

# Summarizing PACT project activities: ensure optimal use of results and final remarks during and beyond the life-time of the project

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# Content of Presentation

- I. Introduction: (PACT Project, Participants, Aims and Objectives)
- II. Project proceeding important aspects: ensure optimal use during the project lifetime
- III. Remarks/recommendations – for future “users” and/or effective exploitation after the project **life-time**

# Introduction

## I. PACT Project, Participants

### „Project Actors Capacity Training in Caucasus“

1. David Tvildiani Medical University, Georgia
2. Fachhochschule Burgenland, Austria
3. "die Berater" Unternehmensberatung, Austria
4. Społeczna Akademia Nauk, Poland
5. University College Capital, Denmark
6. European University Continuing Education Network, Belgium
7. Gavar State University, Armenia
8. Yerevan State University, Armenia
9. Baku State University, Azerbaijan
10. University of Georgia, Georgia
11. Ivane Javakhishvili Tbilisi State University, Georgia
12. Khazar University, Azerbaijan
13. Gori State Teaching University, Georgia
14. Ilia State University, Georgia

# Introduction

## I. Aims and Objectives

### The wider objectives of the PACT:

- **Contribute to capacity building in Caucasus universities (AM, AZ, GE) in project development skills**
- **Contribute to development and strengthening of international relations between EU and Caucasus universities**

### The specific objectives of the PACT:

- **Develop a curriculum for a 6-month project development training for young researchers, lectures, international liaison officers and PhD students**
- **Implement a 6-month project development training programme in Caucasus universities for young researchers, lectures, international liaison officers and PhD students**
- **Provide an open-access platform with project development support tools in local languages for Caucasus universities (AZ, HY, ka)**
- **Provide a mentoring system for young researchers, lectures, international liaison officers and PhD students**

# PROJECT PROCEEDING IMPORTANT ASPECTS: ENSURE OPTIMAL USE DURING THE PROJECT LIFETIME

## I. Activities which lead to main outputs (planned-status)

### Planned

- Implementation of the PACT face-to-face trainings with 30-55 members of the target group in 6 face-to-face sessions with participant lists and evaluation methods
- Implementation of the PACT online training with 30-55 members of the target group in 12 online sessions with participants lists, forum posts, participations in polls, and evaluation methods

### Status

Two rounds of training were planned

First round is completed

Second round- first face-to-face training is completed and trainings are in progress

# PROJECT PROCEEDING IMPORTANT ASPECTS: ENSURE OPTIMAL USE DURING THE PROJECT LIFETIME

## I. Activities which lead to main outputs (planned-status)

### Planned

Published handbook with ISBN No., distributed to libraries and networks

### Status

Final English version of the book is ready for printing, it is translated in Armenian and Georgian

# PROJECT PROCEEDING IMPORTANT ASPECTS: ENSURE OPTIMAL USE DURING THE PROJECT LIFETIME

## I. Activities which lead to main outputs (planned-status)

### Planned

Mentoring Experience Report, evaluation of mentoring experience with interviews by evaluator

### Status

Mentor- Mentee groups are created

# PROJECT PROCEEDING IMPORTANT ASPECTS: ENSURE OPTIMAL USE DURING THE PROJECT LIFETIME

## I. Activities which lead to main outputs (planned-status)

### Planned

Online support tools, measurable in availability/access/download rates

### Status

Completed, uploaded at the platform, accessible, video roll shooting is in progress



# PROJECT PROCEEDING IMPORTANT ASPECTS

**Training in Georgia, Armenia and Azerbaijan:**

- (i) Similarities**
- (ii) Differences**
- (iii) General impression and assessment**

# PROJECT PROCEEDING IMPORTANT ASPECTS

## Training in Georgia, Armenia and Azerbaijan:

### (i) Similarities

- **Maximum participation of EU experts in the training process:**
  - at the preparatory stage
  - During the course: it was provided with English slideshow+questions/answers among the experts, trainers and trainees
  - After the trainings
- **The audience had opportunity to “go through” the topics:**
  - Using the examples given by the trainers during their presentations
  - Using the examples of own project ideas in development
  - Using the each other’s project ideas as examples (for example 5 ideas in development process in Azerbaijan)

## PROJECT PROCEEDING IMPORTANT ASPECTS

### (ii) Differences

- In Yerevan and Gavar universities: during the first two days the training contained only presentations by the trainers and on day 3 the trainees had opportunity to fill their LFM's and present them to the public
- IN GEORGIA AND AZERBAIJAN THE PRESENTATION OF IDEAS WAS SUGGESTED ON AN EARLIER STAGE AND THE IDEAS' TRANSFORMATION WAS OBSERVED
- IN AZERBAIJAN THE TRAINERS DID NOT ONLY GIVE THE INFORMATION AND FEEDBACK TO THE TRAINERS BUT WERE ACTUALLY A PART OF THE TRAINEES GROUPS
- ON THE CONTRARY FROM GEORGIA AND ARMENIA, THE AZERBAIJANI SIDE CONSIDERED THE I face-to-face – 2 ONLINE – II face-to-face -2 online TO BE BETTER THAN I FACE-TO-FACE – 4 ONLINE – II FACE-TO-FACE PRINCIPLE, WHICH WAS ALSO EFFECTIVE

