



**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 II (Summer Semester)
ANNEX 1 National Report for Republic Kazakhstan**

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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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1. General Information on National activity

Number of modernized courses: 44

Total number of students involved in these courses: 529

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:
Write here

KokSU	Computer networks (BA), Information Theory (BA) , System programming (BA), Electrical and electricity of mining companies (in Kazakh) (BA), Electrical and electricity of mining companies (in Russian) (BA), Fundamental of computer simulation (BA), Physics of rocks (BA), Architecture and organization of computer systems (BA), Fundamentals of Information Systems (BA).
IITU	Prediction and Decision Making Theory (BA), Analytical Data Analysis (BA), Fundamentals of Information Systems (BA), Application Development (BA), Electronics (BA), Electronics and Circuitry of Analog Devices (BA), Professional English 2, Low-Pre-Intermediate, STEM (BA), Professional English 2, Intermediate, STEM (BA), Fundamentals of Radio Circuits and Signals (BA), Human - Computer Interaction (BA), Introduction into IELTS, Intermediate (BA), Theory and Technique of Scientific Experiment (MA), Project Management (BA), Quantitative Methods for Management (MA), Economic Theory (BA), Management of Change (BA), Professional English 2, Intermediate, Finance (BA), Professional English 2, Intermediate, Management (BA), Professional English 2, Pre-Intermediate, Management (BA), General English - Introduction to IELTS, Intermediate, IT Finance (BA), General English - Introduction to IELTS, Upper-Intermediate, IS (BA), General English - Introduction to IELTS, Upper-Intermediate, CSSE (BA), TV and Radio Journalism (BA).
KSPI	The course on "ICT" (Information and Communication Technologies) was chosen to be modernised in the specialties of KSPI - biology, chemistry, informatics, arts, music, history, mathematics, physics.
KUAM	Information and Communication Technologies (BA), Database in information systems (BA), Theory of electrical chains (BA), Architecture of information systems (BA), Web programming (BA), Rescue work (BA), Protection in emergency situations (BA), Fire safety (BA), Chemical analysis (BA), Basis of Radiation Safety (BA).

Please, describe here what are the national indications for the approval of a course and what can be considered as institutional steps:
Write here

KokSU	1) courses are reviewed and approved at the meeting of the issuing department; 2) approved by the teaching and methodical commission of the Faculty of "Technique and Technology"; 3) approved by the Decision of the Faculty Council
IITU	1) courses are reviewed and approved at the meeting of the issuing department; 2) courses are reviewed and approved at the meeting of the Scientific and Methodical Council of IITU.
KSPI	The steps for institutional approval of the course included: 1) The council of the department on Informatics and Computer sciences (th

	discussion and referencing of the modernised course); 2) Presenting the reference letters by the scientists outside and inside the institute; 3) Approving the course by the Science and Mathematical faculty; 4) Approving the course by the Scientific Council of KSPI.
KUAM	1) courses are reviewed and approved at the meeting of the issuing department; 2) approved by the teaching and methodical commission of the Faculty; 3) approved by the Decision of the Faculty 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:

Write here ...

Teaching approaches	KokSU	IITU	KSPI	KUAM
Traditional face-to-face classes	9	24	1	10
Technology enhanced classes in computer laboratory	8	15	1	10
Through e-learning platform in form of blended learning sessions	4	15	1	6
Pure distance classes delivered through e-learning platform	2	3	1	4

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

Write here

Rapid development of ICT, in particular, multimedia and Internet technologies, allowed supporting the implementation of new educational approaches. E-learning is a product of the synthesis of educational change and modern ICT, and means in the broadest sense, the process of learning with the use of electronic tools for the implementation of various pedagogical tasks. E-learning can be implemented both within the framework of a class-based model for enriching lecture classes, and remotely, outside the university, and also by combining two models (mixed instruction). Modern ICT can support a wide range of educational tasks: providing communication and social interaction (in synchronous and asynchronous mode) at a distance, individual approach and cognitive features of the student, virtual mobility, etc.

The choice of this or that technology depends on the objectives of the training, the pedagogical context, the characteristics of the student audience.

The instructors of the modernized courses mostly used traditional methods of teaching on everyday basis. But few of the classes were held without the use of ICT-oriented methods which were used before the introduction of the ACADEMICA project, but after learning the project materials, they became more interesting to students due to the use of new approaches.

Most of instructors actively use DL for delivering lecture and other materials to their students, but the three of them declare having pure distant classes delivered through e-learning platform.

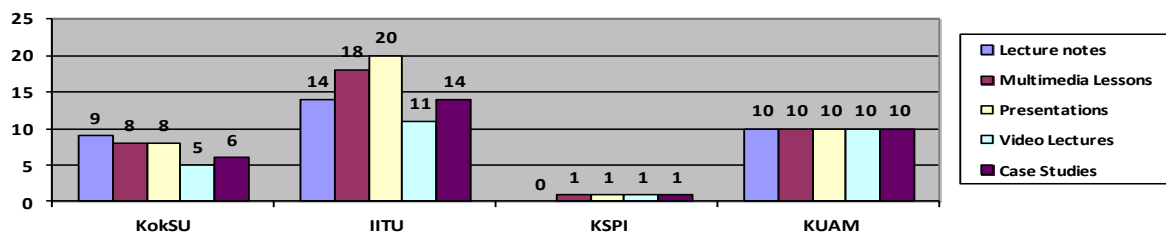
It is worth mentioning that most of classes have a form of blended learning sessions with appropriate use of E-learning experience and skills. This makes different types of instructing,

lectures, practical and laboratory classes, easier for understanding and better for acquiring new material.

