



Shota Meskhia Zugdidi State University

Name of the program	Teacher Training Educational Program
Language	Georgian
Academic degree/qualification to be awarded	Teacher Training Educational Program does not award qualifications."
Programme Volume - ECTS Credit	<p>Teacher Training Educational Program is structured based on the European Credit Transfer and Accumulation System (ECTS), ensuring alignment with international standards for credit calculation and academic workload.</p> <p>The duration of the program is 1 academic year this is 2 terms, and includes 60 credits; 1 credit includes 25 astronomical hours;</p> <p>A credit in a unit of time (hours) reflects the amount of work required by a student to master the relevant course of study of the program and achieve learning outcomes. A credit includes contact and independent work.</p> <p>The student's workload within the program includes contact and independent work.</p>
Head of the Program	Nino Petviashvil- Doctor of pedagogy, Associate Professor

Program Description

<p>Aims of the program</p>	<p>Aim of the Teacher Training Educational Program To prepare primary, basic, and secondary level school teachers with competence in accordance with the current Georgian education legislation, the Code of Professional Ethics for Teachers, professional standards, and sectoral characteristics, who will</p> <ul style="list-style-type: none"> • have critical thinking, innovative approaches, and academic skills, • uphold civic consciousness and democratic values, • have the knowledge and skills necessary for teaching the relevant subject, • be oriented towards continuous professional development, <p>be competitive, receptive to innovations, and able to implement them in pedagogical practice</p>
<p>Prerequisite for admission to the program</p>	<p>A person holding a Bachelor's/Master's degree or an equivalent academic qualification in a subject or subject group outlined in the National Curriculum, or with relevant artistic, sports, or military professional education, who has successfully passed the entrance exam for the subject required for admission to the teacher training educational program (in accordance with the module(s) constituting the program), will be eligible for admission to the teacher training educational program.</p> <p>Basis for Completing the Program: A student may complete the teacher training educational program without passing the subject exam or the exam set by the higher educational institution if they meet the following criteria:</p> <ul style="list-style-type: none"> - The student has been enrolled in a bachelor's degree program in the main field of study related to the subject or subject group that includes the teacher training educational program, in accordance with Georgian legislation and has successfully completed courses or subjects within this program, totaling at least **90 credits**.
<p>Learning Outcomes</p>	<p style="text-align: center;">Knowledge and Understanding</p> <p>Learning Outcome 1 Plans a student-centered and outcome-oriented short-term and long-term learning process. Plans informal teaching and activities that align with the interests and abilities of students. Considers the principles of universal design, national goals of general education, the national curriculum, school priorities, and student needs when planning the learning process. Learning Outcome 2 Uses knowledge of personality, development, and educational theories to establish a safe, inclusive, and motivating learning environment.</p> <p>Adapts to the individual needs, special requirements, cultural diversity, and differentiated approaches of each student.</p> <p style="text-align: center;">Skills</p> <p>Learning Outcome 3 Incorporates democratic values and sustainable development goals into the learning process to nurture responsible citizenship and promote awareness of the individual's role within social and natural environments. Learning Outcome 4 Develops assessment</p>

