

Teacher Training Educational Program

Structure, Contents, Learning Outcomes

In order to successfully complete the program a student has to obtain 60 credits (ECTS): 12 courses (the volume for each – 5 credits). Out of compulsory study component 5 credits are allocated to school practice each semester – total 10 credits. Out of compulsory courses two are allotted to English language teaching and two courses to teaching mathematics; accordingly, the specificity of teaching each subject is allotted 10 credits.

Title of the Course	ECTS	Course Description
I Semester		
1. Instructional Planning and Evaluation	5	The course focuses on what teachers consider and do while planning their lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It also focuses on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that they could consider in their lessons. Upon the successful completion of the course, the students will be able to take Teaching Knowledge Test (TKT) , which is developed by Cambridge ESOL. The TKT consists of three modules, but within the course format the students will be able to take Module 2 (<i>Lesson planning and use of resources for language teaching</i>) and Module 3 (<i>Managing the teaching and learning process</i>).
2. General Didactics	5	The course aims at providing students with knowledge of basic educational terminology and concepts. They will be able to teach English or other humanitarian courses, taking into consideration teaching-learning peculiarities. The acquired knowledge and skills will enable the graduates to realize educational/methods of teaching/research and / or teach Humanities at University.
3. Teaching Principles and Methods	5	The course aims at enhancing students' understanding of modern teaching methods and principles. They will be researching professional literature in order to master the teaching practices. The course will employ 'from theory to practice' approach to equip students with theoretical background concerning teaching principles and methods, to exhibit the acquired knowledge in workshops, presentations, conferences, and etc. Through the course students will acquire skills and knowledge necessary for future teachers in order to conduct effective, productive and not only knowledge-oriented but skills-oriented lessons.
4. Didactics of Teaching English I/Didactics of Teaching Mathematics I	5	Didactics of teaching English I is designed to provide students with the knowledge of English language teaching. The objective of the course is to prepare students to know concepts related to language, types of language learning/teaching, new approaches in teaching different language skills, and different language teaching methods. A wide range of practical teaching ideas reflected in the course will help students to be completely aware of the current methodological practices.

		Didactics of teaching mathematics I will develop learners' stance on what counts as mathematics, and why we teach it; an understanding of the relationship between mathematics standards and the mathematics scope and sequence. It will also develop learners' ability to design and adapt mathematics lessons, increase learners' understanding of students' mathematical thinking and increase their ability to create a thriving, supportive classroom mathematics community.
5. Teaching Practice I	5	The main aim of the course is to enable students to put their theoretical knowledge into practice through passive stages of teaching. The course is designed to let students get experience in observing classes at schools and administering overall process of teaching and learning. During the passive practice (observation) stage of school experience, interns will be acquainted with the school organization, observe the role of the teacher in class and out of the class under the control of mentor teacher and university supervisor. Thus, the awareness of their future jobs and these observations will provide them with a solid base for their following lessons. Interns will keep reports (diaries) for observation/evaluation of classes they attend and prepare portfolios for school experience II (active practice).
6. Introduction to Education Psychology	5	The course aims at providing students with the knowledge which will ensure that the educational process they are going to carry out as professionals will be based on contemporary approaches to teaching. It is necessary that a teacher is aware of such important issues of educational psychology as psychological nature of cognition, human intellectual, moral, emotional and social development, learners' age and individual psychology, etc.
II Semester		
7. Educational Technologies and Material Development	5	The course aims to introduce different approaches, methods, and procedures for integrating computers and other media into the curriculum using a systematic instructional design approach. The course provides the basics for becoming a knowledgeable educator in the 21st century: understanding the foundations of learning and technology and planning technology/media-supported learning experiences, integrating technology and media meaningfully into the curriculum, and ensuring the success of technology/media-supported lessons. It also covers applications of technology and other media within a basic planning, implementation, and evaluation framework.
8. Classroom Management	5	The course aims at enhancing students' understanding of classroom setting, policies, processes and routines. The course will be employing 'from theory to practice' approach to equip students with theoretical background concerning classroom management and to exhibit the acquired knowledge in workshops, presentations, sample lessons, and etc. The goal of the course is to equip students with a tool kit of practical skills necessary for those who decide to pursue teaching career. Thus, students will be exposed to aspects of classroom context and practice.
9. Special Education and	5	The course has the following aims and objectives, such as to provide a student with the knowledge about the aims and importance of

