Approved by

Georgian Patriarchate Tbel Abuseridze Teaching University

Decision of the Academic Board № 02-01/03. 30.01.2019

Chairman of the Academic Board, Rector, Archbishop Spiridon of Skhalta

Reviewed:

by the Board of the Faculty of Humanities and Education

Protocol № 02-03-06 / 01. 26.01.2019

Georgian Patriarchate
St.Tbel Abuseridze Teaching University
Faculty of Humanities and Education

Primary studies of general education, level I
Integrated Teacher training
Bachelor-Master Educational Program

Academic degree: Master of education

Program volume - 300 credits.

Program supervisor: Professor Akaki Zoidze

Program implementation period: 2019 -2025

St. Tbel Abuserisdze Teaching University of Georgian Patriarchate

Bachelor –master integrated educational program of teacher training

Primary studies of general education, level I

Academic degree: Degree of master of education

Program volume_ 300 credits

Program manager

Akaki Zoidze, professor

Time limits of the program: **2019 -2025**

Program Title - Integrated Bachelor-Master Degree Program for Preparation of Elementary Level Teacher training for General Education process.

Program development and renewal date - The program has been developed in 2018-2019.

Validity period: Since 2019

Field/Profession: Pedagogy. Regulated.

Profession Name: Primary Level Teacher ISCO-08 Code 2341 Primary School Teachers

Study area: Wide Area of National Qualification Frame 01 Education, Narrow Area 011 Education, Detailed Scope of Teacher Training 0113

Education level: II stage of higher academic education (Master's)

Qualifications Framework Level: VII Level of National Qualifications Framework

Qualification and code assigned: Master of Education code 0113 (with the right to teach subjects at the beginning of general education)

Duration of the Program (semester, number of credits): 300 credits, 10 semesters 1 credit (125 academic hours)

The language of teaching - Georgian

Sphere of employment: According to the qualifications will have the right to work in primary schools on elementary level as senior teachers and also within informal education sector.

Special Additional Requirements: N/A

Prerequisite for admission to the program: The regulations are established by the Georgian law, the requirements are defined by the rules of the educational process of Tbel Abuseridze Teaching University.

The applicant should pass three basic subjects and select one more subject defined by the university at the unified national exams.

The right to obtain a student`s status without the Unified National Exams for foreign citizens may be granted based on the rules established by the Ministry of Education and Science of Georgia;

The right to study on the program can be obtained by the student of other higher education institution in accordance with the Georgian law and the regulations of the educational process based on mobility.

Program objectives:

a) Prepare the teacher with the right to provide primary level general education in the following subjects:

- I-IV Grade - Georgian language, Mathematics, Natural sciences;
- I-VI Grade optional: Me and the society;
- I-VI Grade optional: Georgian Language and Literature, Mathematics, Natural Sciences, "Our Georgia", which enables successfully performing professional obligations and responsibilities for the work of the modern teacher using theoretical knowledge, practical skills and values.

b) The program is focused on reading, writing, developing basic mathematical skills, as well as other subjects of basic plan for teaching theories, methods, practices, long-term basic teacher skills, which will help the student to improve teaching / learning the quality of their professional skills in order to develop new capabilities based on latest best school practice study.

c) The program consists of teacher usable general skills that can be used in the fields of learning or employment, it includes skills like correct use of information, facts, principles, theories, theoretical and practical methods, assimilation, the ability to perform specific task, and use problem-solving skills and apply knowledge when necessary. The use of knowledge and skills in the appropriate quality of responsibility and autonomy, collaborative and team work, planning and implementation of research work.

d) The graduate will write and defend the master's thesis, after completing the program, should continue his/her studies on the next level - in PhD.

The program is based on the field regulatory documents:

- National Qualification Framework and Classification of Teaching Fields (Decree No. 69 / N of the Minister of Education, Science, Culture and Sport of Georgia, April 10, 2019)
- Teacher education field characteristic - 2017
- "Law of Georgia on Higher Education" 2005
- "Law of Georgia on the amendment in the law of “Higher Education” 2018
- "Law of Georgia on the amendment in the law of “General Education” 2018
- The Unified Strategy of Georgian Education and Science for 2017-2021;
- National goals of general education - 2005
- Professional standards of a teacher - 2014
- Start of Teacher Activity, Professional Development and Career Progress Plan 2015, Amendments 2017
- The National Curriculum for 2018-2024
- Bologna Process Materials, including Project "Tuning Results"
- Inchon Declaration - Education – 2030

- Standardized tools for compulsory activities and additional activity assessment by the teacher - 2018

Program structure: 300 credits:

- Free component module 40 credits, including compulsory 35 credits, optional 5 credits
- Subject / Subject Group Module 90 credits, including compulsory 80 credits, optional 10 credits
- Teacher Training Module 110 credits, including compulsory 90 credits, optional 20 credits
- School Internship Module 30 credits including compulsory 28 credits with optional 2 credits
- Internship Research Module 30 credits, including compulsory 30 credits.

