




Tbilisi

Summer Teacher Training Course

Course Dates:	Class Meeting Days/Time:	Instructor:	Course Price:
June 17th - June 20th, 2019	Monday to Thursday	Rose Bene, PhD., University of Calgary, Canada	
June 24th - June 27th, 2019	9:00-11:30, 12:30-15:00		
July 1st - July 4th, 2019			

Training Schedule:*

Day 1	<ul style="list-style-type: none"> • Introductions, Ice-Breaker Activity • Discussion on Communicative Language Practices for Teaching EFL • Presentation on Design Thinking followed by Q & A • Design Thinking Group Activity • Group Presentations/Readings on Design Thinking Processes
Day 2	<ul style="list-style-type: none"> • Discussion on Readings re: Design Thinking Processes • Problem of Practice Think/ Pair/Share/Groupings • Discussion around Defining Problems of Practice/Soliciting Feedback • Begin the Prototyping Process – Aim for Performance Task • Readings on Assessment for Learning
Day 3	<ul style="list-style-type: none"> • Presentation on Assessment for Learning/Discussion of Readings • Class Discussion – Examples of Formative Assessment in Practice • Continue to Work on Prototyping/Soliciting Feedback • Presentation on Performance Tasks and Rubrics • Final Work on Performance Task/Rubrics Design
Day 4	<ul style="list-style-type: none"> • Presentations of Groups of Performance Tasks/Rubrics to Class • Peer Assessment • Self-Assessment • Reflection on In-service • Sharing of Work

*Coffee Break and Lunch Break are included.

Course Description:

This **20-hour** teacher training course will aim to equip teachers with some active learning pedagogical tools and strategies that have the potential to enhance their ability to teach English in the classroom. The proposed pedagogies encourage teachers to become designers rather than implementers of education, i.e. be more active in the construction of learning opportunities and in the adoption of formative assessment practices. At the same time, these strategies ask students to become more participatory and responsible for their own learning.

Teachers and students come to the learning-teaching process with prior knowledge, values and motivations, all of which must be taken into consideration in the learning, teaching, and assessment cycles. As such, the participants will be embarking on a constructivist journey during this training that will allow each of them, as experienced professional teachers, to examine their own learning-teaching practices from a critical perspective, engage in some interesting new ways of thinking about pedagogy and curriculum, and participate in active learning tasks and balanced assessment practices.

By participating in this course, English language teachers will gain insights into how active learning design-based processes and balanced assessment practices can be adapted for their English language teaching program. The specific learning intentions associated with this training are listed below. English language teachers will:

1. Come to appreciate the design-based thinking process as both a methodology and set of mindsets for solving problems of practice in the English language classroom;
2. Develop an understanding of key educational design processes;
3. Come to appreciate how balanced assessment techniques can be used to improve student English language learning and teaching practice.
4. Learn the principles of designing authentic performance tasks and high quality rubrics;
5. Share ideas with colleagues around best practice and new approaches in the English language classroom such as CLIL.

The training course will include active learning opportunities such as:

- Discussions on readings;
- Small group interaction, collaborative learning, inquiry and design sessions;
- Presentations followed by Q&A's;
- Work periods for completing task assignments and developing assessment tools;
- Creative, role-play and case scenario activities.