

Report: ASSET Pilots – Students’ report

Participants and pilot description

Total no. of students who filled in the survey: N = 2206

It should be noted that the following analyses pertain to students who chose to fill out the questionnaire. In practice, more students have actually participated in the pilots (totally 2750 were registered in the courses) as shown in Annex 1 which details the pilots that were conducted. Data gathering was in line with institutional ethics procedures. Prior to obtaining participants' consent, it was specified that the questionnaires were anonymous and that no pressure would be applied should they choose to return the questionnaire unfilled or incomplete/not to fill them out online. Over 80% of the students who were registered for the courses, filled in the survey.

Number of pilots

Table 1 summarizes the number of pilots in each HEI. According to the application, 2 – 4 pilots should have been conducted in each HEI (a total of 36 max). In practice, each HEI has conducted more than 4 pilots and a total of 116 pilots were carried out by the consortium (IL and GE).

Table 1: No. of pilots in each HEI

	No. of pilots
GACE	9
HAC	6
SAK	6
KAC	12
SSU	26
ISU	6
TSU	13
SJSU	38
Total	116

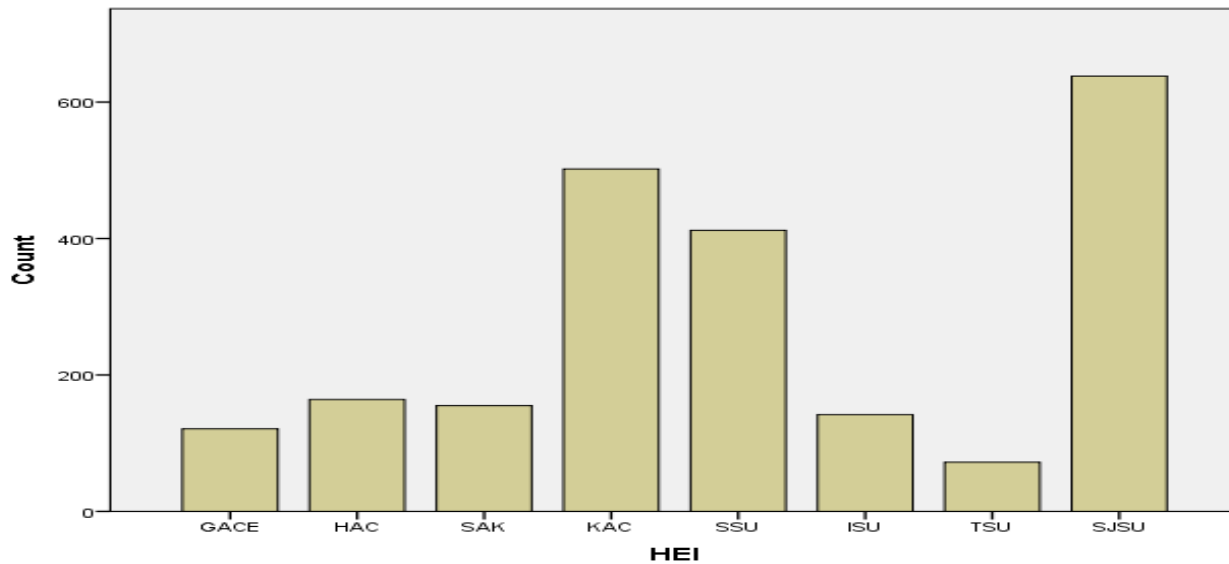
Number of students

Table 2 and Figure 2 depict students' distribution by HEI of those who filled in the survey

Table 2: Students' distribution by HEI

HEI	No. of students	Percent (of total participants)
GACE	121	5.5
HAC	164	7.4
SAK	155	7.0
KAC	502	22.8
SSU	412	18.7
ISU	142	6.4
TSU	72	3.3
SJSU	638	28.9
Total	2206	100.0

Figure 2: Students' distribution by institutions



The targeted number of participants in the application was 1000. Thus, more than twice this number has been reached in our pilots (2206). It can be learned that the highest number of pilots were employed in SJSU (with small groups of students).

Students' characteristics

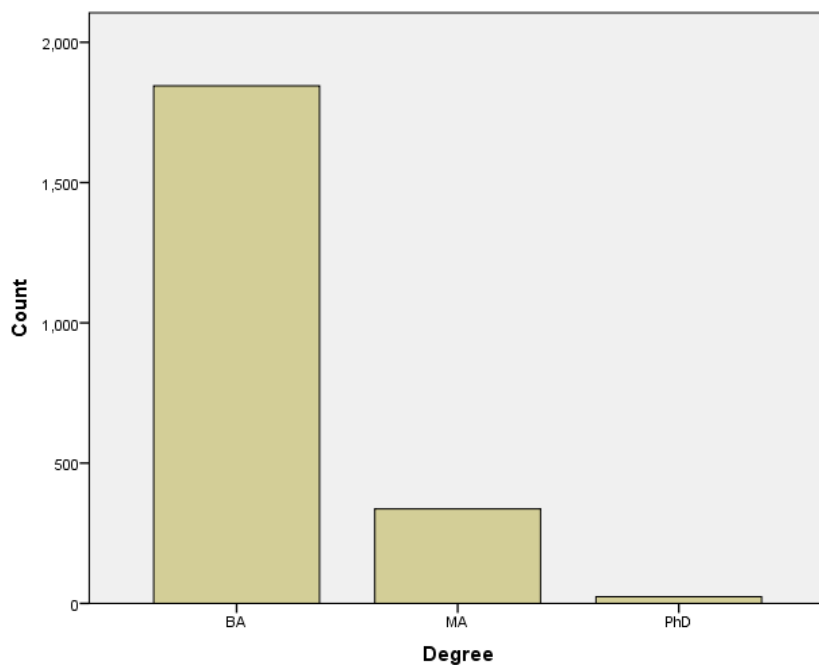
Student Degree

Based on the analyses, 2206 students who participated the pilots and filled in the survey, most of the students were undergraduates.

Table 3: Students' distribution by degree

	No. of students	Percent (of total participants)
BA	1845	83.6
MA	337	15.3
PhD	24	1.1
Total	2206	100.0

Figure 3: Students' distribution by degree



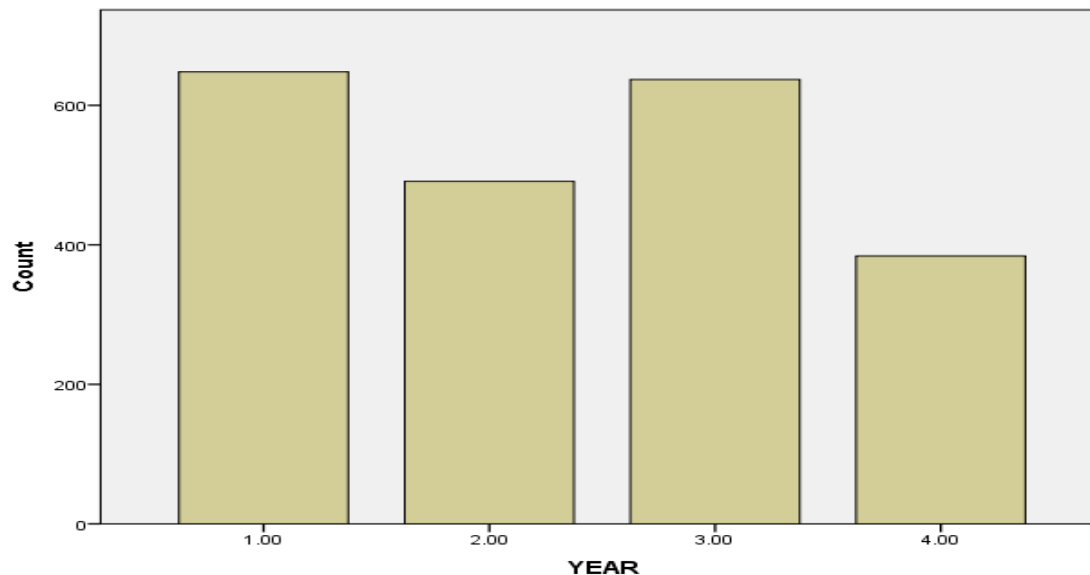
Year of study

Based on the analyses, 2206 students participated in filling out the surveys for the pilots. Most of those students who filled out the survey were in their first or second year of study.

