



## EDUCATIONAL PROGRAM

### Teacher Training Educational Program

(Studied in English)

**Name of the Educational Programme:** Teacher Training Educational Program

**Education Cycle and Level of the qualification:** Bachelor's (The first cycle of Higher Education, Level 6 of the NQF)

**Type of the Educational Programme:** Minor

**Detailed Field and Code (ISCED – F – 2013):** 0114 Teacher Training with Subject Specialization / 0114 მასწავლებლის მომზადება საგნობრივი სპეციალიზაციით

**Awarded Qualification:** not awarded

**Credit Value of the Programme:** 60 credits



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### **Structure of the Programme:**

The University uses the European Credit Transfer System (ECTS): 1 credit = 25 hours, covering both, contact and student independent work hours. In order to complete the program, a student has to cover 60 credits (ECTS), including:

**Compulsory Courses:** 55 ECTS (including school practice – 10 ECTS)

**Elective course:** 5 ECTS (out of offered 15 ECTS)

### **Programme Admission Precondition:**

Program could be covered by any BA English Philology student upon their will.

### **Purpose of the Programme:**

English Language Teacher Training Educational Program is consistent with the mission of the International Black Sea University, strategic objectives and is in line with labor market requirements.

Program aims at preparing Primary, Basic and Secondary school English Language Teachers who are equipped with the broad knowledge and skills relevant to modern standards and requirements; teachers who are able to create a positive classroom environment, plan a student-centered learning environment, create and assess and care about their professional development which will help them to be competitive and successfully employed in the Georgian and international labor market.

**Learning Outcomes:** Upon completion of the program, the following general and field specific competencies required from graduates will be acquired:



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<b>Knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Recognizes and differentiates the main principles of differentiated instruction approaches, the effective strategies of classroom management, preventing and effectively managing conflicts, the role and the importance of extracurricular activities for creating positive, motivational and inclusive environment for students; names and recognizes the main factors of cooperative school culture and understands its role in self-professional development and improving the quality of learning-teaching;</li> <li>3. Recognizes, defines and differentiates various teaching- learning strategies, assessment types, principles and methods in compliance with the National Curriculum which includes the formation-creation and analysis of assessment criteria.</li> <li>4. Recognizes, defines and differentiates the main principles, forms and ways of professional development; main tendencies and researchers in education, research methodology and methods necessary for conducting a small scale research in education;</li> </ol>
<b>Skills</b>	<ol style="list-style-type: none"> <li>5. 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.</li> <li>6. Selects and applies the various strategies of teaching-learning, classroom management, motivation considering the learners' age peculiarities, individual needs (including SEN students) and cultural diversity for creating the positive learning environment; determines the causes of conflict, critically analyses them and communicates with students, colleagues and parents for preventing and managing them;</li> <li>7. Selects and applies appropriately assessment methods for assessing the students achievements and progress; creates the assessment schemes and rubrics for objective assessment, for students' cognitive and personal development; searches, selects and creates supplementary and ICT materials considering the national curriculum, the class and individual student's needs not only for teaching and learning but also for assessment.</li> </ol>



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	<p>8. 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.</p>
<p><b>Responsibility and Autonomy</b></p>	<p>9. Recognizes and follows the principles of professional ethics and academic honesty;</p> <p>10. Cares about own academic and professional development, reveals independent learning, self-organization and time management skills.</p>

### Program goals and learning outcomes map:

Program goals	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5	Learning outcome 6	Learning outcome 7	Learning outcome 8	Learning outcome 9	Learning outcome 10
1	X	X	X	X	X	X	X	X	X	X



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**Methods of Attainment of Learning Outcomes:** The following teaching and learning methods are used in the academic process:

- Lecture
- Interactive lectures
- Group work
- Practice / lab work
- Seminar
- Independent work
- Presentation (by a lecturer)
- Demonstration
- Induction
- Deduction
- Analysis
- Synthesis
- Critical thinking
- Case Study
- Brainstorming
- Discussion / Debates
- Project
- Presentation (by student/students)



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- Teaching through Electronic Sources
- Problem Solving
- Individual Work
- Pair Work
- Working with a Course-Book
- Problem-Based Learning
- Project-Based Learning
- Flipped Classroom
- Inquiry-Based Learning
- Preparing a Presentation
- Doing Homework
- Explanation

Students are provided with the **individual** or **group consultation** during the teaching/learning process.

### Student Knowledge Evaluation System:

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:



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### 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.



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**Multiple assessment types are used in the teaching and learning process, which are the following**

- Written/Oral exam
- Written/Oral Seminar
- Homework
- Test: open-ended and closed-ended questions; online testing
- Quiz
- Essay
- Classwork/class participation
- Presentation
- Case study
- Individual/pair/group project
- Discussion
- Portfolio
- Research paper (article)
- Midterm and final exam.

