

UNIVERSITY DIPLOMA IN TRAINING OF TRAINERS

Main Languages of Instruction:

French ✓ English ✓ Arabic ✓

Campus Where the Program Is Offered: CSH

OBJECTIVES

Upon completion of this program, participants will have developed advanced competencies in training design, instructional facilitation, and adult learning support. They will be able to analyze training needs, design competency-based professional development programs, facilitate interactive learning experiences, and implement assessment strategies that promote meaningful learning and the transfer of knowledge and skills to professional practice. Participants will develop a trainer's professional stance grounded in reflective practice, innovation, collaboration, and change facilitation, enabling them to support the professional growth of individuals and teams. They will also be able to integrate contemporary pedagogical approaches, digital technologies, and artificial intelligence tools to design engaging, inclusive, and evidence-based learning experiences in a spirit of excellence, lifelong learning, and humanistic values.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

- Implement innovative teaching, training, and instructional support practices.
- Critically and ethically analyze professional practices through reflective and collaborative approaches.
- Integrate emerging digital technologies and artificial intelligence critically, strategically, and ethically into the design, delivery, and continuous improvement of education and training programs.

ADMISSION REQUIREMENTS

University degree (BA or BS) in a discipline taught in schools.

PROGRAM REQUIREMENTS

25 credits: Required Courses (20 credits), Institution's elective courses (5 credits)

Required Courses (20 credits)

Team Management and Relational Dynamics (4 Cr.). Humanistic Approaches and Educational Support (4 Cr.). Digital Technology and Artificial Intelligence in Education (4 Cr.). Professional Development and Learning Communities (4 Cr.). 21st Century Essential Skills (4 Cr.).

Institution's Elective Courses (5 credits), to be chosen from the list below:

Interdisciplinarity and Innovation in the Digital Age (4 Cr.). Integrative Project (1 Cr.). Needs Analysis and Educational Regulation (2 Cr.). Trends and Issues in Education (2 Cr.). Seminar of Professional Development in Education (4 Cr.). Differentiated Pedagogy and Inclusive Approaches (4 Cr.). Pedagogical Alignment and Inter/Transdisciplinary Approaches (4 Cr.). Assessment and Regulation of Learning in the Age of AI (4 Cr.).

COURSE DESCRIPTION

Required Courses

070GTDRM2	Team Management and Relational Dynamics	4 Cr.
This course examines the principles, tools, and practices of team management in educational and training contexts, with a particular focus on relational dynamics that influence collaboration, communication, and collective performance. It aims to develop an understanding of the human, organizational, and psychosocial factors that shape teamwork within educational institutions. The course addresses key concepts such as leadership, team cohesion, motivation, conflict management, and collective decision-making. Attention is given to professional interactions, communication styles, and the conditions that foster a climate of trust and sustainable cooperation. Through case studies, simulations, and analyses of professional situations, students will develop coordination, team facilitation, and interpersonal management skills in complex educational environments.		
070NIAEM1	Digital Technology and Artificial Intelligence in Education	4 Cr.
Artificial intelligence is revolutionizing the use of digital tools in the classroom and more broadly, across educational systems. It offers considerable potential for advancing education. This course aims to train students in the use of educational technologies, particularly those based on artificial intelligence, their application and integration into teaching and learning sequences and their future potential.		
070PHEEM1	Humanistic Approaches and Educational Support	4 Cr.
This course explores the theoretical and practical foundations of a humanistic posture in education, centered on the recognition of the dignity, uniqueness, and potential of each learner. It is grounded in an educational perspective that values listening, empathy, caring rigor, and the educational relationship as essential drivers of the learner's overall development. The course examines pedagogical approaches inspired by humanistic and socio-constructivist theories, as well as their contribution to supporting learners in their cognitive, emotional, and social development. It also highlights the importance of the educational relationship, the creation of a climate of trust, and the promotion of learner autonomy. Through case studies, practice analysis, and simulated educational situations, students will be encouraged to develop a reflective and ethical professional posture that fosters inclusive and personalized educational support.		
070SMAPM2	Professional Development and Learning Communities	4 Cr.
This course equips participants to describe the principles and components of a Professional Learning Community (PLC) and to identify its benefits for teachers, students, and the school, with the aim of establishing a PLC within an educational work environment.		
070CMPSM2	21st Century Essential Skills	4 Cr.
This course aims to raise students' awareness of the necessity to integrate 21st century skills into their teaching. It encourages them to develop teaching strategies to promote creativity, critical thinking, cooperation, and communication among learners. At the end of this course, students will be equipped with new professional practices allowing their learners to thrive in the 21st-century world.		