Table 4: Students' distribution by year of study

	No. of students	Percent (of total participants)
1.00	648	29.4
2.00	491	22.3
3.00	637	28.9
4.00	384	17.4
Total	2160	97.9
Missing System	46	2.1
Total	2206	100.0

Figure 4: Students' distribution by year of study



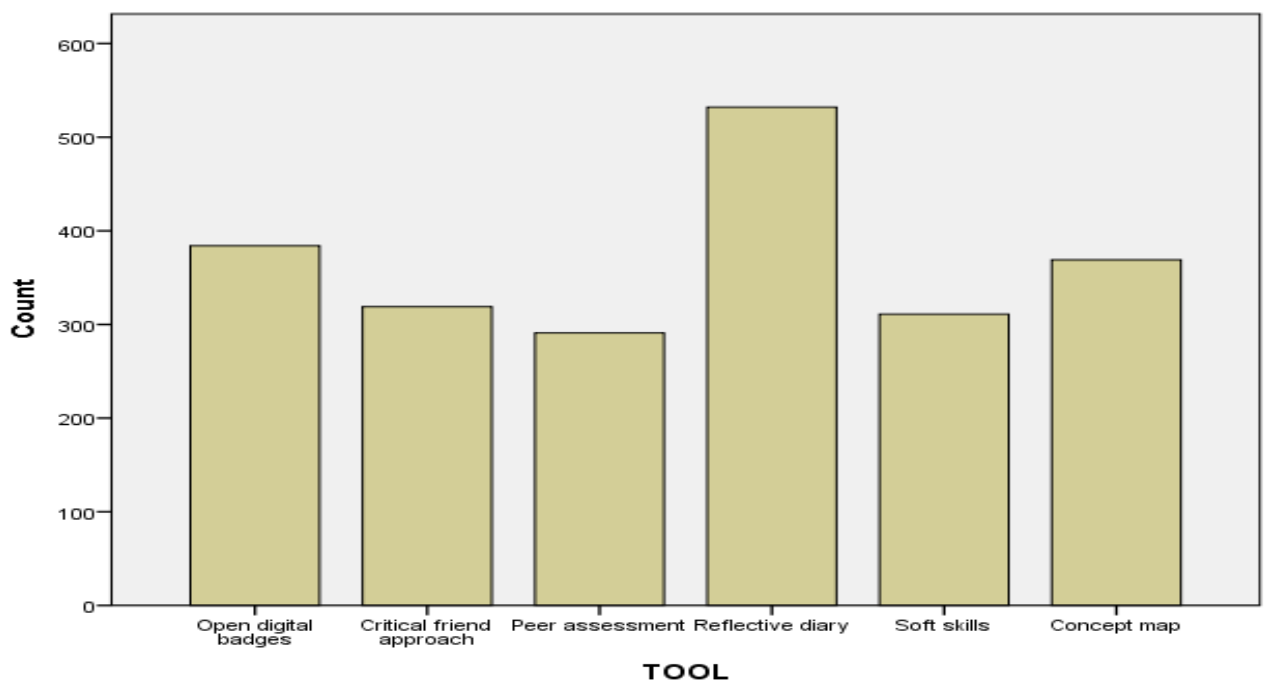
Number of students experienced the tools

All of ASSET's tools were piloted. According to the students who filled in the survey, the number of students who participated in Reflective diary pilots was the highest, the lowest participation was for the peer assessment tool.

Table 5: Number of Students participation by tools

TOOL				
	Frequency	Percent	Valid Percent	Cumulative Percent
Open digital badges	384	17.4	17.4	17.4
Critical friend approach	319	14.5	14.5	31.9
Peer assessment	291	13.2	13.2	45.1
Valid Reflective diary	532	24.1	24.1	69.2
Soft skills	311	14.1	14.1	83.3
Concept map	369	16.7	16.7	100.0
Total	2206	100.0	100.0	

Figure 5: Number of Students participation by tools



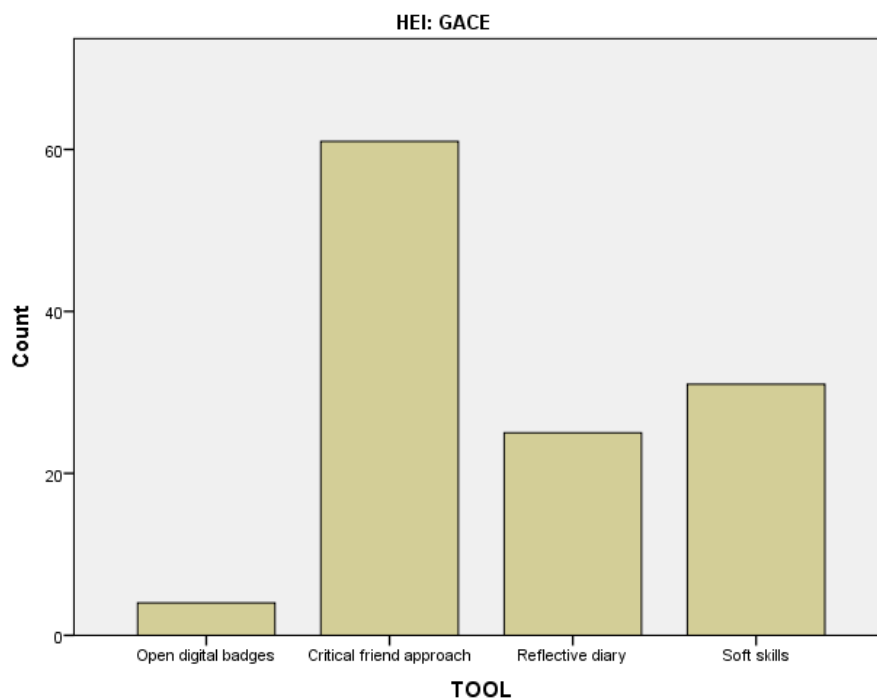
Number of students experienced the tools by HEIs

The following table and figures present the distribution of students who filled in the survey in each HEI, by the piloted tools.

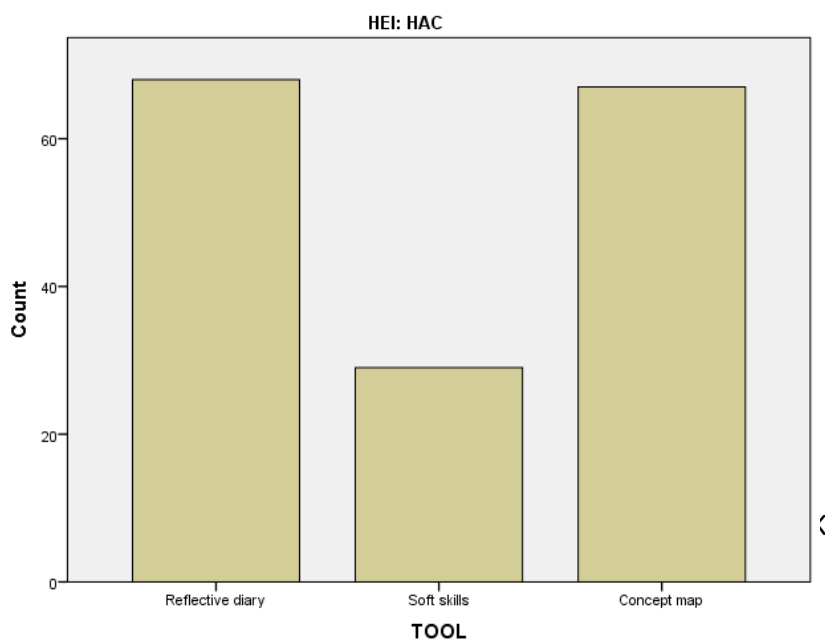
Table 6: Number of Students participation by tools in each HEI

	HEI								Total
	GACE	HAC	SAK	KAC	SSU	ISU	TSU	SJSU	
Open digital badges	4	0	0	42	140	0	17	181	384
Critical friend approach	61	0	0	0	51	56	0	151	319
Peer assessment	0	0	21	66	86	6	29	83	291
Reflective diary	25	68	14	177	117	67	18	46	532
Soft skills	31	29	0	35	18	13	8	177	311
Concept map	0	67	120	182	0	0	0	0	369
Total	121	164	155	502	412	142	72	638	2206

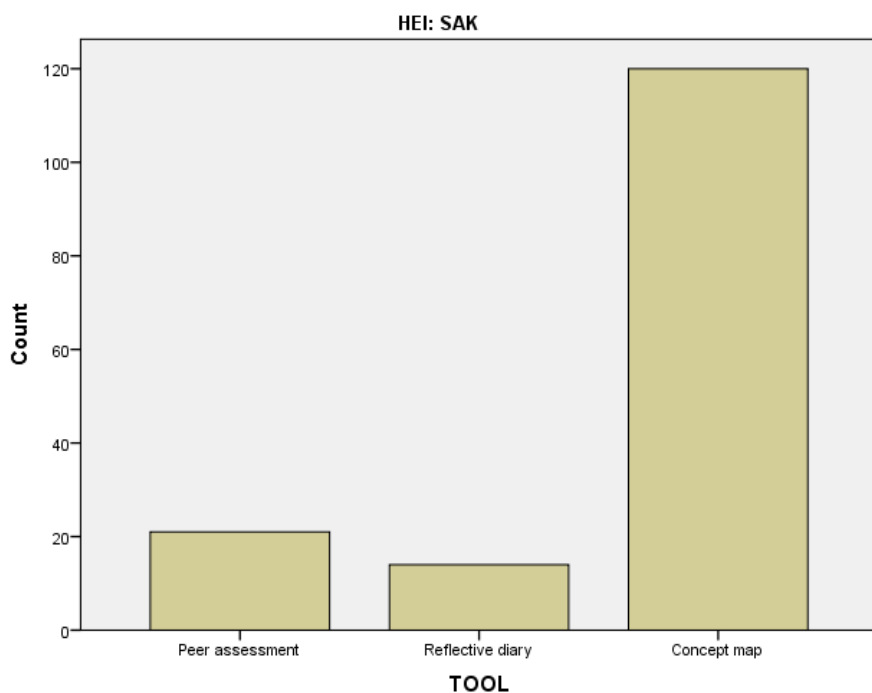
Figure 6: Number of Students participation by tools in GACE