	<p>schemes and rubrics in order to evaluate each student’s achievement and progress objectively. Uses uses formative assessment results effectively to support student achievement and progress. Learning Outcome 5 Identifies, selects, creates, and implements supporting resources and digital technologies to improve learning outcomes, tailoring these tools to the specific needs of students.</p> <p style="text-align: center;">Responsibility and autonomy:</p> <p>Learning outcome 6. Uses new strategic approaches to establish a collaborative culture at school, demonstrates professional responsibility for ethical behavior norms. Creates an appropriate environment for effective communication and business cooperation with students, colleagues, and parents.</p> <p>Learning outcome 7. Uses new scientific knowledge, trends, and results of modern research in education for the purpose of continuous professional development; plans the research of own pedagogical practice and analyzes pedagogical activities based on the results, taking into account the legislative acts of the education system;</p>
<p>Teaching and learning methods</p>	<p>The transfer of knowledge to the student by the person implementing the teacher training educational program is carried out by means such as: lecture, work in a working group, practical work, seminar, teaching with electronic resources, e-learning, etc, the teaching and learning method may include relevant activities (discussion, debate, demonstration, presentation, seminar, etc.).</p> <p>The teaching process is organized to use such methods that, guarantee the acquisition of knowledge and skills aligned with the qualifications required of a teacher.</p> <p>The program's goals and learning outcomes are achieved through interactive lectures, group work, practical classes, independent student work, and active participation in the work process at the practice facility.</p> <p>The purpose of the lecture is to provide theoretical understanding, generalization, and problem-based discussion of the topics covered by the syllabus, and to provide the student with relevant methodological information and terminology. The focus of the lectures is on outlining the main provisions of the issue under discussion, formulating substantiated theses, and critically analyzing them.</p> <p>The purpose of group work/practical classes is to deepen, specify and apply knowledge gained through lectures into practice. In the teaching and learning process, both <u>verbal and written</u>, as well as <u>individual and group/pair work</u>, <u>information and communication technologies</u>, book-based method are used for completing tasks creatively and visualize issues.</p> <p>Activities such as: <u>discussion/debate method</u>; <u>case study method</u>; <u>explanatory method</u>; <u>brainstorming method</u>; <u>demonstration method</u> will be actively used.</p> <p>Personnel implementing the program may use these and/or any other methods to accomplish a specific learning objective.</p> <p>The use of various methods and their combination makes the learning process more dynamic and enhances students' active engagement which ensures the discovery and development of students' abilities in the learning process - they get used to individual and group work; setting goals and using adequate ways and methods to achieve them; Step-by-step planning of tasks and effective time management; active usage of</p>

	<p>information and communication technologies (ICT) and library resources to gather and analyze necessary information; formulation and justification of conclusions and opinions, verbal/written communication, self-presentation of one's knowledge and competence, argumentative defense of conclusions and opinions.</p> <p>The selection of a specific method or combination of methods depends on the goals and learning outcomes set by the relevant course, which are described in detail in the course syllabi.</p>
<p>Assessment system of student knowledge</p>	<p>The mastery of the learning components outlined in the teacher training educational program relies on active student participation in the teaching process and is grounded in the principle of continuous assessment of acquired knowledge.</p> <p>During the implementation of the program, the achievement level of the student's learning outcomes is evaluated in accordance with the assessment system established by Order No. 3 of the Minister of Education and Science of Georgia, dated January 5, 2007, titled "On the Rules for Calculating Higher Education Programs by Credits."</p> <p>The assessment process utilizes a 100-point system, encompassing mandatory components: Midterm Assessment and Final Assessment</p> <p>The sum of these components constitutes the final assessment (100 points). The share of each component is determined by the head of the educational program. It is not permissible to award credit based on a single assessment component (either midterm or final).</p> <p>Each assessment component must have a minimum competency threshold that the student must exceed.</p> <p>For midterm assessments, the minimum competency threshold must be 30%-50% of the maximum midterm score, as determined by the course supervisor. For the final assessments, the minimum competency threshold must not exceed 60% of the final assessment score, as determined individually by the course supervisor.</p> <p>Each component (midterm and final) must include one or more assessment methods selected by the course supervisor.</p> <p>(Taking into account the goals, learning outcomes and specifics of the higher education program, it is possible to define a minimum competency threshold in the assessment method/methods. This is decided by the course provider).</p> <p>The assessment method/methods are measured by assessment criteria, which determine the level of achievement of the learning outcome.</p> <p>The Methods of Assessment</p> <p>The following means can be used to assess the achievement of learning outcomes: verbal/written exam/inquiry, project, portfolio, test, essay (and other written assignments (e.g., drawing up an educational plan according to the curriculum, developing activities, etc.), demonstration (educational and developmental resources created by the student; reflexive notes; self-reflection; observation and evaluation notes;), verbal report/presentation, discussion, performance of an audiovisual work, exhibition, practice portfolio; practice research report; case study, discussion/analysis; needs-based professional development plan; bachelor's thesis; participation/staging in a play, concert performance, performance of a practical/theoretical task, working in a group and etc.</p> <p>The course will be considered passed if the student accumulates at least 51 points by summing the midterm and final assessments.</p> <p>A student is awarded credit upon receiving one of the positive assessments stipulated by the legislation. The points received in the final</p>

assessment are not added to the grade obtained in the **additional exam**. The grade from the additional exam serves as the **final assessment** and is recorded as the **final score** of the educational component.