Institution's Elective Courses

070INUMF1	Interdisciplinarity and Innovation in the Digital Age	4 Cr.
This course aims to develop the competencies required to design, implement, and evaluate interdisciplinary educational projects that meaningfully and innovatively integrate digital technologies. It explores the foundations of interdisciplinarity, collaborative approaches, project design, and the contributions of digital technologies, artificial intelligence, and emerging tools to the transformation of teaching and learning practices. Students learn to mobilize knowledge from multiple disciplines to address complex educational challenges, design learning experiences that foster creativity, critical thinking, collaboration, and problem-solving, and develop an innovative professional mindset grounded in the ethical, responsible, and purposeful use of digital technologies in educational settings.		
070SDPEM3	Seminar of Professional Development in Education	4 Cr.
This seminar aims to support students in the progressive development of their professional identity and competencies in the field of education. It is grounded in a reflective and experiential approach, focusing on the analysis of practice, continuous competency development, and the integration of theory and field experience. The seminar encourages students to critically examine their professional stances, analyze their internship or educational intervention experiences, and identify areas for further development. Emphasis is placed on reflexivity, professional ethics, and adaptability in diverse and evolving educational contexts. Through collaborative workshops, reflective journals, presentations, and practice-sharing activities, students will be guided to build a professional development portfolio and to design a coherent progression plan aligned with their academic and professional trajectories.		
070DEEEM1	Trends and Issues in Education	2 Cr.
By the end of this course, learners should be able to design and implement measures to address the challenges and issues facing the educational world, particularly the education profession in Lebanon, in terms of teaching practices, educational institution governance, and educational system management.		
070AIPDM2	Differentiated Pedagogy and Inclusive Approaches	4 Cr.
This course allows students to create an inclusive, respectful, and caring learning environment where every student can realize their full potential regardless of their differences. It enables students to analyze the challenges of school inclusion based on the specific needs of learners, and to develop interdisciplinary educational situations to promote a comprehensive and inclusive approach to learning.		
070AITPM1	Pedagogical Alignment and Inter/Transdisciplinary Approaches	4 Cr.
This course examines the theoretical foundations and practical applications of instructional alignment in the design of educational programs in the field of educational sciences. It highlights the importance of coherence between learning outcomes, teaching and learning activities, and assessment methods, with the aim of enhancing the quality of learning. The course also explores inter- and transdisciplinary approaches as drivers of pedagogical innovation and as responses to contemporary complex issues. It focuses on how knowledge from different disciplines can be integrated to foster a comprehensive understanding of educational and societal challenges. Through case studies, curriculum analyses, and instructional design activities, students will be encouraged to develop coherent educational programs that integrate collaborative, interdisciplinary, and transdisciplinary approaches.		
070AIEVM2	Assessment and Regulation of Learning in the Age of AI	4 Cr.
This course explores the contemporary transformations of assessment and learning regulation practices in a context shaped by the rise of artificial intelligence and digital learning environments. It examines evolving conceptions of assessment, particularly the shift from a summative, certification-oriented logic toward a more formative, continuous approach that is integrated into the learning process. The course analyzes the contributions of AI to assessment systems, including automated analysis of learner outputs, adaptive feedback, and learning analytics, while critically questioning their ethical, pedagogical, and methodological limitations. Attention is given to issues of validity, equity, transparency, and accountability in the use of algorithmic tools. Through case studies,		



analysis of assessment systems, and design-based activities, students will be encouraged to develop innovative, critical, and competency-centered approaches to assessment and learning regulation.

070ABRGF1	Needs Analysis and Educational Regulation	2 Cr.
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This course aims to develop the competencies required to identify, analyze, and interpret the needs of various educational stakeholders and contexts to inform decision-making and guide improvement initiatives. It examines needs assessment processes, data collection and analysis methods, needs assessment tools, and mechanisms for the regulation and continuous improvement of educational programs and practices. Students will learn to apply both quantitative and qualitative approaches to conduct evidence-based needs assessments, design action plans tailored to identified priorities, and implement monitoring and regulatory processes that support the continuous enhancement of educational practices, programs, and organizations through participatory, reflective, and quality-oriented approaches.

070PRJDF1	Integrative Project	1 Cr.
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This course enables students to mobilize and integrate the knowledge, competencies, and resources acquired throughout their program of study by developing a project that addresses an authentic educational issue. It promotes the integration of theoretical knowledge, research findings, and field-based practice through a collaborative and reflective approach. Students design, implement, present, and evaluate an innovative project by drawing on interdisciplinary approaches, digital technologies, and evidence-based practices. The course also develops competencies in project management, communication, teamwork, problem-solving, and impact evaluation, fostering professional growth and the continuous improvement of educational practices.

