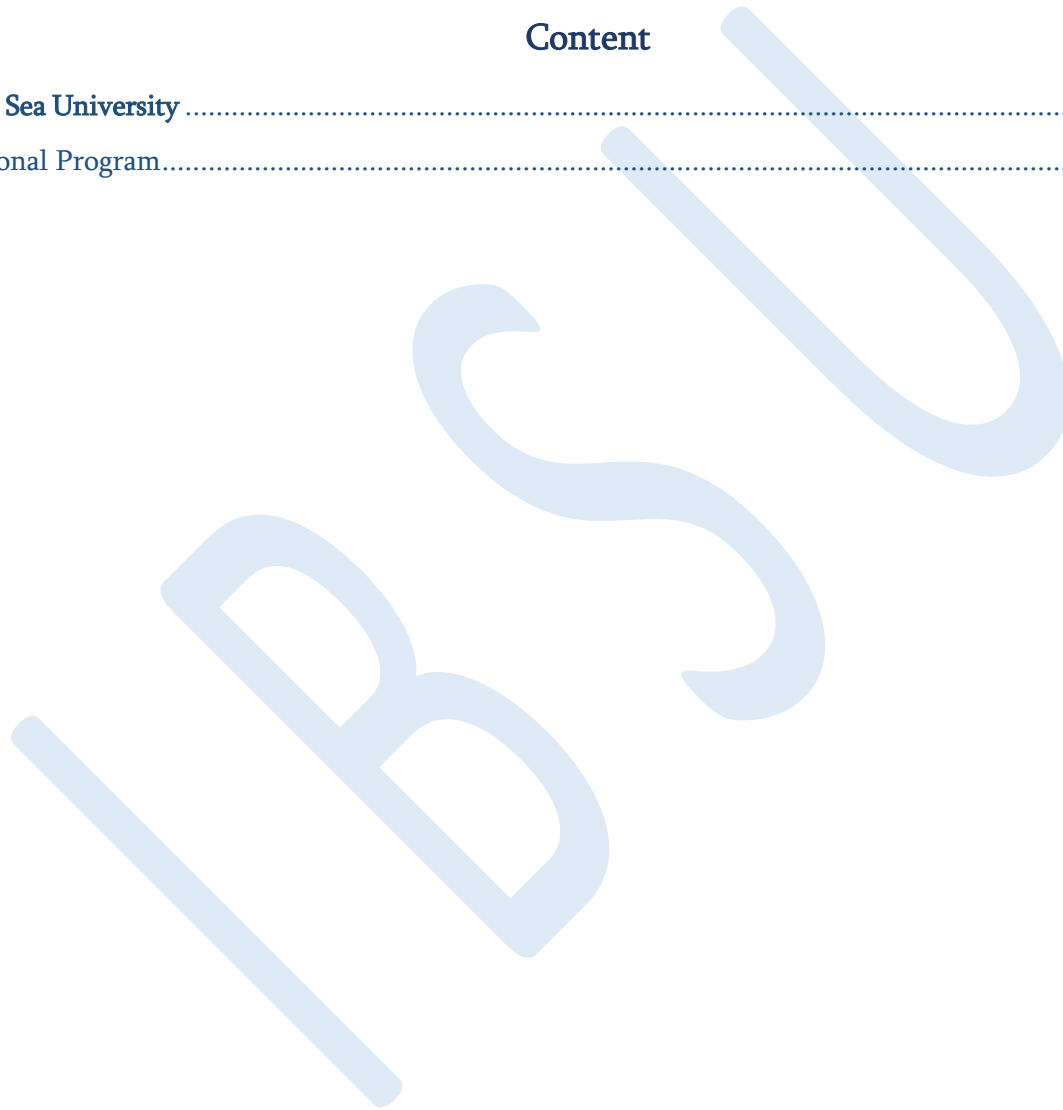# Teacher Training Educational Program

(Delivered in English)

2025

Content

About International Black Sea University

The International Black Sea University (IBSU) has been engaged in educational and scientific activities since 1995. The university is the first English-language educational institution in Georgia, which provides programs in both English and Georgian languages at all three levels of education.