If a student receives **0–50 points** in the final assessment of the educational component (including the grade from the additional exam), they will receive an **F-negative assessment**

Positive grade	
A – Excellent	91-100 points
B – Very good	81-90 points
C - Good	71-80 points
D - Satisfactory	61-70 points
E - Acceptable	51-60 points
Negative Grade	
FX - Fail	41-50 points (meaning that a student requires some more work before passing and is given one more chance to take an exam after independent work; Furthermore, an additional exam may be appointed at least 5 calendar days after the announcement of the final exam results)
F - Fail	40 points and less (meaning that the work of a student is not acceptable and he/she has to study the subject again)

The suspension and termination of the status of a person enrolled in a teacher training educational program is regulated by legislation and "Regulatory Rules of the Educational Process" of ZSU

Areas of Employment

Graduates of the program will be qualified to work in the following capacities: Teachers of the appropriate level(s) and subject(s) in general education system, including public and private schools as well as on general education programs in the formal and informal direction.

Opportunity of further studies

Completion of a 60-credit teacher training educational program does not provide the opportunity to continue your study on the next level.

Material and technical base of the program

To achieve the learning outcomes outlined in the teacher training educational program, the university provides unrestricted access to its infrastructure and material-technical resources, including:

- Classrooms and a conference hall equipped with necessary furniture and equipment.
- A library furnished with computer equipment and modern information and communication technologies.
- Computer labs with internet-connected devices and internal networks, as well as software tools appropriate for teaching and learning.
- Laboratories, technical workshops, and other spaces designed for specific educational purposes.

The program is supported with comprehensive textbooks and methodological resources. The university library ensures access to relevant printed

	<p>and electronic textbooks, educational, methodological, and scientific literature. Additionally, students can access the library's book collection database and electronic catalog via the university's website.</p>
<p>Human resources of the program</p>	<p>The implementation of the teacher training educational program is ensured by appropriate human resources. The training courses provided for the educational program are led by the academic staff of the teaching university, as well as invited staff with prior experience and competencies. (For complete information about the staff implementing the program, see the attached list)</p>

Structure of the Program

The teacher training educational program includes:

1. Disciplines of the pedagogy-psychology cycle (pedagogical-psychological module) - 30 credits (including all mandatory)1;
2. Disciplines of the elective mandatory cycle - 2 credits
3. Disciplines of the subject teaching methodology cycle (subject methodology/methodology module) - 18 credits (including all mandatory);
4. School practice - 10 credits (including all mandatory);

Pedagogical practice: Pedagogical practice is one of the important component of student preparation within the framework of the higher education teacher training programs. The primary objective of this practice is to prepare students in three key areas: 1. The Educational Process (lesson planning and delivery), the Educational/Developmental Process and the Teacher Professional Development Process. Accordingly, the pedagogical practice aims to enable students to apply the theoretical knowledge and skills acquired during their coursework in real-world classroom settings. Students will apply and confirm the knowledge gained in methodological training courses in practice (plan and conduct lessons within one thematic unit, create electronic portfolios, and write a practice report).

Subject load of the program

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²	
				I year								Contact hours ³	Independent hours ⁴
				Term									
				I	II								
1	TTEP07		Disciplines of the Pedagogy-Psychology Cycle - 30 credits										
1.1	TTEP07.1	No prerequisites	Modern approaches of learning and teaching	5/125								57	68
1.2	TTEP07.2	No prerequisites	Pedagogical research	4/100								64	36
1.3	TTEP07.3	No prerequisites	Personal development and learning theories		4/100							49	51
1.4	TTEP07.4	No prerequisites	Developing competencies of democratic culture in students		3/75							45	30
1.5.	TTEP07.5	No prerequisites	The role of information technology in the learning process ⁵	3/75								49	26
1.6	TTEP07.6	No prerequisites	Discipline, classroom management and environment	4/100								49	51

¹ A unit that expresses the learning load required for a student and which can be obtained after achieving learning outcomes.

² The time required to achieve the learning outcomes specified in the educational program. The student's study load is based on independent and contact hours.

³ Time allocated for student learning activities with the involvement of staff implementing the component of educational program

⁴ Time spent on student learning activities without the involvement of staff implementing the component of educational program (preparation of homework and exams, etc.).

⁵ It is mandatory for everyone, except for those who choose the Computer Technology module.