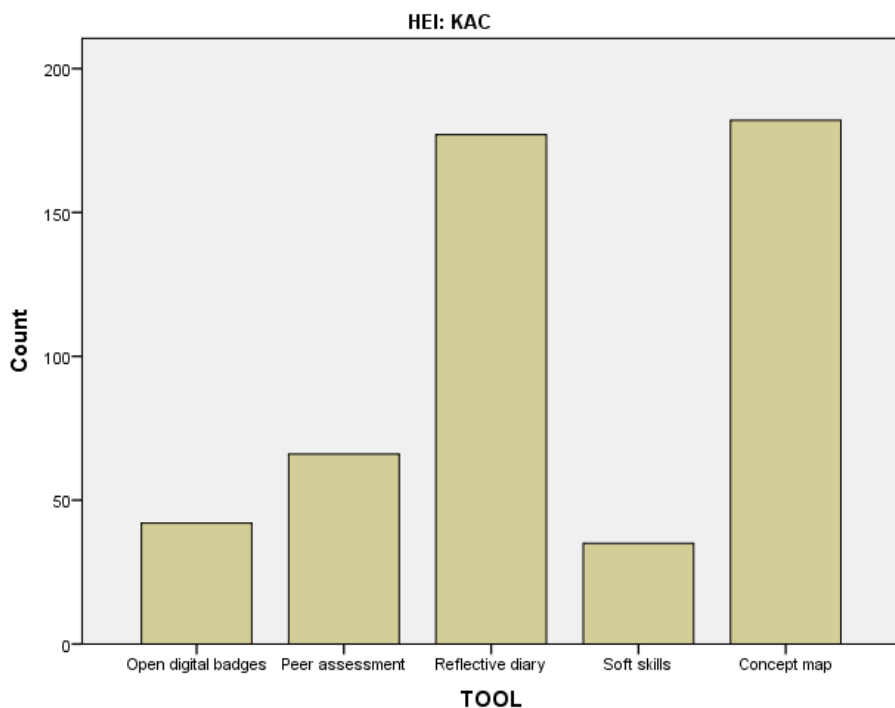
It can be learned from those students who filled in the survey that most were enrolled in Critical friend approach pilots. (Note- there were over 60 students at GACE who were in the pilot courses for OPEN DIGITAL BADGES—so these results do not reflect the actual number of students who were in the pilots).



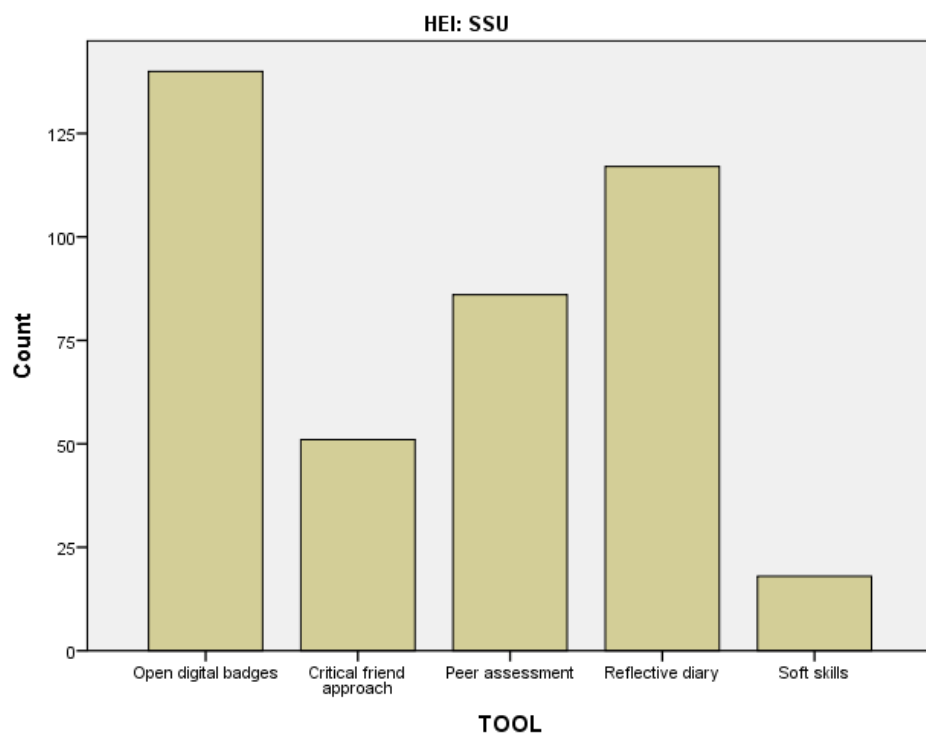
It can be learned that in HAC most of the students who filled in the survey were enrolled in reflective diary and concept map pilots.



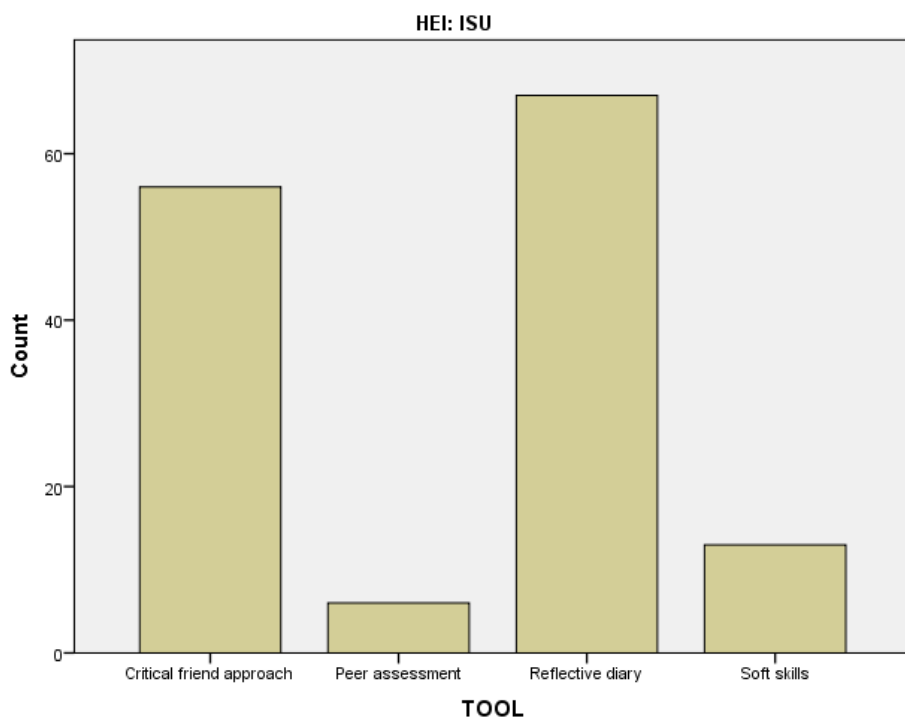
It can be learned that in SAK most of the students who filled in the survey were enrolled in concept map pilots.



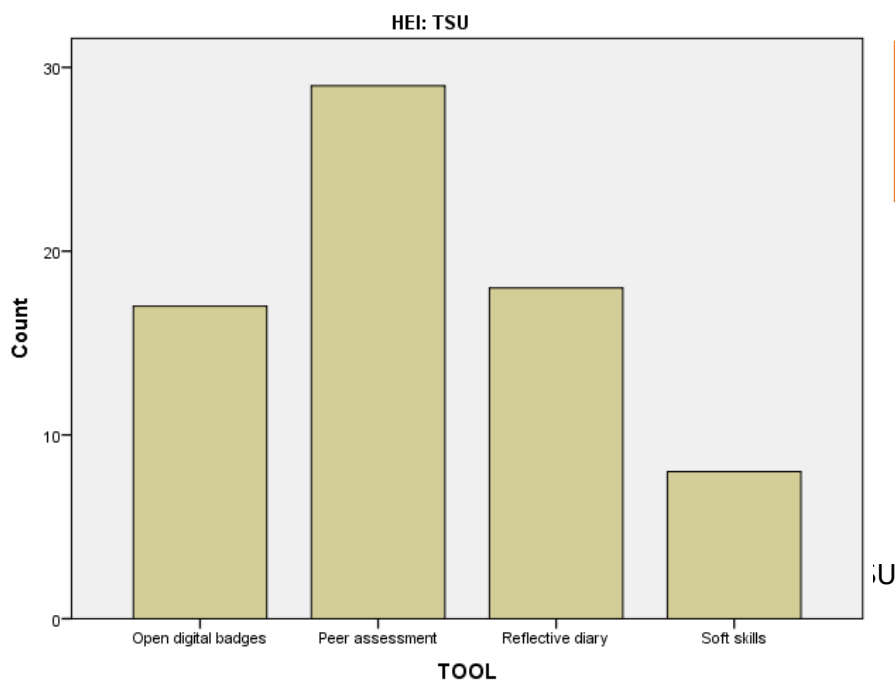
It can be learned that in KAC most of the students who filled in the survey were enrolled in concept map and reflective diary pilots.