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).

Lecture notes: 33
 Multimedia Lessons: 37
 Presentations: 39
 Video Lectures: 27
 Case Studies: 31



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

Write here

Criteria on modernizing each course, chosen by instructors, depend on the type of the lesson, material as well as specifics and content of the discipline.

Multimedia presentations have been modernised so that they contain the information on new topics - social networking, types of learning as well as updated methods - cases online, prezi-presentations, mediated and tandem learning.

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?):

	KoksU	IITU	KSPI	KUAM
Up to 30 %	5	9		10
Between 30 and 60 %	2	13		
Over 60 %	2	2	1	

The range of modifications of selected courses will be increased, which will become the basis for professional training of future specialists and will be reflected in the educational

trajectories of the specialty in accordance with the requirements of world standards and the "labor market". The current result demonstrate the stable improvement of the motivation of students into using new technologies in their disciplines connected with their specialties.

Indicate the number of courses using the following electronic resources:

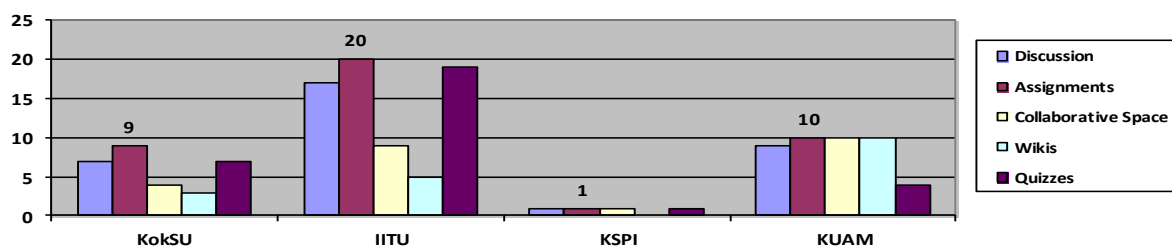
Discussion: 34

Assignments: 40

Collaborative Space: 24

Wikis: 18

Quizzes: 31



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:

Write here

Rapid updating and development of ICT creates the problem for teachers choosing adequate tools for optimizing the teaching of specific disciplines. One of the selection criteria is based on the analysis of the didactic properties of ICTs and the deduction of corresponding didactic functions from them. As an example, here are some of the properties of the wiki technology: Technological property (Multimedia material) - Didactic property (Optimization of learning through the use of sight and hearing) - Didactic functions (Introduces diversity in the teaching work, activates and preserves involuntary attention, helps develop all kinds of speech activities);

Technological property (Collective access to material) - Didactic property (Possibility of individual and group work on teaching material) - Didactic functions (Allows to conduct educational *projects, develops social*, information and language competencie.

Discussions are used on the vk space during performance of self work of students.

Assignments are reflected in the syllabus and used for developing creative thinking and alternative decisions taken based on cases.

Collaborative space as Edmodo has been used as a platform for sharing ideas and submitting tasks (quizzes and iSpring mode tasks) online having a stimulating deadline.



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:

KokSU	Platonus
IITU	DL (MOODLE)
KSPI	Platonus system http://acse.kspi.kz/index .
KUAM	AIS "Tamos"

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

	KokSU	IITU	KSPI	KUAM
Delivery through public webpage of the courses	9	24	1	10
Delivery through personal students VLE page	9	4	1	10

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

KokSU	Training sessions: lectures, laboratory works, practical classes, seminars; the work of teachers on educational and methodological complexes of disciplines, master classes, scientific and practical conferences, consultations and examinations, etc.
IITU	The ACADEMICA laboratory is actively used by instructors of different department for lecturing, having practical classes, laboratory works, seminars. Scientific conferences and seminars held there aim at not only sharing knowledge and skills gained through the project with colleagues but distributing information about the ACADEMICA project among other universities of Almaty. The laboratory is seldom not used as the instructors like having additional consultations and exams there.
KSPI	A laboratory on "ICT" ACADEMICA was opened on the 29 th of September, 2017. It has been used as a laboratory for conducting face-to-face lessons, webinars and meetings on the project (The second national event, Section on the International conference).
KUAM	The laboratory, opened within the framework of the Academician's project, greatly helped in the implementation of modernized courses. On the basis of the laboratory there were training sessions on modernized disciplines, there was a problem-free admission to the Academic platform and other Internet resources.

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?):



The methodology for assessing the learning outcomes is aligned with the European assessment requirements and taking into account ECTS:

The alphabetic score and its digital equivalent in points are determined by the percentage of the correct answers, respectively, below the table.

Evaluation by letter system	Digital equivalent (points)	%	Evaluation according to the traditional system
A	4,0	95-100	excellent
A -	3,67	90-94	excellent
B+	3,33	85-89	good
B	3,0	80-84	good
B-	2,67	75-79	good
C+	2,33	70-74	satisfactory
C	2,0	65-69	satisfactory
C-	1,67	60-64	satisfactory
D+	1,33	55-59	satisfactory
D	1,0	50-54	satisfactory
F	0	0-49	unsatisfactory