ACCESSIBILITY AND HARMONIZATION OF HIGHER EDUCATION IN CENTRAL ASIA THROUGH CURRICULUM MODERNIZATION AND DEVELOPMENT
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DEV 2.6 ACADEMICA Modernised Curricula Piloting Report – Part I (Winter Semester) ANNEX 1 National Report for Republic Kazakhstan

Period (semester/academic year): *Winter semester| 2017-2018*

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Dissemination Level Deliverable target Group	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.
Language	EN, RU

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ACADEMICA

1. General Information on National activity

	KokSU	IITU	KSPI	KUAM	Total:
Number of modernized courses	10	10	1	11	32
Total number of students involved in these courses	99	148	64	150	461

Are the courses modernized in the framework of ACADEMICA approved as integral part of the university curricula?   YES ■   NO ☐

If YES, please specify which courses in which specialty curricula are included:

KokSU: Computer Graphics, Information security and protection of corporate information systems and networks, The theory of electrical circuits, Processes of open cost mining 1, The theory of complex systems, Professionally-oriented foreign language, Organization of Computing Systems and Networks, Programming Technology, VisualC++ programming, Delphi programming.

IITU: Object-oriented programming, Information system.

KSPI: The course on "ICT" (Information and Comminication Technologies) was chosen to be modernised in the specialties of KSPI - Biology, Chemistry, Informatics, Arts, Music, History, Mathematics, Phisics.

KUAM: Information Systems disciplines: Programming technology, Architecture of information systems, Physics, Management in IT; Life Safety and Environment Protection disciplines: Metrology, standardization, certification, Production sanitary, Chemistry, Emergency rescue, Principles and types of monitoring, Protection in emergency situations, Protection of the air basin from pollution.

Please, describe here what are the national indications for the approval of a course and what can be considered as institutional steps:
The steps for institutional approval of the course included:
1. The council of the department on Informatics and Computer sciences (the discussion and referencing of the modernised course);
2. Presenting the reference letters by the scientists outside (stakeholders) and inside the university;
3. Approving the course by the faculty;
4. Approving the course by the Scientific Council.

In your country, there are courses not yet approved?   YES ☐   NO ■

Are there specific comments on the approval procedures or specific cases to be underlined?

2. Teaching method used in the selected courses

Please describe what are the most used teaching approaches in your Country and if there are specific motivations on that:

Professional and subject-oriented, synergetic, personal-developing approaches to teaching- traditional face-to-face classes, technology enhanced classes in computer laboratories, through e-learning platform in form of blended learning sessions, pure distance classes delivered through e-learning platform.
Thus, Kazakhstan universities use a wide range of traditional and innovative methods in their educational activities.

Please comment about the use of distance learning in your country:

Distance learning at the university is an innovative-oriented model of learning. Strengthening the role of distance technology in higher education is seen as one of the main trends in the development of the world educational system. Elements of distance learning are widely used in universities, the technological component of which is to plan the educational process, to study the teaching materials independently, and to use ICT approaches in conducting classes.

3. Modernization of courses

Indicate in this section the number of courses adopted each specific solution to modernize material (obviously, a course can use more than one).

	KokSU	IITU	KSPI	KUAM	Total:
Lecture notes	10	10	15	11	46
Multimedia Lessons	2	10	15	11	38
Presentations	9	10	15	11	45
Video Lectures	5	8	2	10	25
Case Studies	1	10	1	1	13

Please comment on this last result evidencing specific trends and/or indication coming from institutions:

Along with innovative methods of teaching, traditional forms of teaching are widely used, as lectures are conducted as "conversation", "lecture together", interactive methods are used. The video lecture is delivered directly from the Internet resources; the block-modular approach in teaching allows systematizing and integrating the received theoretical material into laboratory-practical studies.

Please comment on the range of modernization of the selected courses (did you notice big differences between institutions? why? did you notice any particular correlation on range of modernization versus type of courses?):

The volume of modernization of selected courses ranges from 30-60%, so KokSU - from 30 to 50%, IITU over 60%, KSPI from 30 to 60% and KUAM up to 30%. Thus, the volume of modernization of training courses has an average degree, which indicates a positive dynamics of the results of work within the project.

Indicate the number of courses using the following electronic resources:

	KokSU	IITU	KSPI	KUAM	Total:
Discussion	10	10	1	11	32
Assignments	6	10	1	11	28
Collaborative Space	9	6	1	7	23

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Wikis	3			10	13
Quizzes	10	10	1	11	32

Concerning last result, did you notice any particular correlation on the type of resources and institution or on the type of resources and courses? Please comment on that:

There are differences in the educational motivation of students from the experimental group, so on the control group, these students showed higher results than students who did not participate in the experiment.

4. Delivery and updating of the modernized courses

Please give a general comment on the use of VLE in your country and if there specific evidences to be discussed on the delivery methods of the courses:

Each university uses its VLE. In particular, KokSU and KSPI, being state universities, use virtual learning environments based on AIS Platonus, IITU - Moodle, KUAM - TAMOS.

Please comment on the different delivery solutions used in your country and if there are specific indications from national regulation:

We consider it is necessary to create a unified approach to the use of VLE in all partners of the ACADEMIC project.

Please comment on the establishment of the ACADEMICA laboratory in the institutions of your country:

Private universities MUIT and KUAM were the first of the partner universities that opened ACADEMICA laboratory. Unlike private higher education institutions, the state organization of higher education when purchasing equipment undergoes a state procurement procedure or a price proposal (3 offers from different organizations), which led to a significant delay in the opening of the ACADEMICA laboratory at KSPI (September 2017) and KokSU (November 2017).

Please comment on the use of assessments in the institutions of your country (are they mandatory? are there specific correlations with course type or institution considered?):

According to the requirements of credit technology, the student passes two control works and directly exam (final control). Between the control works, the student performs various tasks that are assessed by the teacher. Thus, for a semester, the learner gains the appropriate number of points that affect the final grade.