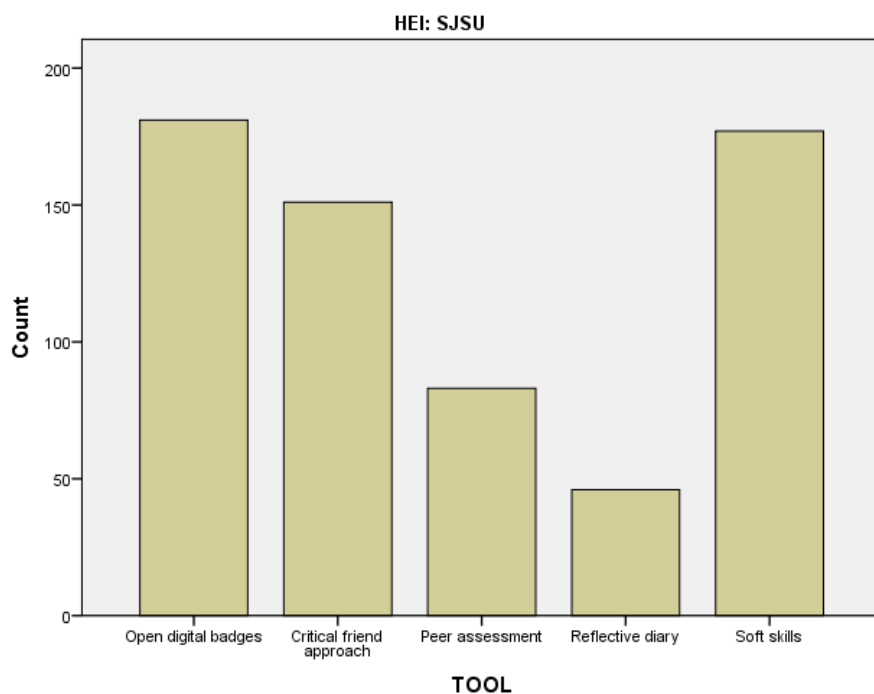
It can be learned that in SSU most of the students who filled in the survey were enrolled in open digital badges.



It can be learned that in ISU most of the students who filled in the survey were enrolled in reflective diary pilots.



It can be learned that in ISU most of the students who filled in the survey were enrolled in peer assessment pilots.



It can be learned that in SJSU most of the students who filled in the survey were enrolled in open digital badges and soft skills pilots.

In summary, 2206 students who participated in the pilots filled in the survey were mostly undergraduates, first-or second year students. All of ASSET's tools were piloted. The number of students who filled in the survey participated in Reflective diary pilots was the highest, the lowest participation of those students who filled in the survey was for the peer assessment tool. The targeted number of participants in the application was 1000. Thus, more than twice this number has been reached through our survey in our pilots. We can actually state that more students actually participated in the pilots that the survey results reflect. According to the application, 2 – 4 pilots should have been conducted in each HEI (a total of 36 max). In practice, each HEI has conducted more than 4 pilots and a total of 116 pilots were carried out by the consortium (IL and GE). All of ASSET's tools were piloted

Student questionnaire analysis

This analysis pertains to the quantitative data of the following questions.

Please indicate to what extent you agree or disagree with the following statements by checking the appropriate box.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	This assessment tool enhanced my engagement with the learning process.	1	2	3	4
2	This assessment tool enhanced my skills to be involved by myself/collaborate with other students in the evaluation process	1	2	3	4
3	This assessment tool enhanced my skills to assess my/others' work	1	2	3	4
4	This assessment tool enabled me to recognize my strengths and weaknesses in the learning process	1	2	3	4
5	This assessment tool enabled me to recognize what's expected of me in order to achieve the best performance	1	2	3	4
6	This assessment tool supported detailed and timely feedback that helped me to improve my performance	1	2	3	4
7	The use of this assessment tool increased my motivation to participate in the course assignments	1	2	3	4
8	This assessment tool increased my motivation to become an active learner	1	2	3	4
9	Following the use of this assessment tool, I think that students should be more involved in the assessment process	1	2	3	4

A mean result was calculated for each student for this analysis. This mean result depicts students' perception on how the tool generally supported the student during his/her learning process.

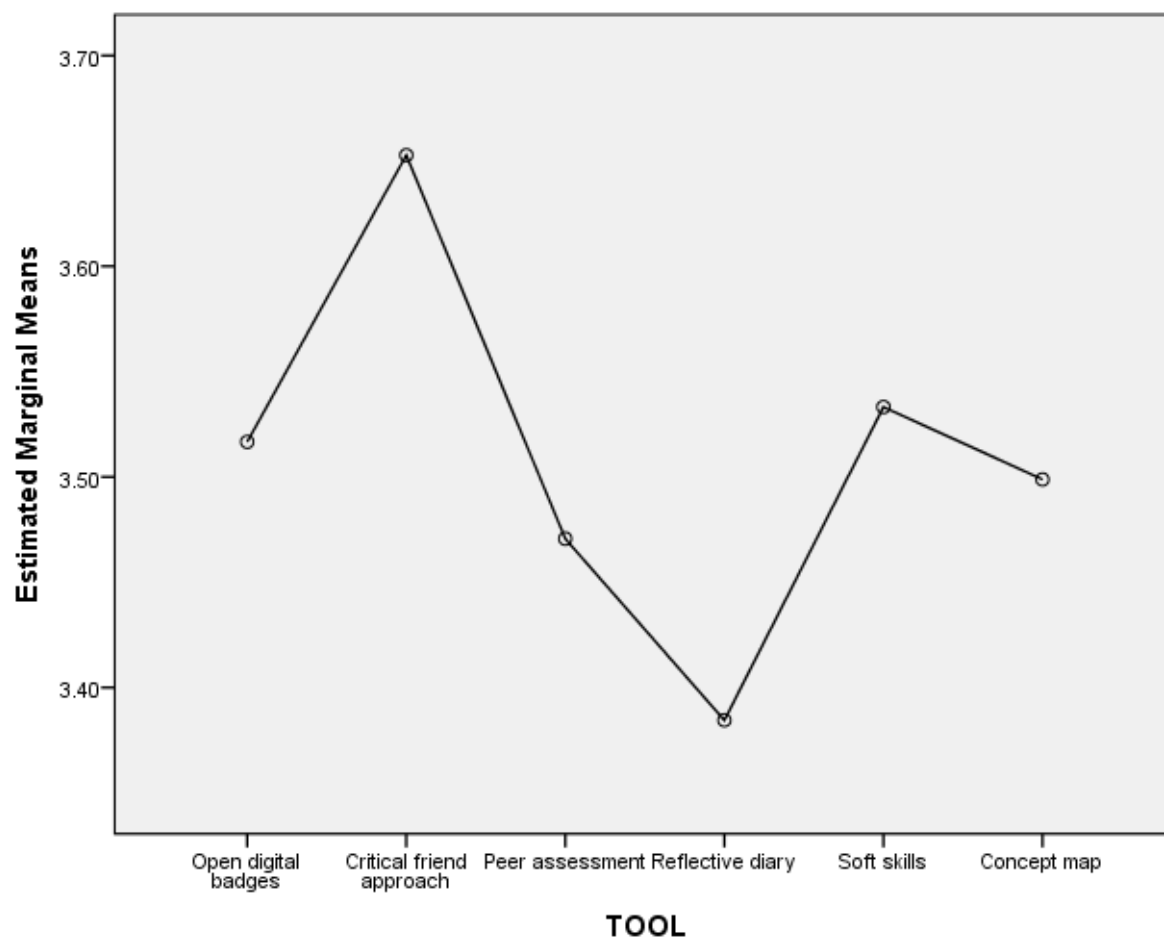
Students' perception of the piloted tools (total sample N = 2206)

Table 7 and Figure 14 depict the mean results of the participants for each tool. According to the findings, all the tools received relatively high mean scores, all were higher than 3 points (= Agree, out of 4). It seems that the Critical friend approach was perceived by those who filled in the survey as the most effective tool in supporting their learning, whereas Reflective diary was report as less effective in this respect. Nonetheless, these can be regarded as minor differences.

