructor?	1	2	3	4	5

Content

1	The objectives of the course were clearly stated	1	2	3	4	5
2	The course was useful and practical	1	2	3	4	5
3	Ideas and skills acquired throughout the course will be useful in improving student learning	1	2	3	4	5
4	Was the material immediately useful	1	2	3	4	5
5	Please rate your knowledge and skills in the professional development area acquired throughout the training course	1	2	3	4	5

Environment

1	The organization of the learning environment (facilities, tools, materials, etc.,) met my learning needs	1	2	3	4	5
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Future Plans

1. Are you planning to apply ideas and skills acquired during the training course in your academic instruction?

- Yes No

(If yes, move to question #2)

2. When are you planning to start implementing these skills and ideas?

- Immediately Next Semester Next Year Other _____

Share your thoughts

Most helpful...	Least helpful...
I would like to know more about...	Questions, comments , concerns ...

Iliia State Universty
Professional Development Course Template

Course Title	[Please, provide the title for a professional development course]
Course Objective	[State the central objectives of the course (COs). Please, make sure, that the course aim is clear, specific and attainable given the course content, resources and participants' workload]
Course Learning Outcomes	[Please, list the main coarse learning outcomes (CLOs). CLOs should state knowledge, competences and values developed throughout the course. Make sure to consider guidelines for the development of SMART CLOs based on the COs and its content].
Course Description	[Please, provide a brief description of the course. This can include mains topics, segments or units of the course].
Trainer	[Please, name the trainer(s) of the course, his/her status and contact details].
Workload in Hours	[Please, identify the number of hours required for the delivery of the course. Identify hours for face-to-face interaction with the trainer. Allocate hours for autonomous performance of the trainees in case the course plans to provide take-home assignments].
Course Duration	[Please, identify the number of days/weeks/months etc., required for the delivery of the course].
Targeted audience	[Please, identify the audience for your course. This can include junior/midterm/senior teaching staff, academic program heads or managers, researchers, etc.,]
The number of participants (Min. and Max.)	[Please, identify the minimum and maximum number of trainees for the course.]
Assessment	[Please, provide a description of an assessment system. While developing this part of the course please consider that the assessment system should be relevant for the CCOs and CLOs.]

Quality Assurance Mechanism	[Please, briefly state the mechanisms that you will employ to identify the effectiveness of the course. Please attach a sample of any assessment tools (e.g. questionnaires, protocols, etc.) to this form].
Instructor's Workload in Hours	[Please, identify instructor's overall workload in hours given the content and agenda of the course].
Teaching and Learning Resources	[Please list teaching and learning resources required for the course (e.g. textbooks, handbooks and handouts, online resources, computer labs, etc.,)].
Course Agenda	[Please provide a detailed course agenda where the main topics/parts/segments of the course are identified. If relevant, allocate instruction time required for the delivery of the identified topics/parts/segments of the course].