## PROJECT PROCEEDING IMPORTANT ASPECTS

### **(iii) General impression and assessment**

**THE GENERAL CONCLUSION IS THAT A GOOD BASE WAS FORMED FOR THE SECOND ROUND OF TRAINING AND THE FUTURE SESSIONS.**

**-THE CURRICULUM DEVELOPED FOR THE TRAININGS IN ARMENIA, AZERBAIJAN AND GEORGIA**

**(i) IS QUITE A SPECIFIC AND RIGID DIRECTIVE FOR THE TRAINING'S PLANNED AIMS AND OBJECTIVES ACHIEVMENT PROCESS, AS STATED IN THE COURSE'S OUTCOMES SECTION**

**(ii) MAXIMALLY FLEXIBLE IN TEACHING FORMAT ADAPTATION, FROM THE POINT OF VIEW OF PRESENTATIONS AND EXAMPLES FOR THE TEACHING, DISTRIBUTION OF TIME FROM GROUP WORK TO INDIVIDUAL WORK, ETC. IT GIVES A MAXIMAL COMFORT TO THE TRAINERS IN PROCESS MANAGEMENT.**

# REMARKS/RECOMMENDATIONS – FOR FUTURE “USERS” AND/OR EFFECTIVE EXPLOITATION AFTER THE LIFE-TIME OF THE PROJECT

## DTMU example

- Inclusion of the course - “Successful Project Development”- in the MD/PhD program needs further defining of:
  - Schedule
  - Learning objectives for each session
  - Teaching/learning format: contact hours, on-line communication, team working, homework, e-learning
  - Learning outcomes
  - Student assessment criteria

# REMARKS/RECOMMENDATIONS – FOR FUTURE “USERS” AND/OR EFFECTIVE EXPLOITATION AFTER THE LIFE-TIME OF THE PROJECT

## Schedule example: First month

Week	Monday	Wednesday	Thursday	Saturday
I wk	2 hr	2 hr	Online Communication via the platform (1/2-1 hr)	2 hr
II wk	2 hr	2 hr	Online Communication via the platform (1/2-1 hr)	2 hr
III wk	2 hr	2 hr	Online Communication via the platform (1/2-1 hr)	2 hr

## REMARKS/RECOMMENDATIONS – FOR FUTURE “USERS” AND/OR EFFECTIVE EXPLOITATION AFTER THE LIFE-TIME OF THE PROJECT

Schedule example: Second month (online meetings)

Week	Hours
I wk	2 hr
II wk	2 hr
III wk	2 hr
IV wk	2 hr

At the end of semester: 18 hr- 1 wk/or 3 wks as in the previous slide

# REMARKS/RECOMMENDATIONS – FOR FUTURE “USERS” AND/OR EFFECTIVE EXPLOITATION AFTER THE LIFE-TIME OF THE PROJECT

**LOB for the entire course (and each session)**

**LO clearly outlined: as knowledge, skills (intellectual skills) and general (team work,...)**



# REMARKS/RECOMMENDATIONS – FOR FUTURE “USERS” AND/OR EFFECTIVE EXPLOITATION AFTER THE LIFE-TIME OF THE PROJECT

## Assessment Methods:

### Formative Assessment

Preparation for Sessions  
Contribution to Sessions  
Attitude to peers and Trainers

(by Relevant Criteria for Grading)

### Summative Assessment with cases/project

### Assessment of General Competences by Relevant Criteria

# REMARKS/RECOMMENDATIONS – FOR FUTURE “USERS” AND/OR EFFECTIVE EXPLOITATION AFTER THE LIFE-TIME OF THE PROJECT

## Course Application:

I. Developmental Project Writing

II. Research Project Writing

- PhD, Residents - Mandatory (I) ; Elective (II)
- MD students - Mandatory (II) ; Elective (I)

# Take Home Message

„Amazing Audience with Great Ideas“

Our students and researchers care about:

- Persons with disability
- Ecology
- Small population groups in the country and provide additional resources for their education and integration in the society

# Take Home Message

„Amazing Audience with Great Ideas“

Our students and researchers care about:

- e-learning implementation
- Strengthening foreign language education in Schools
- Development of Academic writing course
- Promotion of home country through new tourism offers
- .....“Lack of independent thinking in young generation”

**Thank you for your attention!**



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