More than 200 local and invited professors from different countries provide a high level of education at the university. International Black Sea University offers many opportunities to students. Namely: diverse public lectures, discussions with experts in various fields, participation in local and international conferences, mock trials, access to more than 25,000 books in the library and constantly updated electronic literature, involvement in more than 30 different clubs; Participation in various sports tournaments, opportunity of training in the gym, basketball court, open and closed stadiums, excursions, picnics, hiking and other extracurricular activities.

More than 4,500 graduates of the International Black Sea University hold a higher education diploma issued by the university. IBSU students actively benefit from exchange programs. The university has signed 70 memorandums with educational institutions of 24 countries. IBSU is involved in Erasmus+ and DAAD projects.

Address: Davit Agmashenebeli Alley, 13th km, 2, Tbilisi

Postcode: 0159

+995 32 2595006

contact@ibsu.edu.ge

Please see the contact information in the section of a program

Teacher Training Educational Program

Name of the Educational Programme:	Teacher Training Educational Program
Awarded Qualification:	Not Awarded
Credit Value of the Programme:	60 ECTS
Language of Education:	English
Programme Admission Preconditions:	Students are enrolled in the Teacher Training Educational Program following Georgian legislation. A person holding a Bachelor's degree in a relevant subject (English language) or its equivalent degree could be enrolled in the Teacher Training Program. the person's competence should be approved by the National Exam organized by the National Assessment and Examination Center. An applicant should pass an internal exam organized by the university that complies with their academic degree in a subject/group of subjects and the subject exam they have passed. Internal examination is conducted in written form in English. Applicants should write a statement of purpose showing their motivation for a program, substantiate their needs for professional development and define the means of achievement of those goals. The maximum point for an essay is 20 and the minimum competency level is 51%. Exam papers will be evaluated by three field committee members independent of each other according to the following rubric: **Essay Focus:** 4 points: An applicant can write a clearly articulated original essay with a focus on the assigned task; 3 points: An applicant can write an essay; however, it lacks originality or/and in some cases fails to focus on the assigned task; 2 points: An applicant can articulate the major purpose, but the essay is not original and in most cases fails to communicate the message clearly;

	1 point: An applicant fails to communicate the purpose and the produced work only in a few cases addresses the assigned task.
	Organization and Coherence:
	4 points: An applicant successfully produces a well-organized statement of purpose with the introduction, main body and conclusion. Information provided in each section (introduction, body, conclusion) is relevant and the narrative is coherent;
	3 points: An applicant produces an organized statement of purpose with the introduction, main body and conclusion; however, some paragraphs lack coherence and the ideas are not organized logically;
	2 points: An applicant produces a statement of purpose; however, introductory or main paragraphs lack clarity and fail to communicate the message logically. The conclusion does not fully summarize all major messages of the statement of purpose;
	1 point: An applicant fails to produce an organized statement of purpose. The ideas are not clear and there is no cohesion. The work does not follow the requirements for a structured piece of academic writing.
	Grammar and Style:
	4 points: An applicant produces an accurate piece of work in terms of grammar, spelling and punctuation and overall writing is relevant to academic requirements;
	3 points: An applicant produces work with minor mistakes in grammar, spelling and punctuation. Writing is clear and follows academic requirements;
	2 points: An applicant produces work with moderate mistakes in grammar, spelling and punctuation which at times makes it difficult to understand the meaning;
	1 point: An applicant writes with major mistakes in grammar, spelling and punctuation which mostly make it impossible to understand the communicated meaning.
	Vision and Action Plans:
	4 points: An applicant clearly states his/her vision and motivation for participation in the Teacher Training Educational Programme, defines clear plans for how his/her goals can be achieved and how the program can support him/her in this effort;
	3 points: An applicant states his/her vision and motivation for participation in the Teacher Training Educational Programme, defines plans for how his/her goals can be achieved and how the program can be of any support;