Complete structure of the curriculum: See attachment N 1 (as a separate file)

Course format - 3-4 hours a week. Internship and research components are planned in a specific format, if needed the exact time is defined by the analysis and accordingly agreed with the relevant departments.

Forms of educational activities:

- Lecture, active lecture
- School Internship
- Research of Pedagogical Internship
- Preparation of master's thesis
- Seminar (work in small groups)
- Research Seminar
- Visit to school
- Internship work
- Consultations, Instructions
- Workshop

The use of teaching / learning and research methods by teachers and students. The study of teaching and learning methods is planned as a separate subject. Based on the specificity of the course, the teacher makes choice from different methods and indicates the chosen one within the syllabus. Methods Catalog is available for teachers and students. Some selections are the following:

- Concepts, meanings, rules, and etc. Exact definition;
- Written and oral assignments;
- Literature review, analysis;
- Conducting small volume research with high complexity;
- Observation on the Education process;
- Observation on the Upbringing process;
- Surveys on non-extracurricular activities
- Conducting original research;
- Study of pupils and school needs;
- Training in professional skills
- Creating and submitting reports;
- Oral and written presentations;
- Constructive criticism of the work of other individuals;
- Participation in seminars and meetings;
- Use different forms of media;
- Critical evaluation of own work;
- Group Leadership or Membership.

Forms of Independent Work: Library work, using e-library and e-reader, reading and creation of bibliographies. Reading of classic monographs, the latest scientific methodical articles, ecclesiastical literature, preparing oral and written reports, searching for internet resources, performing periodic tasks.

Independent working hours in the Syllabus are based on topics. It is envisaged that Students will monitor the time spent by the student and make relevant changes if necessary.

Educational program learning outcomes

(It focuses on the knowledge and skills that are both comprehensive and central to the program)

I. Outcome: Generalized learning outcomes

II. Outcome: teaching subject / group of subjects essence competences.

III. Outcome: Creation of a positive learning environment:

IV. Outcome: Student and results-oriented learning process planning, implementation and evaluation,

IV.1 Outcome: Planning and implementing the learning process

IV.2 Outcome: Learning process evaluation

V Outcome: Care for professional development;

VI Outcome: Preparation and defense of a Master's thesis

Roadmap of program objectives and anticipated academic achievements.

Program Objectives	Educational program learning outcomes I	Educational program learning outcomes II		Educational program learning outcomes III	Educational program learning outcomes IV	Educational program learning outcomes IV	Educational program learning outcomes VI
a		✓	✓	✓	✓	✓	
b	✓		✓	✓	✓	✓	✓
c	✓						✓
d						✓	✓

Program outcome assessment methodology

Learning outcomes	The grounds for formulating the learning outcomes of the program	Learning outcomes achievement methods		
		Connection between program learning outcomes and learning courses	Demonstrating learning outcomes in frames of the study courses by the students	Evaluation forms
I	Level VII of the National Qualification Framework, which comprises the generalized learning outcomes of the	See Annex #2.1	Activities, assignments, research. See the table of Learning	You can find information about developments and

	qualification level as following: "Knowledge and Understanding", "Skills", "Responsibility and Autonomy." General competences of the teacher's educational characteristics.		Outcomes in the syllabuses of the study courses	definitions in the learning course syllabus
II	Subject on the teacher's professional standards	See Annex 2.2	Activities, assignments, research. See the table of "Learning Outcomes" in the syllabuses of the study courses	You can find information about developments and definitions in the learning course syllabus
III	Higher Education Field Characteristics I Field of Competence:	See Annex #2.3	Activities, assignments, research. See the table of "Learning Outcomes" in the syllabuses of the study courses	You can find information about developments and definitions in the learning course syllabus
IV	The teacher's education field characteristics II Field of competence:	See Annex #2.4	Activities, assignments, research. See the table of "Learning Outcomes" in the syllabuses of the study courses	You can find information about developments and definitions in the learning course syllabus
V	The teacher's education field characteristics III competence field	See Annex #2.5	Activities, assignments, research. See the table of "Learning Outcomes" in the syllabuses of the study courses	You can find information about developments and definitions in the learning course syllabus
VI	Complex: Generalized learning outcomes, field characteristics, the rule writing the master thesis.	See Annex #2.6	Conference report, article, research report, protection of master's thesis	The rules governing the university education process

Measuring the level of achieved learning outcomes

a) **Direct indicators** (tests, queries, quizzes, situation analyses, description of research results, presentations, projects, pedagogical essays, oral presentation, school internship portfolios, etc.)