Among assessment components, taking into consideration the nature of the course, are correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, critical analysis and the logic of arguments.





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### Specificities of the Organization of the Teaching Process:

60 ECTS (1500 hrs.) covered by the program is distributed in three academic years, 6 semesters. Students start covering the courses from III semester. Credits are distributed as 5-10-15 during the study semesters. Credit counting system is based on the European Credit Transfer System (ECTS): 1 credit = 25 hours, which covers both contact hours and students' independent working hours. 16 weeks are allotted to lecturing (including midterm exam). Midterm exam results are discussed after the midterm week. Final exams are conducted in week 17-18. In VII and VIII semesters, a student covers a school practice (10 ECTS). Students have *consultation hours* (individual or group consultation) in all courses (see course syllabuses).

Students have an opportunity to take part in different *extracurricular activities*, such as an annual international multidisciplinary student conference, young scholars' conference and annual Research Conference in Education, Language and Literature (IRCEELT) or in any club activity initiated by English Philology program students which operates under the name "Lingo Quest".

### Field of Employment:

Covering the program gives an opportunity to BA English Philology program graduates to be employed

- English language teachers in secondary schools (primary, basic, secondary levels);
- Non-formal education sector.



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### Study Plan

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters								Distribution of hours						Number of contact hours per week			
				I s.y.		II s.y.		III s.y.		IV s.y.		Contact hours				Independent work	Total number of hours				
				I Semester	II Semester	I Semester	II Semester	V Semester	VI Semester	VII Semester	VIII Semester	Lecture / Consultation	Seminar / Group Work / Laboratory Work / Practical work	Mid term exam	Final exam				Total number of contact hours		
1.	Introduction to Education Science	Compulsory	4			4								29	14	2	2	47	53	100	3
2.	Introduction to Educational Psychology	Compulsory	5			5								14	29	2	2	47	78	125	3



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3.	Basics of General Education Legislation	Compulsory	4			4										31	12	2	2	47	53	100	3
4.	Classroom Management	Compulsory	4				4									17	26	2	2	47	53	100	3
5.	Assessment Methods and Principles	Compulsory	4				4									14	16	2	2	32	68	100	2
6.	English Language Teaching Methods and Principles	Compulsory	5					5								23	20	2	2	47	78	125	3
7.	Educational Technologies and Material Development	Compulsory	4					4								15	28	2	2	47	53	100	3
8.	Instructional Planning (TKT)	Compulsory	5						5							16	27	2	2	47	78	125	3
9.	Research Methods and Tendencies in Education	Compulsory	5						5							22	23	-	-	45	80	125	3
10.	Inclusive Education	Compulsory	5							5						19	26	2	2	47	78	125	3
11.	School Practice I	Compulsory	5							5						18	40	0	2	60	65	125	4
12.	School Practice II	Compulsory	5								5					18	40	0	2	60	65	125	4
13.	Fundamentals of Psychology	Elective	5				5									29	14	2	2	47	78	125	3
14.	Intercultural Education	Elective	5					5								22	21	2	2	47	78	125	3
15.	Introduction to Educational Sociology	Elective	5						5							16	13	2	2	33	92	125	2



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<b>Total number</b>		<b>60</b>			<b>1</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>30</b>	<b>339</b>	<b>2</b>	<b>2</b>	<b>70</b>	<b>10</b>	<b>175</b>	<b>45</b>
					<b>3</b>			<b>0</b>	<b>0</b>	<b>3</b>		<b>4</b>	<b>4</b>	<b>0</b>	<b>50</b>	<b>0</b>	

*\*Semesters for the elective courses are tentative considering the prerequisites set*

**Table of Prerequisites**

#	Course title	ECTS	Prerequisite				Course Semester
1.	Introduction to Education Science	4	-	-	-	-	III
2.	Introduction to Educational Psychology	5	-	-	-	-	III
3.	Basics of General Education Legislation	4	-	-	-	-	III
4.	Classroom Management	4	-	-	-	-	IV
5.	Assessment Methods and Principles	4					IV
6.	English Language Teaching Methods and Principles	5	-	-	-	-	V



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7.	Educational Technologies and Material Development	4	-	-	-	-	V
8.	Instruction Planning (TKT)	5	English Language Teaching Methods and Principles	-	-	-	VI
9.	Research Methods and Tendencies in Education	5	-	-	-	-	VI
10.	Inclusive Education	5	Introduction to Educational Psychology	-	-	-	VII
11.	School Practice I	5	All compulsory courses of the previous semesters	-	-	-	VII
12.	School Practice II	5	School Practice I	All compulsory courses of the previous semesters	-	-	VIII
13.	Fundamentals of Psychology	5	-	-	-	-	IV
14.	Introduction to Educational Sociology	5	Introduction to Education Science	-	-	-	VI
15.	Intercultural Education	5	Introduction to Education Science	-	-	-	V