Continuous Professional Development Activities

Calendar for the academic year of 2020-2021

FALL SEMESTER				
Activity	**Course Learning Outcomes**	**Details** *mode of instruction, certification, etc.*	**Type**	**Date**
Utilizing the Digital Books in online classes Unlimited Educational Services	The main aim of the training is to provide educators with basic and necessary information regarding the use of digital books in online classes.	synchronous	Required	25.09.2020 At 2 pm.
Teaching and Learning Online provided by Unlimited Educational Services	The training session aims at providing practical ideas for helping with engagement in an online context.	synchronous certificate of attendance	Required	4.12.2020
SPRING SEMESTER				
Activity	**Course Learning Outcomes**	**Details** *mode of instruction, certification, etc.*	**Type**	**Date**
Giving learners feedback on their writing* Unlimited Educational Services	This training session aims at providing information regarding how to give effective and constructive feedback on student writing.	synchronous certificate of attendance	Required	22.04.2020*
Developing effective classroom participation, and teacher talk* Unlimited Educational Services	This training session aims at providing information how teachers can use language effectively to set academic learning tasks and ensure that students clearly perceive what social participation is expected from them during these tasks.	synchronous certificate of attendance	Required	25.06.2020*

*_subject to change_

The List of Selective Trainings

Activity	Course Learning Outcomes	Details *mode of instruction, certification, etc.*	Type
Basics of G Suite for Education Google, Inc.	By reading, watching videos, and doing activities, you'll learn how to integrate Google in your classroom. By the end of this course, you'll be ready to take the exam to become a Google Certified Educator Level 1.	-asynchronous -13 hrs	Selective
Take your teaching online, The Open University	After studying this course, you should be able to: • identify the differences between teaching online and teaching in a face-to-face environment make informed decisions when choosing new tools and pedagogies for online teaching • identify major benefits and challenges of teaching online • understand the changing practices of educators as they make use of online opportunities such as social networks and open educational resources • understand how to create and evaluate approaches to online teaching that are appropriate for you.	-asynchronous -24 hours study -free statement of participation on completion	Selective
Learning to teach: becoming a reflective practitioner, The Open University	After studying this course, you should be able to: • identify the differences between teaching online and teaching in a face-to-face environment • make informed decisions when choosing new tools and pedagogies for online teaching • identify major benefits and challenges of teaching online • understand the changing practices of educators as they make use of online opportunities such as social networks and open educational resources • understand how to create and evaluate approaches to online teaching that are appropriate for you.	-asynchronous -5 hours study -Free statement of participation on completion	Selective
Learning to teach: an introduction to classroom research, The Open university	After studying this course, you should be able to: • understand what makes something 'research' rather than reflective practice • know how to approach the design of a piece of research • understand two particular methodologies: case study and action research • understand some of the issues around collecting and analysing data • consider how best to disseminate your work.	-asynchronous -5 hours study -free statement of participation on completion	Selective

Engaging with educational research, The Open University	After studying this course, you should be able to: • understand what a research paradigm is and how paradigms are distinguished from each other by the beliefs and theoretical perspectives drawn on • understand how a choice of research paradigm and associated methodology relates to how a research problem is conceptualised • understand how different paradigmatic and methodological positions have led over time to different views about what counts as evidence and, as a consequence, what is judged to be valuable educational research.	-asynchronous -12 hours study -free statement of participation on completion	Selective
English grammar in context, The Open University	After studying this course, you should be able to: • Understand the differences between spoken and written English • Understand the factors that influence use of grammar and vocabulary in speech and writing • Understand the different ways in which grammar has been described.	-asynchronous -15 hours study -free statement of participation on completion	Selective
Teachers sharing resources online, The Open University	After studying this course, you should be able to: • understand the benefits of resource sharing to creators (teachers), their institutions, their pupils and to those who use the resources • evaluate a range of resource sharing sites for suitability to a personal context • select and evaluate shared resources for use in this context • create a learning resource for sharing with others • select a site for uploading and upload the resource.	- asynchronous -10 hours study -free statement of participation on completion	Selective
What is language?: an applied linguistic perspective, The Open University	After studying this course, you should be able to: • understand some of the different interpretations of the terms 'language' and 'languages' • understand the main characteristics or 'design features' of language • make comparisons between human and animal communications • understand how theoretical knowledge can have a practical application.	-asynchronous -6 hours study -free statement of participation on completion	selective

Language as a medium for teaching and learning, The Open University	After studying this course, you should be able to: • Understand the process of teaching and learning in classrooms, and the role of language in that process • appreciate how a sociocultural approach can be used to make critical, constructive analyses of classroom interaction in a variety of second language learning contexts • use this knowledge to reflect on second language learning processes in the classroom.	-asynchronous -5hours study -free statement of participation on completion	Selective
Evaluating school classroom discussion, The Open University	After studying this course, you should be able to: • understand ways that spoken language is used to create joint knowledge and understanding, and to pursue teaching and learning • consider the educational implications of some recent research on teaching and learning in face-to-face interactions • demonstrate some approaches to analysing the spoken language of teaching and learning.	-asynchronous -9 hours study -free statement of participation on completion	Selective
Accessibility: Designing and Teaching Courses for all Learners(HE), Canvas,Network	During this six-week course, you'll learn how to: • Recognize and address challenges faced by students with disabilities related to access, success, and completion. • Articulate faculty and staff roles in reducing barriers for students with disabilities. • Analyze the benefits of Backward Design when developing learning experiences. • Use Section 508 standards and WCAG 2.0 guidelines to create accessible courses. • Determine which tools and techniques are appropriate based on course content.	-asynchronous -9 hours study -Credential:Badge -self-paced	Selective
Learning to Teach Online, The University of New South Wales	This course will guide you through your journey of understanding how online technologies can enhance your course design. You will have the opportunity to develop your understanding of effective online teaching practices and their relationship to the use of different technologies. You will also be encouraged to progressively design and reflect upon your own online learning activity, assessment or resource for use in your own class if you choose to undertake the course assignments.	-asynchronous -17 hours study - certificate upon completion -self-paced	Selective

Teaching EFL/ESL Reading: A Task Based Approach, University of London, UCL Institute of Education	After completing the course, you will be able to: • Explain the main components and tenets of a task-based approach to teaching language • Explain the main issues involved in teaching reading • Illustrate connections between TBLT approaches and the teaching of reading • Integrate tasks into your own teaching • Identify reading texts that are suitable for the construction of tasks • Construct reading tasks and sequences for use in your own classroom.	-asynchronous -27 hours study -Certificate upon completion -self-paced	Selective
Get Interactive: Practical Teaching with Technology, University of London Bloomsbury Learning Exchange	This course is designed to help you create dynamic, interactive online courses through the use of multimedia tools, student collaboration opportunities, and formative assessment and feedback. Each week we will focus on a particular topic: 1. Using multimedia for teaching and learning 2. Encouraging student collaboration 3. Formative assessment and feedback	-asynchronous -14 hours study Certificate upon completion -self-paced	Selective