Monitoring will be carried out periodically,

b) Indirect indicators: Employment index, employers and graduates' interviews

Monitoring at the beginning and at the end of the study

c) Measurement of the same results, achieved in different courses with the following procedures: The teacher of the previous learning course outlines the level the achieved outcome and puts the results in computer program. The teacher of the next course will get acquainted with the level

of development based on the result or at the beginning of the training course, the student by self-assessing will do analysis and later will write what level he has achieved and what additional development he needs.

d) Evaluation of the learning outcome to improve the program, in following directions:

- Change in Course Content Requirements, Structures and Prerequisites
- Changes in the indicators of the learning outcomes
- Changes in the forms and methods of outcomes
- Changes in the resources

e) Evaluation culture

- ESTS assessment system and regulatory rule of study process of the university
- Encouraging those teachers who have achieved success in their learning outcomes
- Organize business meetings and trainings in assessment forms and methods.

A Student's knowledge evaluation system:

Students will be evaluated in accordance with the legislation of Georgia and the rule established by Saint Tbel Abuseridze Teaching University of the Patriarchate of Georgia. The maximum evaluation point of the academic course is 100 points. The evaluation of the work carried out by students considers the following: A) Ongoing Assessment- 40% (Ongoing Activities) B) Mid-Term examination 20% c) Final examination assessment - 20%.

Out of the current evaluation, 40 points are attributed to a student's ongoing activities (seminar, internship and laboratory session and etc.) - Various forms of activities Variety of the activities are determined by. Within the syllabus there are indicated graphs for the activities and assessment criteria.

Mid-Term Exam- Every 9th week of the full semester, one mid-term examination should be held. Assessment form and criteria are indicated in the syllabus of the course.

The final exam assessment is no more than 40% of total score.

Assessment forms and criteria are indicated in the syllabus of training courses

A student is obliged to collect at least 21 points at the midterm evaluation, otherwise he/she will not be admitted to the final examination.

A student is evaluated in the following manner:

a) (A) Excellent - 91 points or more;

b) (B) Very good – 81-90 points;

c) (C) Good – 71-80 points;

d) (D) Satisfactory – 61-70 points;

e) (E) Sufficient – 51-60 points;

f) (FX) Did not pass – 41-50 points, which means that a student requires more work and is given another opportunity to attempt passing the exam, it should be done no later than 10th day.

g) (Fail) – 40 and less, which means that the work submitted by the student is not sufficient and he/she has to retake the course.

The student whose final evaluation is (FX) or those who failed to arrive for the exam with excusable reason (in the official register, ”non-appearance” is recorded and the student submits to the Dean's Office a certificate proving the excusable reason for non-appearance at the exam), shall have the right to take an additional exam in the same semester. If the student, based on the total evaluations for the additional exam and current evaluations, receives the marks `Failed`, `Did not pass` or `Failed to appear`, he/she shall be considered failed and receive the evaluation `(F-0) Failed`.

The student who receives the evaluation `(F-0) Failed` in the academic course/module shall, within the time frames prescribed for paying the tuition fee, be obliged to additionally undergo the administrational (financial) registration for the purpose of registration for the subject for which he/she has not passed the exam.

Detailed information on the criteria of evaluation planned within the academic course is provided in the syllabuses of particular academic courses.

Master’s thesis is evaluated by a 100 - point system. Academic writing, submission and thesis defense rules are defined in accordance with the "Rules of Regulation of the Study Process" established by St. Tbel Abuseridze University of the Georgian Patriarchate.

The functions of the master's thesis are defined (attached to the syllabus of the master's thesis.)

Evaluation forms and methods: The continuous assessment system is used when the student's work is evaluated throughout the course and what's just the final exam.

During the semester the student performs existing activities and receives assessments, which are later evaluated by an assessment criteria (like comments, advice, recommendation) and by determining the measurement of the activity and the corresponding criteria in the syllabus of all academic courses is enclosed by annex two.

The criteria for Mid-Term and Final examinations are also defined.