Table 7. Mean results for each ASSET tool by all participants

TOOL	Mean	Std. Deviation	N
Open digital badges	3.5166	.56674	384
Critical friend approach	3.6527	.40768	319
Peer assessment	3.4706	.54118	291
Reflective diary	3.3845	.64674	532
Soft skills	3.5332	.47816	311
Concept map	3.4988	.62022	369
Total	3.4977	.56767	2206

Figure 14. Mean results for each ASSET tool by all participants in all HEIs



Student reports on the questionnaire in each HEI

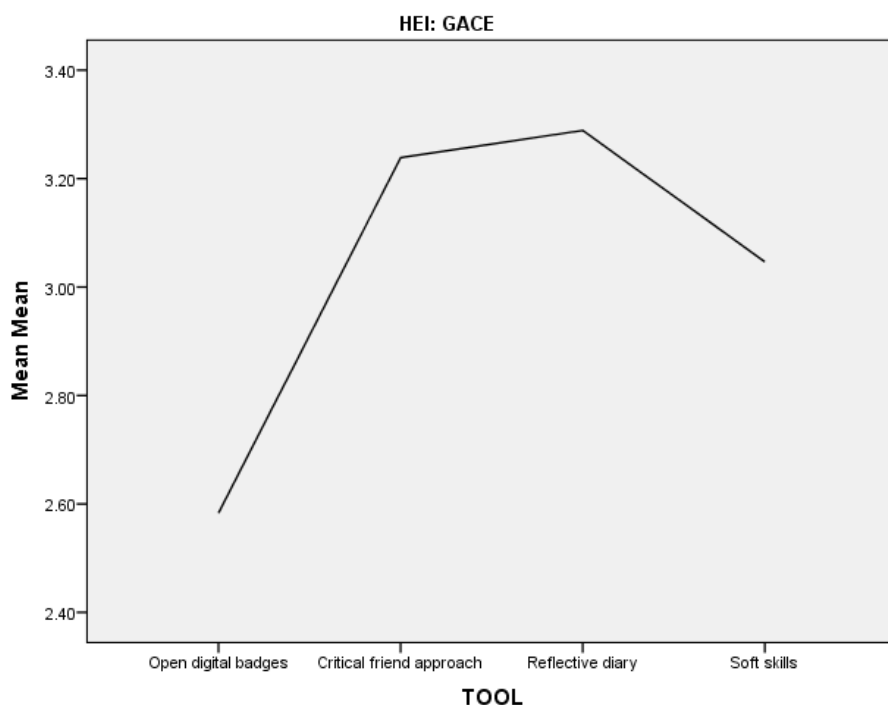
The following section details the mean results of the participants' perception of the piloted tools (i.e., how they supported their learning) separately for each HEI.

GACE

Table 8. Mean results for each ASSET tool in GACE

	N	Mean	Std. Deviation
Open digital badges	4	2.5833	.16667
Critical friend approach	61	3.2386	.52893
Reflective diary	25	3.2889	.57557
Soft skills	31	3.0466	.89110
Total	121	3.1781	.65271

Figure 15. Mean results for each ASSET tool in GACE



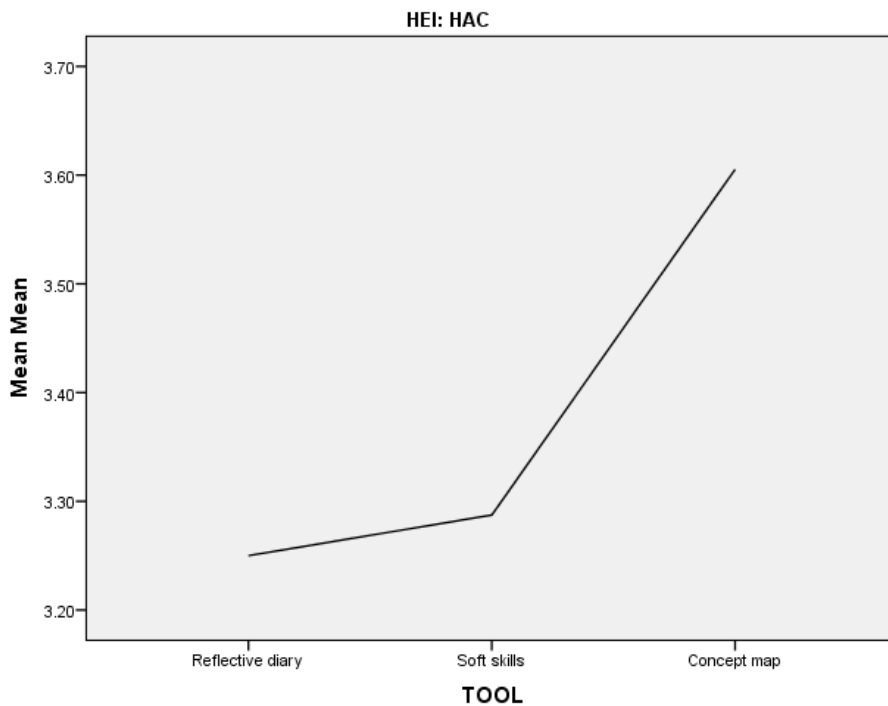
It can be learned that in GACE many more students who participated in the pilot on reflective diary and filled in the survey felt it was a very effective tool to support learning as reported by the students. The number of students who filled in the survey for the OPEN BADGES pilots (4 students out of 50) does not provide us with a valid conclusion relating to the effectiveness of this approach.

HAC

Table 9. Mean results for each ASSET tool in HAC

	N	Mean	Std. Deviation
Reflective diary	68	3.2500	.44584
Soft skills	29	3.2874	.43392
Concept map	67	3.6053	.57452
Total	164	3.4018	.52599

Figure 16. Mean results for each ASSET tool in HAC



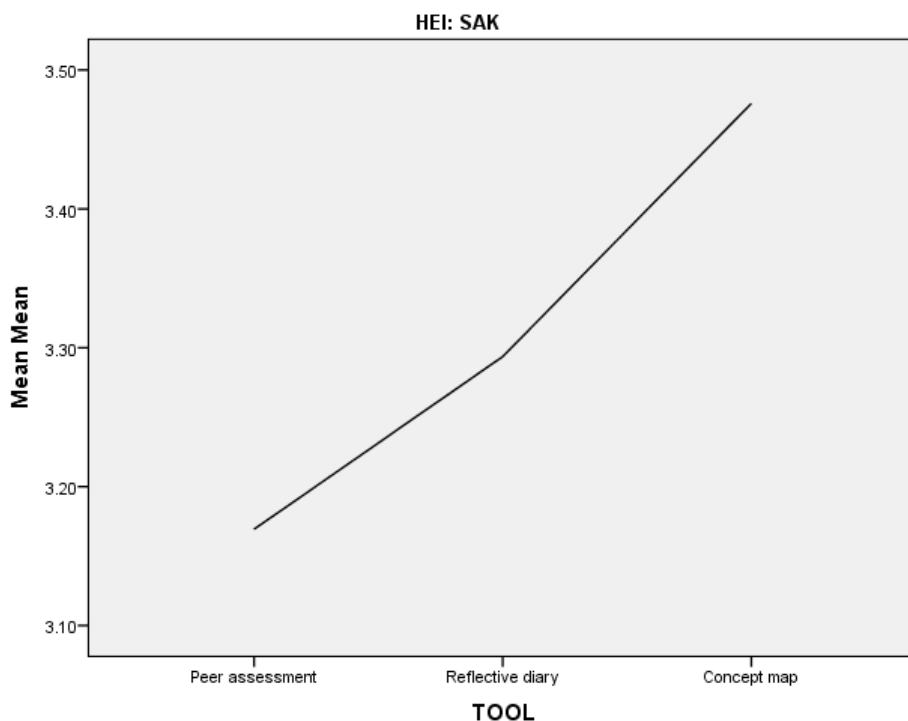
It can be learned that in HAC concept map was the most effective tool to support learning as reported by the students who filled in the survey, while reflective diary was found less effective.

SAK

Table 10. Mean results for each ASSET tool in SAK

	N	Mean	Std. Deviation
Peer assessment	21	3.1693	.43691
Reflective diary	14	3.2937	.66182
Concept map	120	3.4759	.44121
Total	155	3.4179	.47396

Figure 17. Mean results for each ASSET tool in SAK



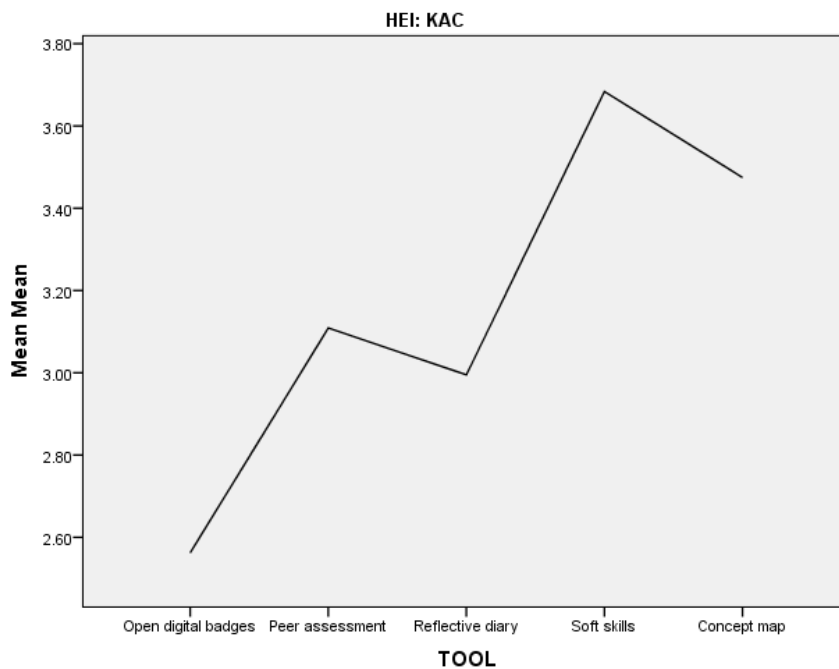
It can be learned that in SAK concept map was the most effective tool to support learning as reported by the students who filled in the survey, while peer assessment was found less effective.

