



CATALOGUE of EDUCATIONAL PROGRAMS

Name of the Educational Programme	Teacher Training Educational Programme (English Language, Mathematics) (delivered in English)
Programme Coordinator(s)	Maia Chkotua, Affiliated Associated professor, Doctor mobile phone: +995 93 97 63 69 office phone: +995 322 59 00 05 email: mchkotua@ibsu.edu.ge ; mchkotua@yahoo.com
Education Cycle	Post-Bachelor
Language of Education	English
Type of the Programme	Certification, regulated
Credit Value of the Programme	60 ECTS
Awarded Qualification	-
Programme Admission Precondition	Students are enrolled on Teacher Training Educational Program in accordance with the Georgian legislation – a person holding a Bachelor’s degree in relevant subjects (English language/Mathematics) or its equivalent degree could be enrolled on Teacher Training Program which is functioning separately as a post-Bachelor program; the person’s competence should be approved by the National Exam organised by National Assessment and Examination Center.
Purpose of the Programme	Teaching is a regulated profession, which indicates the preparation qualified teachers is among state priorities in the field of education. That is why, the compliance of the objectives of Teacher Training Educational Program with the aims and objectives is regulated by the Teachers’ Professional Standard, National Qualification Framework and the Georgian legislation. In modern civilized world, knowledge-oriented and knowledge-based society there is a common agreement that fit system of education

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	<p>supports not only cultural and societal development, but also it directly affects state economic development, which is of crucial importance for Georgia. Involvement in international cultural, economic, political or scientific relationship is none-the-less important for Georgia, and in the international context English is the medium of communication in most of the cases. Accordingly, effective communication in English is of crucial importance, and it shapes a demand on highly-qualified teachers of English. Bringing up the youth with analytic thinking and technical skills is also of great importance, hence the necessity for the formation and enhancement mathematic and technical skills. Thus, apart from the demand on preparation teachers of English, there is the necessity for mathematics teachers. All this is in line with our university mission which highlights the necessity of deepening communication between cultures. Based on these arguments, the teacher training program has clearly-shaped aims and objectives which aims at bringing up qualified teachers for the state. Highly-qualified cadre will revitalise the Georgian system of education, and in this particular case, the system of general education.</p> <p>Our major aim is to prepare highly-qualified teachers of English and mathematics who possess knowledge and skills meeting modern demands and standards; the knowledge and expertise they possess will help them to be successfully employed both in the Georgian and international labour market – secondary schools, both public and private, general educational institutions, state and non-governmental organisations working on the issues of general education.</p>
<p>Learning Outcome</p>	<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



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	<p>perception</p> <ul style="list-style-type: none"> • 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 so that these principles are based on knowledge and understanding of general education legislation, structure of general education, pedagogic principles and human values • 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 upon successful completion of the program, in the actual teaching process in order to enable a teacher to conduct learner-oriented interactive classes. <p>Applying Knowledge</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
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	<ul style="list-style-type: none"> • 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 • 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 <p>Making Judgments</p> <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
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	<ul style="list-style-type: none"> • 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 <p>Communication Skills</p> <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 <p>Learning Skills</p> <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 • 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 <p>Values</p> <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
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	<p>and employing them in practice</p> <ul style="list-style-type: none"> • 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
<p>Student Knowledge Evaluation System</p>	<p>The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.</p> <p>Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.</p> <p>Grading system allows:</p> <p>a) five types of positive grades:</p> <ol style="list-style-type: none"> 1) (A) Excellent – 91-100 points of assessment; 2) (B) Very good – 81-90 points of maximal assessment; 3) (C) Good - 71-80 points of maximal assessment; 4) (D) Satisfactory - 61-70 points of maximal assessment; 5) (E) Enough - 51-60 points of maximal assessment; <p>b) two types of negative grades:</p> <ol style="list-style-type: none"> 1) (FX) Fail – 41-50 points of maximal assessment, 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 of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew. <p>For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.</p> <p>Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the</p>



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	<p>corresponding syllabus.</p> <p>A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:</p> <ul style="list-style-type: none"> a) Obtaining minimal competence levels set for midterm and final evaluations; b) Obtaining minimum 51 points out of 100 points of final grade. <p>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 minimal competence level set for final evaluation.</p>
<p>Field of Employment</p>	<p>Teacher of English/Teacher of Mathematics at secondary school, a teacher of general education institutions, a staff at different academic or administrative position governmental or non-governmental organisations working on the issues of secondary education.</p>