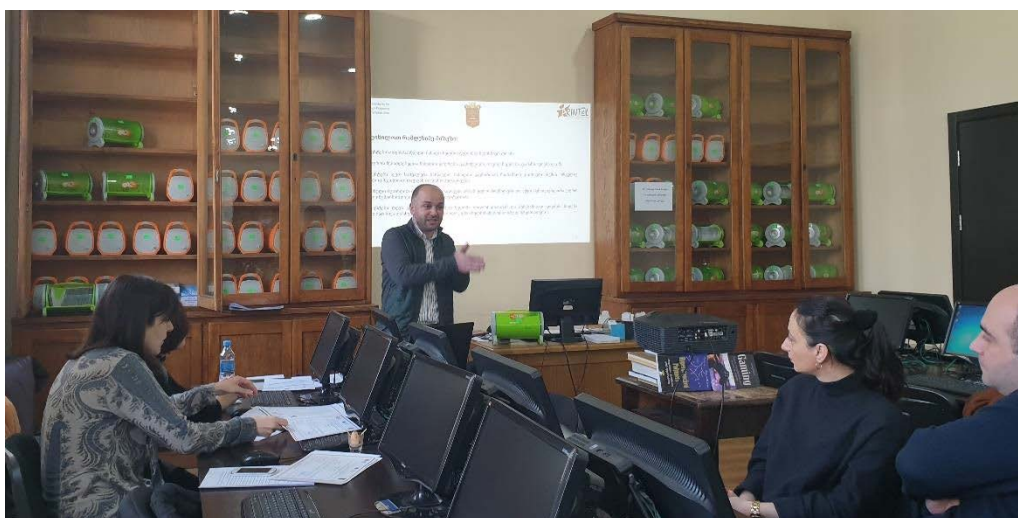


## Project PRINTeL

### Training Course on Active Learning in the Flipped Classroom and OER in Innovative Pedagogy

Georgian Technical University is participating in EU funded Erasmus+ project PRINTeL - “Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries”.

On 27-28 February, 2020 at GTU was held another certified training course on the development of innovative pedagogy - “**Method of Active Learning in the Flipped Classroom and Open Educational Resources (OER) in Innovative Pedagogy**” within project PRINTeL. The training course was organized by GTU Innovations Centre supported by GTU Professional Development Centre and it was led by Assoc. Prof. Natia Kochladze (Faculty of Architecture, Urban Planning and Design), Assoc. Prof. Boris Gitolendia (Faculty of Transportation and Mechanical Engineering), Assoc. Prof. Manuchar Shishinashvili (Faculty of Civil Engineering) and Assist. Prof. Darejan Tsutskiridze (Faculty of Engineering Economy, Media Technologies and Social Sciences). They conducted training course in line with the course offered by the project consortium partner European universities at the Linköping University (Sweden) and Catholic University of Leuven (Belgium). The training course is based on the experience and best practices of European universities’ professional development training centers.



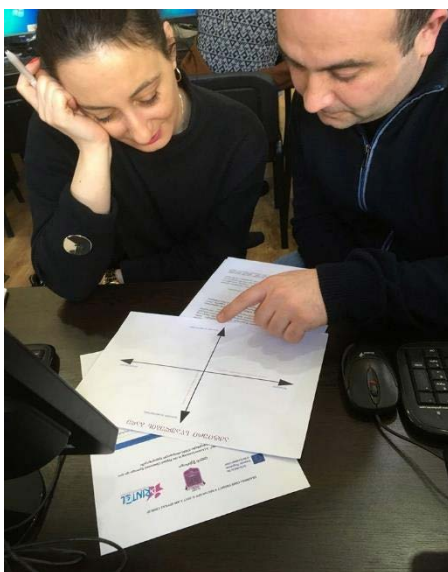
Discussion on low, medium and high difficulty level technics of active learning

During the training, participants got acquainted with a number of theoretical and practical problems of innovative pedagogy and active learning, their importance in the modern learning/teaching processes and in students' active involvement in these processes as well. They were introduced to the advanced methods of active learning, specific techniques and the ways of their implementation.



Practical exercise

Special focus was made on important issues related to the active teaching strategies in practise, the flipped classroom method was discussed in detail, and participants got acquainted with several active learning methods of different complexities and individually filled out the relevant training materials and made presentations.