KAC

Table 11. Mean results for each ASSET tool in KAC

	N	Mean	Std. Deviation
Open digital badges	42	2.5622	.71914
Peer assessment	66	3.1088	.67652
Reflective diary	177	2.9950	.77405
Soft skills	35	3.6837	.32229
Concept map	182	3.4747	.72707
Total	502	3.1957	.77717

Figure 18. Mean results for each ASSET tool in KAC



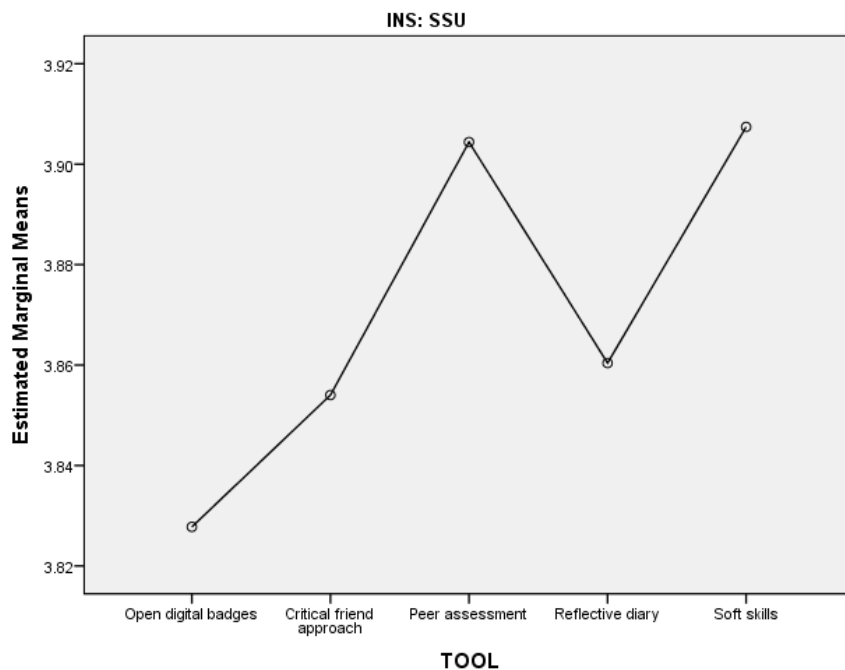
It can be learned that in KAC soft skills was the most effective tool to support learning as reported by the students who filled in the survey, while open digital badges was found less effective.

SSU

Table 12. Mean results for each ASSET tool in SSU

TOOL	Mean	Std. Deviation	N
Open digital badges	3.8278	.27872	140
Critical friend approach	3.8540	.16702	51
Peer assessment	3.9044	.21970	86
Reflective diary	3.8604	.23075	117
Soft skills	3.9074	.27016	18
Total	3.8598	.24200	412

Figure 19. Mean results for each ASSET tool in SSU



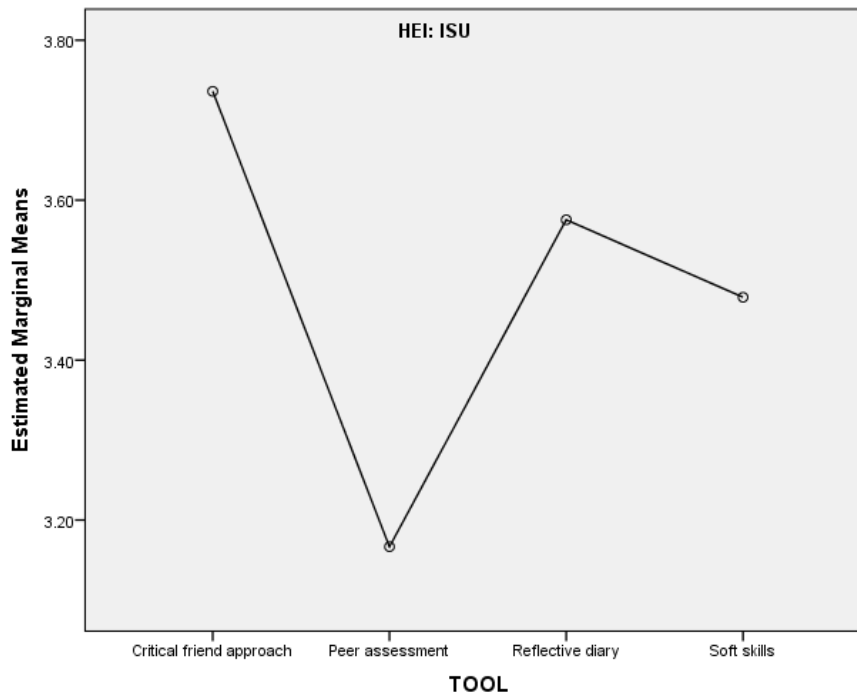
It can be learned that in SSU soft skills and peer assessment were the most effective tools to support learning as reported by the students who filled in the survey, while open digital badges was found less effective.

ISU

Table 13. Mean results for each ASSET tool in ISU

TOOL	Mean	Std. Deviation	N
Critical friend approach	3.7361	.36977	56
Peer assessment	3.1667	.61162	6
Reflective diary	3.5755	.47572	67
Soft skills	3.4786	.38593	13
Total	3.6127	.44949	142

Figure 20. Mean results for each ASSET tool in ISU



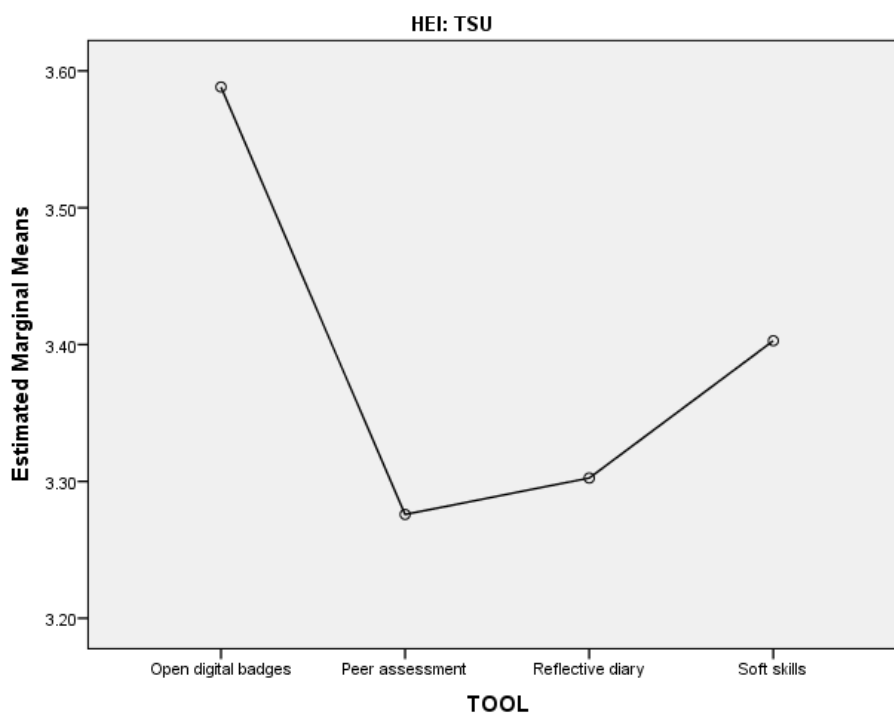
It can be learned that in ISU critical friend approach was the most effective tools to support learning as reported by the students who filled in the survey, while peer assessment was found less effective.

TSU

Table 14. Mean results for each ASSET tool in TSU

TOOL	Mean	Std. Deviation	N
Open digital badges	3.5882	.33046	17
Peer assessment	3.2759	.36202	29
Reflective diary	3.3025	.35303	18
Soft skills	3.4028	.36581	8
Total	3.3704	.36828	72

Figure 21. Mean results for each ASSET tool in TSU



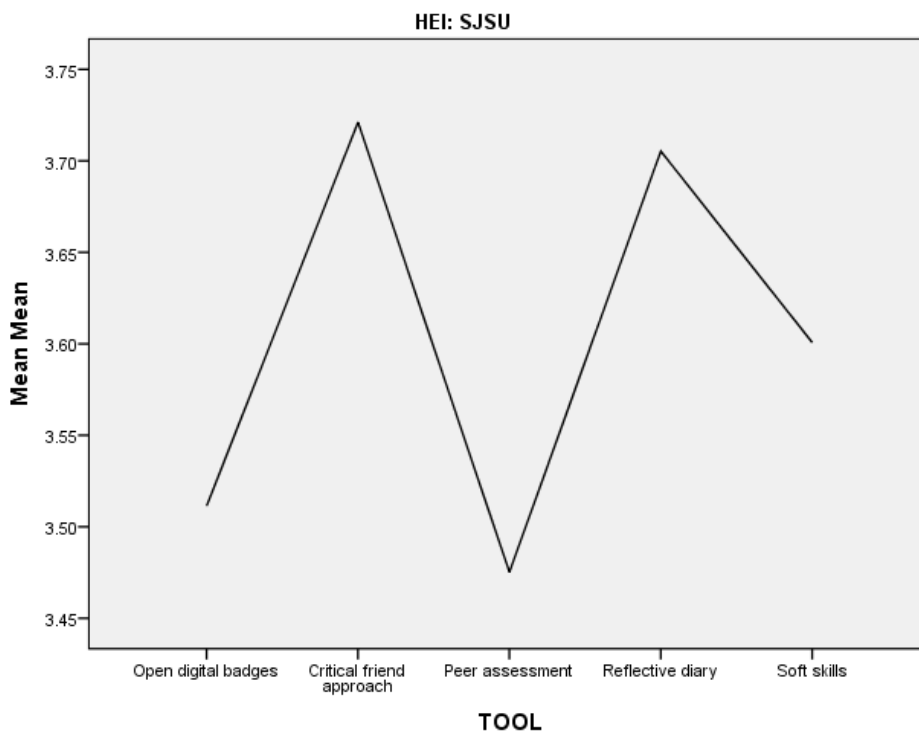
It can be learned that in TSU soft skills (with only 1 participant who filled out the questionnaire) and open digital badges were the most effective tools to support learning as reported by the students who filled in the survey, while peer assessment was found less effective.

