



**ACCESSIBILITY AND HARMONIZATION OF HIGHER EDUCATION  
IN CENTRAL ASIA THROUGH CURRICULUM MODERNIZATION  
AND DEVELOPMENT**

**Project № 561553-EPP-1-2015-1-BG-EPPKA2-CBHE-JP**

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**Coordinated by Burgas Free University**

**DEV. 2.4.1 - ACADEMICA training path Institutional  
Experimentation Report**

**Institution: Tashkent University of information technologies**

**Country: Uzbekistan**



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<b>Dissemination Level Deliverable target Group</b>	International  HE Institutions in EU and Kazakhstan, Uzbekistan and Turkmenistan, educational authorities on all levels, University and professional networks, EACEA and commission services and project reviewers, and any other actors of the educational sector as well as all interested parties.
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## **1. Participant's Profile**

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Number Male: 9

Number female: 1

Science domain: \_\_\_\_\_ Information-communication technologies, ICT \_\_\_\_\_

Age: 20-30 2 30-40 4 40-50 2 over 50 2

Teaching experience: less 5 years 2 5-10 years 3 more than 10 years 5

## **2. ACADEMICA training promotion and selection process**

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How do you have promoted the ACADEMICA training path?

Internet strategy:

The ACADEMICA project site is linked to the university web site, so interested people may refer to the project details. \_\_\_\_\_

Event strategy:

Special session of Internal Monitoring Department of TUIT is devoted to discuss the current project activity throughout the project implementation stages. Special workshops supported and conducted with collaboration of Teaching – methodical department of TUIT are arranged for project participants on project current and planned actions. \_\_\_\_\_

Paper strategy:

Paper strategy is mainly related with project newsletters, distributed periodically among TUIT faculty. \_\_\_\_\_

Number of received applications: 23 \_\_\_\_\_

Number of selected applications: 10 \_\_\_\_\_

Selection criteria:

ICT competency, English language competency \_\_\_\_\_



### ***3. Management of the National classes***

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Number of lectures who have chosen an individual/autonomous study method 9

Number of lectures who have chosen a group study method \_\_\_\_\_

Number of didactic tutors available during the training 2

Number of technical tutor available during the training 1

How do you have managed the virtual classes?

Information was mainly provided and distributed via e-mail exchange. \_\_\_\_\_

Do you have had technical problems during the virtual classes? Yes  No

If yes, please, describe them by explaining also how you solved them:

For some of participating teachers the availability of ACADEMICA platform was limited due to bandwidth issues at local connection level. This problem was resolved due time. \_\_\_\_\_

### ***4. ACADEMICA Training Path Results***

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#### ***4.1 English course***

Number of lecturers who have successfully completed the course: 7

Number of lecturers who don't have completed the course: 2

Number of lecturers who have achieved the highest score: 5

Number of lecturers who have achieved the lowest score: 4

#### ***4.2 Module 1***

Number of lecturers who have successfully completed the module: 9

Number of lecturers who don't have completed the module:    - \_\_\_\_\_

Number of lecturers who have achieved the highest score: 6

Number of lecturers who have achieved the lowest score: 3

Number of lecturers who have completed the assessment: 5

Number of lecturers who have attended the 1<sup>st</sup> virtual class: 3





Number of lecturers who have achieved the lowest score: \_\_1\_\_\_\_\_

Number of lecturers who have completed the assessment: \_\_\_\_\_

Number of lecturers who have attended the 5<sup>th</sup> virtual class: \_3\_\_\_\_\_

#### **4.7 Module 6**

Number of lecturers who have successfully completed the module: \_\_7\_\_\_\_\_

Number of lecturers who don't have completed the module: \_\_2\_\_\_\_\_

Number of lecturers who have achieved the highest score: \_\_6\_\_\_\_\_

Number of lecturers who have achieved the lowest score: \_\_1\_\_\_\_\_

Number of lecturers who have completed the assessment: \_\_\_\_\_

Number of lecturers who have attended the 6<sup>th</sup> virtual class: \_\_3\_\_\_\_\_

Number of lecturers who have attended the final virtual class: \_\_5\_\_\_\_\_

#### **4.8 Final results**

Number of initial participants: \_\_9\_\_\_\_\_

Number of dropouts: \_\_2\_\_\_\_\_

Please, explain the reasons:

Javlon Abdujalilov is currently at the position of Head of International relations department of TUIT and due to big load of guests and department activities, including urgent and planned business trips, he could not succeed with e-learning course.

Maqsud Saidaxmedov is a young assistant lecturer at Telecommunication technologies department, with many additional duties out of his professional activity. This was the main reason of his unavailability to get through the courseware. Another reason, as he explained personally, was the technical problem with Internet connections at his apartment where he tried to proceed with materials. \_\_\_\_\_

What are the strengths of the course?  
\_\_\_\_\_



- Structured design and logical correlation between modules and topics within each module.
- Excellent didactic for course layout and material provisioning.
- Up-to-date sources, wherein current trends of related topics are covered in comprehensive way.
- Lecture notes and presentations serve as very useful set for learner.
- Methodology coverage is attractive and appropriate.
- Virtual Learning Environment is self-sufficient tool, with user-friendly interface and flexible access and navigation possibilities.

What are the weaknesses of the course?

- According to discussions with participants afterwards, the quality of recording for some files with audio support was not satisfactory.
- It is recommended to have additional tools for ‘practices’ of methods and approaches described/mentioned within courseware (e.g. use-cases, scenarios). This will give opportunity for participant to master the skills and competences of using those methods, ways, etc. \_\_\_\_\_

What are the lecturers’ suggestions to improve it?

More experience is required for better grasping the methodology of e-learning course. Time-consuming, but interesting and challenging tasks, which would bring better understanding the overall idea of e-learning and its implementation for real situations and on-site cases. \_\_\_\_\_

***5. Curricula to be modernised***

Number of selected curricula to be modernized:   6  

Science domain/s:   Information-communication technologies  

Number of new syllabus to be tested:   3  

Please fill in the table below following the example provided.





№	Full name of Lecturer	Educational degree (BA or MA)	Name of discipline	Number of credits /or hours	Specialty	Semester (S or W)
1.	Sabirjan Yusupov	MA	Digital Forensics	68 hours	Computer Engineering	S
2.	Abdukhalil Ganiyev	BA	Information Security	132	Computer Engineering	W
3.	Khusnutdin Samarov	BA	Information Security	132	Computer Engineering	W
4.	Baxodir Yusupov	BA	Information Security	132	Computer Engineering	W
5.	Sherzod Gulomov	BA	Intrusion Incident and Response	108	Computer Engineering	S
6.	Oybek Djuraev	BA	Network Programming	154	Telecommunication technologies	W+S
7.	Alisher Abdullaev	BA	Network Programming	154	Telecommunication technologies	W+S
8.	Nargiza Usmanova	BA	Software Defined Networks	132	Telecommunication technologies	W
9.	Magsud Saidaxmedov	BA	Software Defined Networks	132	Telecommunication technologies	W
10.	Javlon Abdujalilov	BA	Broadband Network	80	Telecommunication technologies	W