	2 points: An applicant states his vision and/or motivation for participation in the Teacher Training Educational Programme; however, his/her narrative lacks clarity and he fails to define how the program can be of any support in the realization of the goals; 1 point: An applicant fails to provide a clear vision and action plan of how his/her involvement in the Teacher Training Educational Programme can be of any support in the realization of the goals. **Reflective Examples:** 4 points: An applicant's relevant experiences, examples and cases fully and logically support the arguments and reflections developed in the statement of purpose; 3 points: An applicant describes relevant experiences, examples or cases which mostly support the arguments and/or reflections developed in the statement of purpose; 2 points: An applicant mostly fails to provide relevant experiences, cases or examples to support his/her arguments and/or reflections developed in the statement of purpose; 1 point: An applicant fails to produce relevant arguments, experiences or cases supporting the reflections developed in the statement of purpose. An applicant is given 0 if he/she is not able to produce any work or the produced work is not relevant to the assigned task. Besides the above-mentioned enrollment preconditions 60 ECTS Teacher Training Educational program is also integrated and implemented in a bachelor's English Philology Educational Program (Delivered in English). Students enrolled at bachelor's English Philology Educational Program can study 60 ECTS Teacher Training Educational program within a free component and receive a certificate. Enrollment at bachelor's degree program is subject to national legislation.
Purpose of the Programme:	1. The Teacher Training Educational Program aims at preparing primary, basic -/ secondary school English Language teachers who are equipped with the broad knowledge and skills relevant to modern standards and requirements: 1.1. Teachers who can create a positive classroom environment, plan a democratic student-centered learning environment, create and assess the study process, and care about their professional development. All of this ensures their successful employment in the local labor market and competitiveness in the international market.

Learning outcome	Upon completion of the program, the following general and field specific competencies required from graduates will be acquired:	
	Knowledge and Understanding:	1. Understands and defines the strategies for creating a physically, socially, and cognitively safe and inclusive learning environment that aligns with the rights of the child, approaches to supporting diverse student development, taking into account their diverse needs, effective classroom management, conflict prevention, and resolution techniques; discusses the ways of fostering parental and guardian involvement in school life for the best interests of the child.
		2. Recognizes, differentiates and critically comprehends the theories of personality development and main tendencies and theories of education, national aims of general education, national curriculum, the aims and principles of sustainable development and understands their importance not only in planning and conducting the student-oriented study process but also in the process of personality development, raising the responsible person for the social and natural environment.
		3. Recognizes and differentiates the basic principles of universal design for learning in the learning process, including differentiated instruction approaches, the effective strategies of classroom management, preventing and effectively managing conflicts, the role and the importance of extracurricular activities for creating a positive, motivational and inclusive environment for students; names and recognizes the main factors of cooperative school culture and understands its role in self and colleagues' professional development and improving the quality of learning-teaching;
		4. Recognizes, defines and differentiates a wide variety of teaching and learning strategies, types of assessment, principles and methods with respect to the

		National Curriculum which includes the creation and analysis of assessment criteria.
		5. Recognizes, defines and differentiates the main principles, forms and ways of professional development; modern tendencies and researchers of education, research methodology and methods necessary to conduct small-scale research in the field of education;
	Skills:	6. Applies the personality, development and education theories in teaching; creates a lesson plan and plans the lesson taking into account the national aims of general education, national curriculum, school priorities and learners' age peculiarities and individual needs and supports raising their motivation and developing the basic academic and social-emotional skills.
		7. Selects and applies the various strategies of teaching-learning, classroom management, and motivation considering the learners' age peculiarities, individual needs (including SEN students) and cultural diversity for creating a positive learning environment; determines the causes of conflict, critically analyzes them and communicates with students, colleagues and parents for preventing and managing them;
		8. Selects and applies purposefully appropriate assessment methods for assessing the students' achievement and progress; creates the assessment schemes and rubrics for objective assessment of students' cognitive and personal development; searches, selects, creates and applies supplementary materials, digital technologies and artificial intelligence considering the national curriculum, students' needs, age, and gender equality principles not only for teaching and learning but also for assessment.
		9. Searches and applies the current researchers and tendencies in education for professional development, perfecting the school practice and creating a small-