SJSU

Table 1. Mean results for each ASSET tool in SJSU

	N	Mean	Std. Deviation
Open digital badges	181	3.5114	.43330
Critical friend approach	151	3.7211	.30031
Peer assessment	83	3.4752	.40336
Reflective diary	46	3.7053	.30651
Soft skills	177	3.6008	.34458
Total	638	3.5951	.37841

Figure 1. Mean results for each ASSET tool in SJSU



It can be learned that in SJSU Critical friend approach was the most effective tool to support learning as reported by the students who filled in the survey, while peer assessment was found least effective tool.

Summary

The data collected and analyzed above reflects the impact that ASSET's assessment tools have had on the participating institutions in Israel and in Georgia and most importantly on the students. 2750 students in our eight HEIs from Israel and Georgia experienced new assessment tools in 116 pilots that we believe are best suited for the new learning environments of the 21st century supporting skills that are most important to a lifelong learner. 80% of the students voluntarily provided feedback on these courses and across the board, each assessment tool received significant positive results in regard to the 9 statements examined in the survey. Students strongly agreed or agreed that the assessment tool that they experienced in the pilots:

1. enhanced their engagement with the learning process
2. enhanced collaborative skills
3. provided them with the skills to access their own and others work
4. provided them with the ability to recognize their own strengths and weaknesses in the learning process
5. enabled them to recognize what is expected of them in order to achieve the best results
6. provided important feedback during the process of learning that contributed to an improvement in performance
7. increased their motivation to participate actively in the course assignments
8. increased their motivation to become active learners
9. support the idea that students should be more involved in the assessment processes.

These statements reflect important qualities that the graduates of institutes of higher education need in order to succeed in most professions in the 21st century. The ability to be an engaged learner, critical thinker, self-regulated, motivated learner, work in groups and take responsibility are qualities that are essential in the work environment of today's societies. Our 8 diverse institutions located in different regions of our respective countries and catering to different diverse populations all have similar impressive results. Through applying our assessment tools, which relate integrally to innovative ways of teaching and learning, are relevant to all and help prepare our students to the work force and jobs that require abilities such as self-regulation, self- and peer assessment, critical thinking and more.

By providing our students with these tools through their classroom learning, we are contributing to preparing them best to apply these tools to their different jobs that they will engage in when they graduate.

The quantitative data provided by over 2206 reflect their belief that these methods of assessment and the specific skills that they gained through them contribute to their learning process and professional development.

Annex 1

PILOT report by HEIs

Name of HEI KAC

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool implemented	Number of lessons allotted	Number of students
KAC	BA	Education and community	2	Learning and instruction	ODB	13	40
KAC	BA	Education	2	Learning and instruction	Reflective diary	4	40
KAC	BA	Education and community	3	seminar	Coma	4	25
KAC	BA	Education and community	1	Philosophy of education	Reflective diary	5	40
KAC	BA	Education	1	Nonformal education	Peer assessment	4	40
KAC	BA	Education	3	seminar	Reflective diary	5	40
KAC	BA	Education	3	seminar	Peer assessment	4	40
KAC	BA	Behavioral sciences	2	Selected course	Reflective diary	13	40
KAC	BA	Education	2	Developmental psychology	Soft skills	10	40
KAC	BA	Education	2	Methods in education	COMA	8	40
KAC	BA	Multi disciplinarian	2	Conflict resolution	COMA	6	60
KAC	BA	EDUCATION	1	PHILOSOPHY OF EDUCATION	COMA	5	40

Name of HEI _____ HAC _____

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool implemented	Number of lessons allotted	Number of students
HAC	BA	Management of service organization	2	Patient therapist relationships	Soft skills	4	15
HAC	BA	Management of service organization	2	positive psychology	Soft skills	4	25
HAC	BA	Management of service organization	3	Quality in health services	COMA	4	60
HAC	BA	Optometry	1	General Clinics	Reflective diary	1 + part of each week	10
HAC	BA	Optometry		Vision Therapy Clinic	Reflective diary	1 + part of each week	10
HAC	BA	Optometry	1	<i>External Clinics</i>	Reflective diary	3	53

Name of HEI ____ SAK _____

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool that will be implemented	Number of lessons allotted	Number of students
SAK	B.Ed.	Science	third	Didactics in the Sciences	Concept map	14	24
SAK	B.Ed.	Science	Excellent track students & fourth	Education seminar in a multicultural society	Concept map	14	35
SAK	B.Ed.	Academic conversion - sciences	second	Didactics in the Sciences	Concept map	14	22
SAK	M.Ed.	Learning Disabilities program	first	Neurocognitive aspects of attention and attention disorders	Peer Assessment	28	20
SAK	B.Ed.	Arabic Language program	second	Reading Comprehension - Arabic language and literature	Concept map	14	50
SAK	M.Ed.	School-based evaluation program	second	Assessment of Achievements and Alternative Assessment Methods	Reflective diary	14	22

Name of HEI GACE

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool that will be implemented	Number of lessons allotted	Number of students
GACE	B.A	PRE SCHOOL	THIRD YEAR	SELF AWERNES OF LEARNING PROCESS	CRITICAL FRIENDS	2	40
GACE	B.A	SCIENCE	Second third and Academic conversion	Science workshop	CRITICAL FRIENDS	2	40
GACE	B.A	SCIENCE	third	Action research	CRITICAL FRIENDS	4	50
GACE	B.A	SCIENCE	Second third and Academic conversion	Action research	CRITICAL FRIENDS Reflective Diary	4	50
GACE	M.A	Education Systems Management	Second	Assessment and Evaluation	Soft skills	4	35
GACE	M.A	Education Systems Management	Second	Assessment and Evaluation	Soft skills	4	36
GACE	B.A	Track for outstanding students	First	Assessment and Evaluation	Soft skills	4	20
GACE	B.A.	Mathematics	third	Didactical Seminar	Open Badges	1	20
GACE	B.A.	Mathematics	third	Mathematical games	Open Badges	1	30

Name of HEI Ilia State University (ISU)

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool that will be implemented	Number of lessons allotted	Number of students
ISU	Integrated Bachelor-master program (300 credits) Primary school educational program	School of Education	Second year	Modern approach of instructional process	Critical friend approach, Reflective diary	Whole semester	25
ISU	BA Secondary school educational program	School of Education	Third and fourth years	Planning and managing of instructional process	Critical friend approach, Reflective diary Self and peer assessment	Whole semester	15
ISU	Teacher certificate program (60 credits)	School of Education	First year	The approach will be used throughout the whole program	Critical friend approach, Reflective diary, Open badges	Whole semester	30
ISU	BA in primary and secondary school education programs	School of Education	Third and fourth years	Pedagogical Ethic	Soft skills	6 lessens	50
ISU	MA Special education	School of Education	First year	Literacy	Reflective diary	Whole semester	15
ISU	Teacher certificate program (60 credits)	School of Education	First year	Planning and managing of instructional process	Critical friend approach, Reflective diary, Open badges	Whole semester	30

Name of HEI TSU

HEI	Degree (BA, MA?)	Department	Year of study (first year, second ...)	Course title	Tool implemented	Number of lessons allotted	Number of students
TSU	MA	Department of Education sciences	Second	Scientific Methods of Pedagogical Research	Group Reflective Diary	5	15
TSU	1-year Teacher Education Certificate Program	Department of Education sciences	first	Basics of research in Pedagogics	Group Reflective Diary	5	80
TSU	BA	Department of Education sciences	Different years (1-4), elective course	Legal Bases of the Educational System of Georgia	Group peer assessment	2	20
TSU	BA	Department of Education sciences	Different years (1-4), elective course	Education and Children's Rights	Group peer assessment	2	50
TSU	MA in EFL Teacher Education	Department of Education sciences	2 nd year	Multimedia in English Language Teaching	Open Digital Badges	3	7
TSU	MA in EFL Teacher Education	Department of Education sciences	1 st year	Designing Study Course and Methods of Assessment	Open Digital Badges	2	3
TSU	MA in Teacher Education	Department of Education sciences	1 nd year	Multimedia in Teaching and Learning	Open Digital Badges	3	10
TSU	BA in Psychology	Department of Psychology	2nd year	Cognitive Psychology	Open Digital Badges	3	20
TSU	MA in Psychological Anthropology	Department of Psychology	2nd year	Cultural Cognition	Open Digital Badges	3	4
TSU	BA English Philology	Department of Humanities	2nd year	General English	Open Digital Badges	5	20
TSU	Teacher Education certificate Program	Department of Education sciences	1 nd year	Methods of teaching English	Soft Skills	3	20
TSU	MA in Education Sciences	Department of Education sciences	1st year	Civic education	Soft Skills	5	10
TSU	Teacher Education certificate Program	Department of Education sciences	1 nd year	Methods of teaching History	Soft Skills	3	10

