Kazakh Universities to foster quality assurance processes
in Technology Enhanced Learning

Deliverable 2.3 KUTEL e-course „Quality Assurance of Technology-Enhanced Learning" - CURRICULUM

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Disclaimer

Introduction

The document has been developed taking into consideration the conclusions and recommendations provided in the KUTEL project deliverables Deliverable 1.1 State of the art of HE for TEL Quality Assurance Framework, Deliverable 1.3 Baseline Kazakhstan TEL Quality Assurance Framework, Deliverable 1.4 Recommendations KUTEL Quality Assurance Framework, and Deliverable 2.1 Training Concept which are revised and unanimously accepted by the whole partnership.

This document presents a detailed plan for instruction and sequence of educational activities and incorporates a scheduled interaction of the targeted audiences with instructional content, materials, resources, and processes for evaluating the educational objectives' attainment.

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COURSE DESCRIPTION

The aim of the course "Quality Assurance of Technology Enhanced Learning" is to improve the capacity of the practitioners, involved at all levels of the Higher Education (HE) Quality Assurance (QA) processes in Kazakhstan, in developing strong systems of QA, in monitoring the systems and in performing control activities. This development is based on the principles of the quality movement through mainstreaming of the quality standards, principles, concepts, and best EU practices related to Technology Enhanced Learning (TEL) as a key strategy for the modernization and assurance of a credible and effective HE system in the country.

This training course is addressed to the following target audiences:

- Representatives of the authorities responsible for the accreditation and evaluation in educational field in Kazakhstan (10 participants per each organization):

    o Representatives of Ministry of education and science of the Republic of Kazakhstan;

    o Representatives of the Independent Agency for Accreditation and Rating.

- From the partner Kazakh Universities - human resources who are directly involved in the QA processes of the institution (15 per each University) and are part of the following sub-classes:

    o Academic personnel (tutors, researchers);

    o Administrative and technical personnel;

    o Managers (at all institutional levels).

The following activities for representatives of the authorities responsible for the accreditation and evaluation in educational field in Kazakhstan and for faculty members from partner universities will be organised:

- Pre-class activities: Kick-off Workshop, Pre-class online facilitated activity, Webinar;

- Tutor facilitated learning: Post-class activity - workshop, overview, reflection, discussion, support and help, feedback, closure webinar;

- Self-directed learning: Learners construct their own flexible learning path passing the modules of the developed e-course.

They will have the opportunity to learn about EU standards, approaches and models related to TEL QA, share experiences and exchange and update information, disseminate good practices.

The participants in the training will be able to facilitate continuous improvement and innovation of HE in Kazakhstan fostering quality assurance processes in TEL in the context of their activities.

Actually, the learners involved in the training will be equipped with transversal and key competences and skills necessary for their active participation in the process of the development of a global digital HE space.

To achieve these aims, the KUTEL training course will comprise an introductory and 5 compulsory modules that will be implemented based on the country-specific needs identified during the Research stage of the KUTEL Project.

LEARNING OBJECTIVES

- To equip learners with specialized and theoretical knowledge within the field of Higher Education quality assurance with a special focus on TEL.

- To enhance the awareness of the trainees about the HE QA standards, frameworks, principles, processes as well as the best European practices.

- To improve the skills of the trainees to design quality management processes at their levels and in their scope of action mainstreaming TEL quality assurance principles, concepts and models according to the nationally determined activity areas considering the best EU practices and HE quality standards.

- To Improve the learners' competences regarding the efficient implementation of the modern quality management system, monitoring and evaluation of the TEL QA processes as well as the continuous improvement of the QA systems and processes considering the quality movement principle.

PRE-REQUISITES

- The e-course will be in English. For this reason, the pre-requisite for the participation is the knowledge level of English acceptable to benefit with the e-course at least at B level. In case that in the selected group of trainers in a given KZ organization there are people without English proficiency at the required level, then the corresponding partner organization must assure a facilitator (additional person with required English language competences) who will be able to provide constant help and support to the trainees from the local working group.

- Other pre-requisites are digital competences for information resources development, online collaboration and knowledge sharing via functions and tools integrated into virtual learning environment based on the open source platform Moodle.

COURSE STRUCTURE

The course has a modular structure. Each of its modules is with fixed start and end dates. The modules-related final tests and associated with them institutional workshops are will be with fixed timeframes and will be inaccessible after the timeframe's expiring. The learning materials of a given module will be available to learners during the whole course timeframe. The trainees will be able to review the topics of a given module following their pre-defined order. It is also possible the topics of any module to be reviewed in an order preferred by the concrete learner based on his/her educational background, professional experience, interests. Thus, each trainee is able to construct their personal flexible training path in the module timeframe.