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²		
				I year								Contact hours ³	Independent hours ⁴	
				Term										
				I	II									
1.7	TTEP07.31	No prerequisites	Legal Basis of Managing the General Educational System		3/75							34	66	
1.8	TTEP07.7	TTEP01.3	Inclusive education		4/100							49	51	
Mandatory Elective Courses														
2.1	TTEP07.8	No prerequisites	Media literacy	2/50								34	16	
2.2	TTEP07.9	No prerequisites	Education for sustainable development										30	20
2.3	TTEP07.10	No prerequisites	The role of the educational program in shaping the student										30	20
Teaching Module of Foreign Language (English)														
			Disciplines of Subject Teaching Methodology Cycle -18 credits											
3.1	TTEP07.32	No prerequisites	Teaching Methodology of English Language 1	6/150								64	86	
3.2	TTEP07.11	Planning and evaluating of English language teaching /	Teaching Methodology of English Language 2		6/150							64	86	

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²	
				I year								Contact hours ³	Independent hours ⁴
				Term									
				I	II								
		Teaching Methodology of English Language											
3.3	TTEP07.12	No prerequisites	Planning and evaluating of English language teaching	6/150								64	86
Block of Social Sciences													
Teaching Module of History - 18 credits													
4.1	TTEP07.13	No prerequisites	General methodology of teaching history	6/150								64	86
4.2	TTEP07.14	No prerequisites	Teaching Methodology of History -1	6/150								64	86
4.3	TTEP07.15	Teaching Methodology of History -1 General methodology of teaching history	Teaching Methodology of History -2		6/150							64	86

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²	
				I year								Contact hours ³	Independent hours ⁴
				Term									
				I	II								
Teaching Module of Citizenship - 18 credits													
5.1	TTEP07.16	No prerequisites	Teaching Methodology of Citizenship 1	9/225								94	131
5.2	TTEP07.17	Teaching Methodology of Citizenship 1	Teaching Methodology of Citizenship 2		9/225							94	131
Teaching Module of Geography - 18 credits													
6.1	TTEP07.18	No prerequisites	Teaching Methodology of Geography 1	9/225								94	131
6.2	TTEP07.19	Teaching Methodology of Geography 1	Teaching Methodology of Geography 2		9/225							94	131
Block of Natural science													
7.1	TTEP07.20	No prerequisites	Designing the learning process and assessment methods for teaching natural sciences (required for all three directions)."	6/150								64	86

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²	
				I year								Contact hours ³	Independent hours ⁴
				Term									
				I	II								
Teaching Module of Biology (basic/secondary Level)													
			Disciplines of Subject Teaching Methodology Cycle -18 credits										
7.2	TTEP07.21	No prerequisites	General methodology of teaching biology	6/150							64	86	
7.3	TTEP07.22	Designing the learning process and assessment methods for teaching natural science, General methodology of teaching biology	Problem based and research-based teaching methods in biology		6/150						64	86	
Teaching Module of Chemistry (basic/secondary Level)													
			Disciplines of Subject Teaching Methodology Cycle -18 credits										

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²	
				I year								Contact hours ³	Independent hours ⁴
				Term									
				I	II								
8.1	TTEP07.23	No prerequisites	Modern Teaching Methodology of Chemistry 1	6/150								64	86
8.2	TTEP07.24	Designing the learning process and assessment methods for teaching natural science, Modern Methods of Chemistry Teaching 1	Modern Teaching Methodology of Chemistry 2 (Teaching with tasks)		6/150							64	86
Teaching Module of Music (primary/ basic/secondary Level)													
			Disciplines of Subject Teaching Methodology Cycle -18 credits										
9.1	TTEP07.25	No prerequisites	Teaching Methodology of Music 1	6/150								64	86
9.2	TTEP07.26	Teaching Methodology of Music 1	Teaching Methodology of Music 2		6/150							64	86

№	Code of the subject	Prerequisite	Subject/Module	ECTS/hours ¹								Student's study workload ²	
				I year								Contact hours ³	Independent hours ⁴
				Term									
				I	II								
9.3	TTEP07.27	Teaching Methodology of Music 1	Practical methodology of music teaching		6/150							60	90
Module of Physical Education and Sports													
			Disciplines of Subject Teaching Methodology Cycle -18 credits										
10.1	TTEP07.28	No prerequisites	Theory and Methodology of Physical Education Teaching	9/225								94	131
10.2	TTEP07.29	Theory and Methodology of Physical Education	Methodology of Teaching Different Sports		9/225							94	131
11	TTEP07.30		Independent course of pedagogical practice		10/250							155	95
				Term									
				Year	60								