Group work

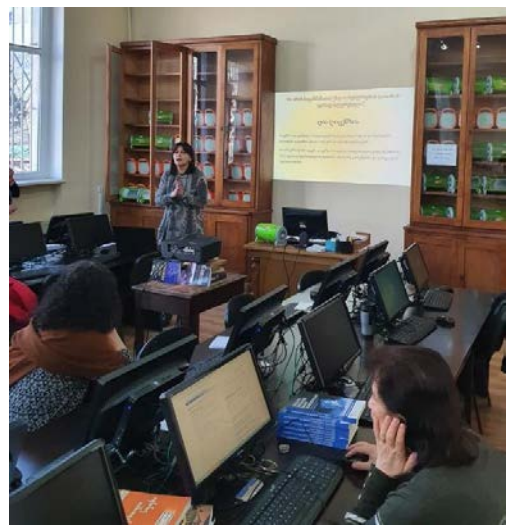
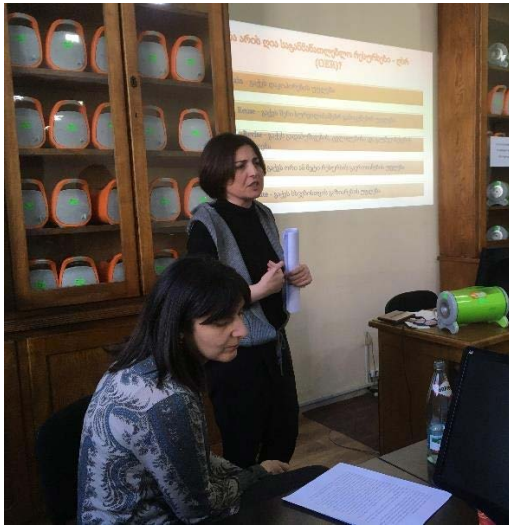
The importance and the need of use of technologies in the learning-teaching processes were demonstrated during the training. The sli.do system of establishing interactive and cognitive contact with the audience was used in the training and practical exercises. Also, additional technical capacities for the modern lecture materials were represented through the use of the Power Point.



Activity using the sli.do system

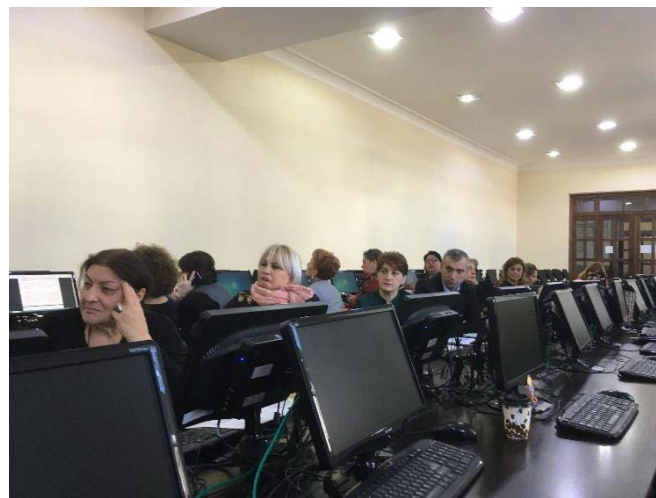
The second part of the training was entirely dedicated to the important issue of modern education - open education and open educational resources, focusing on a number of theoretical and practical problems of open education.

The participants got acquainted with the concept of open education, its prospects and benefits. Special attention was paid to the importance of open education resources, its essence, the necessary components and features that ensure the effectiveness of open educational resources, and, generally, their existence in open spaces. The principles of use of 5R and open licensing were discussed in detail. One of the most popular open licenses "Creative commons" and its specific features were discussed in detail as well.



### Discussion on principles of 5R and the presentation of the Creative Commons open license

Through the SWOT analysis the trainees discussed the strong and weak points, opportunities and challenges of the open resources as well as the main types of the open educational resources such as text, video, animation and multimedia, the steps of creation of open educational resources, etc.



### SWOT – OER

During the training, the participants also got acquainted with the online archives of open educational resources and completed an assignment - independently selected appropriate materials from the suggested OER webpages. At the end of the training participants received detailed explanations about the creation of video lectures, its structure

and the main issues of selecting the content. Trainers discussed with the participants their own experience of creating a video and presented an example.

At the final stage of the training, the trainers and the participants summarised the course and made suggestions.

Herewith training participants received appropriate Certificates (1 ECTS credit).