School Counseling		psychological consultation, to provide a student with the knowledge of special education and the specificity of teaching students with special educational needs, to provide a student with the knowledge of effective strategies for educating special educational needs students and managing their behavior, to explain students the necessity of timely solution of practical issues in the field of special education. In addition to that, students will be given knowledge of major theories in psychological consultation – humanistic, rational-emotional, and cognitive; they will be explained the role of a consultant and his/her responsibilities including personal, professional, legal and ethical responsibilities and obligations.
10. General Education Legislation, Structure and School Management	5	The course aims at enhancing students' understanding of modern trends in the field of school management. Changes in the modern world resulted in re-thinking and re-shaping of school governance approaches and strategies. Students will learn both general education legislation of Georgia, as well as common principles and aspects of modern general education. Thus, students will be exposed to the developments concerning school settings, educational policies, processes and routines.
11. Didactics of Teaching English II/Didactics of Teaching Mathematics II	5	<p>The purpose of the course is to enhance students' knowledge in the contemporary methodology of English Language Teaching. It will enable students to put their theoretical knowledge into practice through conducting mini lessons. They will study how to plan the whole lesson and then, apply this knowledge to teaching different language skills. During the course, students will study how to design and implement teaching activities, work out different assessment methods. The main focus will be on providing the basics for teachers' professional development.</p> <p>The purposes of didactics of teaching mathematics II are to review, extend, and provide a deeper understanding of learners' basic concepts and skills in Numbers, Algebra, Functions, Calculus, Geometry, and Probability and Statistics as they relate to the teaching of these topics in elementary, middle and secondary schools; to discuss strategies for teaching these concepts and skills to students at school, increase learners' awareness of common difficulties students face in making sense of mathematical concepts and procedures; promote learners to become more reflective with respect to one's own and others' teaching, and develop strategies for learning from one's own and others' experiences.</p>
12. Teaching Practice II	5	Active practice (teaching) is an extension of the passive practice which students had before the active practice. During passive practice (observation) stage of school experience interns got acquainted with the school organization, observed the role of the teacher in class and out of the class under the control of mentor teacher and university. Thus, the awareness of their future jobs and these observations provide them with a solid base for their following lessons. Students are fully involved in teaching, though under the supervision of a mentor teacher and a university supervisor during an active practice.

Learning outcomes

After completing the program students will possess the following general and field-specific competences:

<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Knowledge of English which according to the requirements of European Union corresponds to B2 (CEFR) • Knowledge and understanding of national aims and objectives of general education • Knowledge and understanding of general education legislation and teachers' professional standards • Knowledge and understanding of theories of teaching and learning and pedagogy and educational psychology and their critical perception • knowledge and understanding to the aims and objectives of teaching English language/Mathematics at schools • Knowledge of major principles of teaching special educational needs students and students with different intellectual abilities • Knowledge of how to plan, conduct and assess teaching and learning process • Knowledge and understanding of the specificity of objective and fair assessment of students in the relevant subjects (English language/Mathematics) • Knowledge necessary to create fair, secure and student-supportive learning environment • Knowledge and understanding of field specific terminology (education, English language/mathematics teaching) • Knowledge and understanding of aims and objectives of teaching English/Mathematics • Knowledge of the specificity of oral or written communication in English, which is generated through the study courses offered throughout the program • Knowledge of software (the Internet, Microsoft Word, PowerPoint, etc.) and online platforms which is necessary not only in the learning process but also in the actual teaching process in order to enable a teacher to conduct learner-oriented interactive classes.
<p>Ability to use knowledge in practice</p>	<ul style="list-style-type: none"> • Ability to plan and administer education process in accordance with the requirements set forth in the National Curriculum and the school local context • Ability to employ different modes and approaches of assessment (in accordance with the specificity of subjects (English language/mathematics)) in order to enhance students' academic performance • Ability to set up fair, secure and learner-supportive educational settings • Ability to set up a learning environment in cooperation with special teachers and in accordance with the requirements of special needs students and students with different intellectual abilities; the ability to manage such an environment • Ability to use in everyday practice learning and development theories in order to set up and manage student-oriented learning environment • Ability to determine students' individual needs and react to them accordingly • Ability to motivate students