		scale field paper; critically analyzes and identifies the weak and strong sides taking into account the feedback given from appropriate parties and plans the appropriate activities for further development.
	Responsibility and Autonomy:	10. Recognizes and applies the principles of professional ethics and academic integrity; creates an inclusive, safe and positive educational environment with stakeholder engagement; 11. Focuses on their professional development through evidence-based practice; demonstrates the ability to learn independently, self-organize and manage time; actively implements innovations in the pedagogical practice and develops leadership skills.
Evaluation Criteria		The goal of evaluation is to determine a student's education results qualitatively in relation to academic program goals and parameters. Students may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through a 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points. Grading system allows: Five types of positive grades: 1. (A) Excellent – 91-100 points; 2. (B) Very good – 81-90 points; 3. (C) Good - 71-80 points; 4. (D) Satisfactory - 61-70 points; 5. (E) Enough - 51-60 points; Two types of negative grades: 1. (FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work; 2. (F) Fail – 40 points and less, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

		For midterm and final evaluations, a minimum passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.
		Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.
		A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:
		a) Obtaining minimal competence levels set for midterm and final evaluations;
		b) Obtaining minimum 51 points out of 100 points of final grade.
		A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain a minimal competence level set for final evaluation.
Field of Employment:		Covering the program allows BA English Philology program graduates to be employed
		● English language teachers in secondary schools (primary, basic, and secondary levels);
		● Non-formal education sector.

#	code	Course / Module / Internship / Research Component	Status	Prerequisite	Credit number	I Year		Distribution of Hours						Independent work	Total number of hours
								Contact Hours							
						I Semester	II Semester	Lecture	Seminar / Group Work / Laboratory Work / Practical Work	Midterm exam(s)	Final exam	Total number of contact hours			

I		Compulsory Courses												
1	PTT001	Introduction to Education Science	Compulsory	N/A	4	4		25	15	2	2	46	54	100
2	PTT002	Introduction to Educational Psychology	Compulsory	N/A	5	5		29	13	2	2	46	79	125
3	PTT004	Classroom Management	Compulsory	N/A	4	4		17	25	2	2	46	54	100
4	PTT005	Assessment Methods and Principles	Compulsory	N/A	4	4		14	16	2	2	32	68	100
5	PTT006	English Language Teaching Methods and Principles	Compulsory	N/A	5	5		22	20	2	2	46	79	125
6	PTT007	Educational Technologies and Material Development	Compulsory	N/A	4	4		15	27	2	2	46	54	100
7	PTT011	School Practice I	Compulsory	N/A	5	5		18	40	0	2	60	65	125
8	PTT012	School Practice II	Compulsory	School Practice I	5		5	18	40	0	2	60	65	125
9	PTT003	Basics of General Education Legislation	Compulsory	N/A	4		4	16	12	2	2	32	68	100
10	PTT008	Instructional Planning (TKT)	Compulsory	English Language Teaching Methods and Principles	5		5	16	27	2	2	46	79	125
11	PTT009	Research Methods and Tendencies in Education	Compulsory	N/A	5		5	22	20	-	-	42	83	125
12	PTT010	Inclusive Education	Compulsory	Introduction to	5		5	26	16	2	2	46	79	125

				Educational Psychology										
II		**Elective Courses**												
1	PTT013	Fundamentals of Psychology	Elective	N/A	5		5	15	13	2	2	32	93	125
2	PTT014	Intercultural Education	Elective	Introduction to Education Science	5		5	13	15	2	2	32	93	125
3	PTT015	Introduction to Educational Sociology	Elective	N/A	5		5	16	12	2	2	32	93	125
		Total			60	31	29	253	283	20	24	580	920	1750