The catalog of a different ways of assessment methods are drawn up. The teacher himself/herself makes a choice. Particularly specific is the assessment of the internship and research, which is established in the relevant syllabus according to the topic. We shall mention some of them: presenting, modeling, planning, choosing alternatives, essay writing, problem solution, viewpoint presentation, presenting strengths and weaknesses, working on summary project, writing final thesis of the course, testing, quizzes, composing research report and submission, describing research process, Evaluation, etc.

Evaluation is used to assess the knowledge (what the student knows), the skills (what they can do), how to use (attitudes to independently perform knowledge and skills), and by this approach, the quality of the learning outcomes and the competence of the student is revealed. It enables students to improve on their achievements.

Assessment of individual work:

A student with a special educational need will be evaluated, as the program system allows, but the evaluation will be conducted to evaluate the results achieved by the student's individual curriculum. An individual examination program will be created. If a student requires long-term hospitalization, the individual plan and the appropriate assessment forms will be developed to accommodate him/her.

Monitoring and evaluation of the program implementation

Monitoring of the program is planned and executed in different directions

I. Student participation:

a) Survey - To what extent does syllabus help the students to achieve their successful learning outcomes?

b) How correctly is the time planned for educational activities? Lecture - Activities - Independent Work - assessment: A) Time planned in syllabus; b) Time spent by the student to make amendments to the time allotted in accordance with the monitoring results.

c) School internship environment assessment - a) by the teachers before the internship activities commence; b) By the students during internship

II. Graduate Satisfaction / Dissatisfaction Research

Envisage the research results, inclusion of research analysis Employers' involvement in the program: Cooperation, meeting results, timely delivery of information on legislative amendments.

III. Quality assessment service

a) How effective is the connection between learning outcomes and training results

b) How well are academic workload, learning, teaching and assessment components balanced between each other?

c) The analysis of student academic progress on the basis of learning outcomes;

IV. By the program supervisor

a) For professional development of academic personnel, what kind of care do they receive?

b) What conditions are created for the recognition of successful experiences within the program?

Program Update and Verification System

The Verification will be conducted through the following plan- Monitoring - Results analysis - Support- Results.

Update:

a) Amendment are made based on the monitoring analysis

b) Amendment are made on the basis of new documents adopted within education law information about the updates are posted in accordance with their priorities.

Student support

a) To get additional consultations in case they are needed;

b) Financing participation in conferences;

c) Social assistance (triple free meals and other.)

d) Scholarships for academic achievements

e) If dissatisfied, the right to appeal

Additional conditions/resources necessary for studying

- The University Library
- Online Digital Libraries
- Computer Space with the internet, available at the University;
- Partner schools, with whom the University has signed memorandums of cooperation;
- Biology Laboratory
- Music Auditorium- with appropriate instruments
- Gym with proper equipment
- Fine and Applied Arts Workshop
- A Memorandum of Cooperation with the Association of Museums of Adjara.

Academic Staff Who Implement the Program

Direction - education

- Akaki Zoidze - Doctor of Education, Professor
- Nodar Basiladze - Doctor of Pedagogical Sciences Professor.

- Samonazvne Barbare (Ts. Megreladze) - Doctor of Pedagogy, Professor
- Roman Abashidze - Academic Doctor of Education, Associate Professor, Mentor Teacher
- Khatuna Khalvashi - Doctor of Education, Associate Professor, Mentor Teacher;
- Guranda Kukuladze - Doctor of History, Associate Professor.

Invited from the same faculty

- Nona Shushanidze - Doctor of Arts, leading teacher;
- Medea Rizhvadze - Professor
- Lela Kukuladze - Associate professor
- Eter Diasamidze - Professor

Invited from the other faculties

- Khatuna Totochava - Doctor of Biology, Associate Professor, Mentor Teacher;
- Givi Chumburidze - Candidate of Mathematical Sciences, Associate Professor;
- Tea Khintibidze - PhD student of psychology
- Natia Beridze - Associate Professor

Invited specialists

- Gela Vadachkoria - Music Specialist
- Makvala Gogitidze - Doctor, school hygiene
- Gogita Mshvenieradze - Computer Technologies

Internship Supervisor

Internship Supervisor Teachers will be selected based on the Memorandums signed with the schools, taking into account their status, like senior, leading or mentor, according to the roles of the status, in accordance with the Internship Supervisor Teachers selection rules.

Subjects: Georgian, Mathematics, and Natural Sciences - I-IV / V-VI Classes;

Social Sciences (Me and Society, Our Georgia - I-VI Classes;

Aesthetic Knowledge subjects (Art, Music) - I-IV Classes.