	<ul style="list-style-type: none"> • Ability to provide necessary consultation on the issues of pedagogy to students and parents in order motivate students and increase parents' awareness on the issues of teaching and learning • Ability to use language at B2 level (CEFR) which presupposes to use oral or written English in everyday use or in a specific context • Ability to form logical narrative and discourse through structurally accurate sentences in English • Ability to develop and use methodological approaches aiming at enhancement of students' critical thinking • Ability to effectively use field-specific terms and concepts (education, English language/mathematics teaching) in verbal discourse, presentations and academic context
Ability to make conclusions	<ul style="list-style-type: none"> • Ability to form strategies for planning one's professional development and the improvement of teaching and learning process based on one's the research, analysis and assessment of one's own practice • Ability to analyse professional context and situation, foresee possible outcomes and consequences and make sound judgment • Ability to analyse and interpret information and data through using professional standards and methods • Ability to analyse teaching and learning theories and make sound judgment • Ability to provide arguments in support of one's own opinion which is based on the studied material • Ability to analyse and assess teaching plans (English language/mathematics) • Ability to assess and analyse teaching and learning • Ability to make conclusions based on logical argument and judgment • Ability to listen and assess other people's opinion and to shape one's own stance based on the obtained information
Communication Skills	<ul style="list-style-type: none"> • Ability to formulate, communicate and justify one's own arguments in front of broader audience • Ability to communicate and present information, opinion and conclusions to specialists (colleagues) and non-specialists (pupils, parents and other interested parties) in a cohesive and coherent manner • Ability to use modern information communication technologies while communicating information (presentations, reports) or in an academic process • Ability to communicate information in English, orally or in written form, in a logical and cohesive manner in a formal (school representative, colleagues or educators) or informal contexts (parents, pupils, community and other interested parties) • Ability to set up an interactive context and involve the audience in an open communication
Learning skills	<ul style="list-style-type: none"> • Ability to plan one's learning logically • Ability to seek for learning resource and distribute time rationally • Ability to organize one's learning in accordance with emerging situation • Ability to develop material memorization strategies

	<ul style="list-style-type: none"> • Ability to use mono- or bi-lingual dictionaries while learning • Ability to work in groups and pairs and perceive information • Ability to plan continuous professional development in accordance with one's own aims and objectives • Ability to plan and realise the measures and actions necessary for the development of pedagogic knowledge and skills
Values	<ul style="list-style-type: none"> • Acting in accordance with teacher's professional ethics and code of conduct • Embedding human and national values in students • Sharing professional values at local, national and international level and employing them in practice • Striving for acquiring new practical and theoretical knowledge • Academic honesty • Respect of ethical and moral values of modern society and state • Respect for common human values • Respect for moral and ethics in the field of education • Understanding the necessity of pursuing professional ethical norms • Tolerance and respect of different culture and codes of conduct

Evaluation System

The maximum assessment point of each course is 100. The passing grade for awarding credits is 51 points and this grade shall consist of the points of the midterm evaluation(s) and the points of the final assessment. The student should pass the minimal competence level set for midterm evaluation and final assessment. The minimal competence level of the midterm/final evaluation is defined by syllabi.

The grading system shall allow:

a) Five positive grades:

- (A) Excellent –91-100 points;
- (B) Very good –81-90 points of maximum grade;
- (C) Good – 71-80 points of maximum grade;
- (D) Satisfactory – 61-70 points of maximum grade;
- (E) Acceptable –51-60 points of maximum grade;

b) Two types of negative grades:

- (FX) Fail – 41-50 points of maximum grade, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail –40 points and less of maximum grade, meaning that the work of a student is not acceptable and he/she has to study the subject a new.

The final grade is composed of the summation of midterm evaluation(s) and the final evaluation.