Name of HEI __ SJSU _____

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool implemented	Number of lessons allotted	Number of students
SJSU	BA	Education, Humanities and social science	IV	Multicultural education	Soft skills	8	10
SJSU	BA	Education, Humanities and social science/History	III	Civic Education and Democracy in Georgia challenges and pathways	Soft skills	8	23
SJSU	BA	Business Administration	III	Leadership and Organization behavior	Soft skills	8	17
SJSU	BA	Business Administration	IV	Strategic Management	Soft skills	8	24
SJSU	BA	Business Administration	III	HR Management	Soft skills	8	21
SJSU	BA	Business Administration	I	Macroecono mics	Soft skills	8	27
SJSU	BA	Business Administration	II	PR Technology	Soft skills	8	19
SJSU	BA	Education, Humanities and Social Science/English	IV	Certificate (FCE)	Soft skills	8	9
SJSU	MBA	Business Administration	I	Civic Education for Sustainability	Soft skills	8	14
SJSU	BA	Education, Humanities and Social Science/English	IV	General English	Soft skills	8	9
SJSU	BA	Education, Humanities and Social Science/English	III	General English	Soft skills	8	10

SJSU	BA	Education, Humanities and social science	I	History of Georgian Literature	Critical Friend	5	14
SJSU	BA	Education, Humanities and social science/History	I	Academic writing	Critical Friend	4	40
SJSU	BA	Education, Humanities and social science	IV	English Language	Critical Friend	4	9
SJSU	BA	Education, Humanities and social science	III	English Language	Critical Friend	4	10

SJSU	BA	Education, Humanities and social science	II	Class Management and Communication	Critical Friend	5	20
SJSU	BA	Education, Humanities and Social Science (English)	II	General English	Critical Friend	5	23
SJSU	BA	Education, Humanities and social science	I	General German	Critical Friend	5	5
SJSU	BA	Education, Humanities and social science/English	I	English Teaching Methodology	Critical Friend	4	20

SJSU	BA	Education, Humanities and Social Science /English	I	Introduction to English Philology	Group/Peer Assessment, Reflective Diary	5	20
SJSU	BA	Education, Humanities and Social Science /English	III	Stylistics of English Language	Group/Peer Assessment, Reflective Diary	6	10
SJSU	BA	Education, Humanities and Social Science / English	I	Phonetics of English Language	Group/Peer Assessment, Reflective Diary	3	20
SJSU	BA	Education, Humanities and Social Science / English	IV	Text Review	Group/Peer Assessment, Reflective Diary	4	9
SJSU	BA	Education, Humanities and Social Science/English	IV	English Literature	Group/Peer Assessment, Reflective Diary	4	9
SJSU	BA	Education, Humanities and Social Science	II	PR Technology	Group/Peer Assessment, Reflective Diary	4	40
SJSU	BA	Education, Humanities and Social Science	III	Lexicology	Group/Peer Assessment, Reflective Diary	6	15
SJSU	BA	Education, Humanities and Social Science/English	I	General English	Group/Peer Assessment, Reflective Diary	3	20
SJSU	BA	Education, Humanities and Social Science/German	I	General German	Group/Peer Assessment, Reflective Diary	3	15
SJSU	BA	Education, Humanities and social science/English	I	Academic Writing	Group/Peer Assessment, Reflective Diary	4	25

SJSU	BA	Engineering, natural Science	II	Data bases	ODB	2	30
SJSU	BA	Engineering, natural Science	I	Inform. Technologies	ODB	2	13
SJSU	BA	Business Administration	I	Inform. Technologies	ODB	2	18

SJSU	BA	Engineering, natural Science	I	Algorithms and Data structures	ODB	2	13
SJSU	BA	Engineering, natural Science	II	Computer Graphics	ODB	2	30
SJSU	BA	Education, Humanities and social science/English	III	General English	ODB	2	9
SJSU	BA	Engineering, natural Science	III	History of English Literature	ODB	2	9
SJSU	BA	Engineering, natural Science	III	Theoretical Grammar	ODB	2	9
SJSU	BA	Engineering, natural Science	I	Algorithms and Data structures	ODB	2	20

Name of HEI ____SSU

HEI	Degree (BA, MA?)	Department	Year of study (first year, second...)	Course title	Tool that will be implemented	Number of lessons allotted	Number of students
SSU	BA	Faculty of Education Sciences BA of Teacher Education (Primary Level)	2019 - 2020 academic year	Multicultural Education – Multiethnic and Multicultural Georgia	Open Badges	6	39
SSU	BA	Faculty of Business and Social Sciences BA of International Relation	2019 - 2020 academic year	Multicultural Education – Multiethnic and Multicultural Georgia	Open Badges	5	24
SSU	BA/MA 300 ECTS	Faculty of Education Sciences Teacher preparation of primary level general education integrated Bachelor- Master's educational program	2019 - 2020 academic year	The Basics of Pedagogy	Open Badges	5	52
SSU	Special 60-credit program	Faculty of Education Sciences Teacher preparation Educational program, 1 year	2019 - 2020 academic year	The Basics of Pedagogy	Open Badges	5	49
SSU	BA/MA 300 ECTS	Faculty of Education Sciences Teacher preparation of primary level general education integrated Bachelor- Master's educational program	2019 - 2020 academic year	History and Modernity of the State of Georgia	Open Badges	7	20
SSU	BA	Faculty of Business and Social Sciences BA of International Relation	2019 - 2020 academic year	International Relations in modern World	Peer Assessments	7	15
SSU	BA	Faculty of Humanities BA of History,	2019 - 2020 academic year	Historical Source Studies	Peer Assessments	7	16

SSU	MA	Faculty of Education Sciences MA of Education Sciencec	2019 - 2020 academic year	Curriculum and Teaching Process Management	Reflective Diary	7	11
SSU	Special 60-credit program	Faculty of Education Sciences Teacher preparation Educational program, 1 year	2019 - 2020 academic year	Teaching methods of English Language I	Critical Friend	7	17
SSU	Phd	Faculty of Humanities Doctoral Program in Historical Sciences	2019 - 2020 academic year	Georgian epigraphic monuments	Critical Friend	7	9
SSU	BA	Faculty of Education Sciences BA of Teacher Education (Primary Level)	2019 - 2020 academic year	Education Sociology	Soft Skills	8	38
SSU	BA	Faculty of Humanities BA of Turkology,	2019 - 2020 academic year	New and Modern history of Asian and African countries	Soft Skills	13	3
SSU	MA	Faculty of Education Sciences MA of Education Sciencec MA Of Psychology of Education	2019 - 2020 academic year	Theories of development and teaching	Soft Skills	5	15
SSU	BA	Faculty of Education Sciences BA of Inclusive Education	2019 - 2020 academic year	Education policy	Open Badges	8	15
SSU	Special 60-credit program	Faculty of Education Sciences Teacher preparation Educational program, 1 year	2019 - 2020 academic year	Teaching methods of History II	Open Badges	7	8
SSU	BA	Faculty of Natural Sciences and Mathematics BA of Mathematics	2019 - 2020 academic year	Office Programs	Open Badges	7	11
SSU	BA/MA 300 ECTS	Faculty of Education Sciences Teacher	2019 - 2020	Child Physiology	Open Badges	7	25

		preparation of primary level general education integrated Bachelor- Master's educational program	academic year				
SSU	BA	Faculty of Education Sciences BA of Teacher Education (Primary Level)	2019 - 2020 academic year	Literacy and Reading Strategies	Critical Friend	7	28
SSU	Special 60-credit program	Faculty of Education Sciences (Teacher preparation Educational program, 1 year)	2019 - 2020 academic year	Teaching methods of Russian Language	Critical Friend	10	2
SSU	BA/MA 300 ECTS	Faculty of Education Sciences (Teacher preparation of primary level general education integrated Bachelor-Master's educational program)	2019 - 2020 academic year	Field English	Critical Friend	7	14
SSU	BA	Faculty of Education Sciences BA of Teacher Education (Primary Level)	2019 - 2020 academic year	Effective teaching strategies	Critical Friend	7	20
SSU	BA	Faculty of Education Sciences BA of Teacher Education (Primary Level)	2019 - 2020 academic year	Legal Acts of Education - Children's Rights in Education	Reflective Diary	7	10
SSU	Special 60-credit program	Faculty of Education Sciences (Teacher preparation Educational program, 1 year)	2019 - 2020 academic year	Teaching methods of English Language II	Peer Assessments	7	17
SSU	MA	Faculty of Business and Social Sciences MA of International Relation	2019 - 2020 academic year	Modern problems of national security	Peer Assessments	7	3
SSU	BA	Faculty of Education Sciences BA of Inclusive Education	2019 - 2020 academic year	Education Sociology	Soft Skills	7	14
SSU	Phd	Faculty of Humanities Doctoral Program in Historical Sciences	2019 - 2020 academic year	Old historical narrative	Soft Skills	7	9