 Below is provided detailed description of the modules' structure.

Introductory Module

The introductory module consists of a welcome message and common information about the course structured in the following sections:
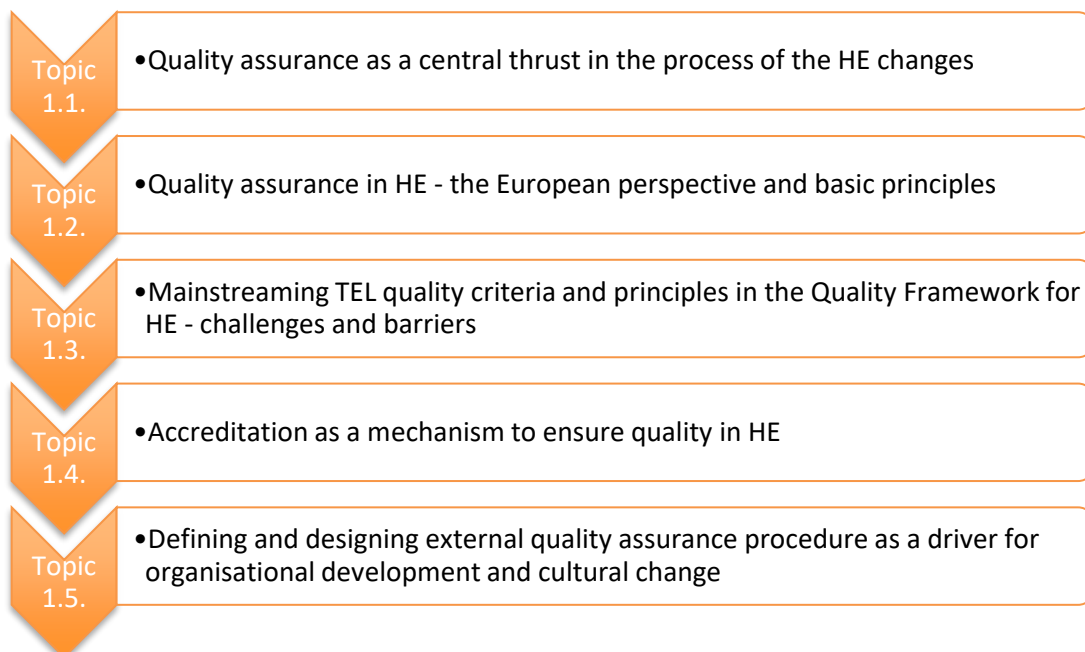
1. Guidelines for participants: How to enter the e-learning platform, how to access the course, how to navigate the course, how to use the services and tools integrated in the VLE developed, how to communicate with the other participants etc.

2. Course Presentation – what is the course about, prerequisites, learning objectives, learning outcomes, i.e. the knowledge and skills that students are expected to demonstrate upon completion of a course.

3. Syllabus: The primary function of a syllabus is to provide the learner with details about the learning objectives and associated assessments for the course.

4. Evaluation System: Criteria for determining student grades; the number of exams and the weights assigned to each; how the final grading will be done.

5. Training chart

The following is a description of all training modules, where each module is represented by a list of logically structured topics included in it.

Module 1. External Quality Assurance - Standards and Guidelines

The present module wants to present the basic principles of external quality assurance focusing on its standards and guidelines. The idea is to define and design external quality assurance procedures as a driver for organisational development and cultural change in the whole higher education system. The module itself introduces the concept of quality assurance as a central thrust in the process of higher education development. It starts from a definition of quality assurance in higher education from a European perspective, focusing on its basic principles since Kazakhstan, in its process of access to a QA system, has based its foundation on the European Standards and Guidelines 2015. The development of digital technology plays a central role in the further modernization of higher education. As a result, many countries and institutions of education are forced to rethink their approaches to provide high-quality education. The TEL component is also outlined since there are no specific criteria for Quality assurance of e-learning. Therefore, the module focuses also on the challenges and barriers that the Higher education system faces when trying to mainstream TEL quality criteria in the formal quality framework. An important mechanism for the quality assurance in education and promotion of education programs to a new qualitative level is accreditation complying with international standards, which enables to increase the competitiveness of educational services and raise the credibility and image of the higher education institution.

Content of the module:

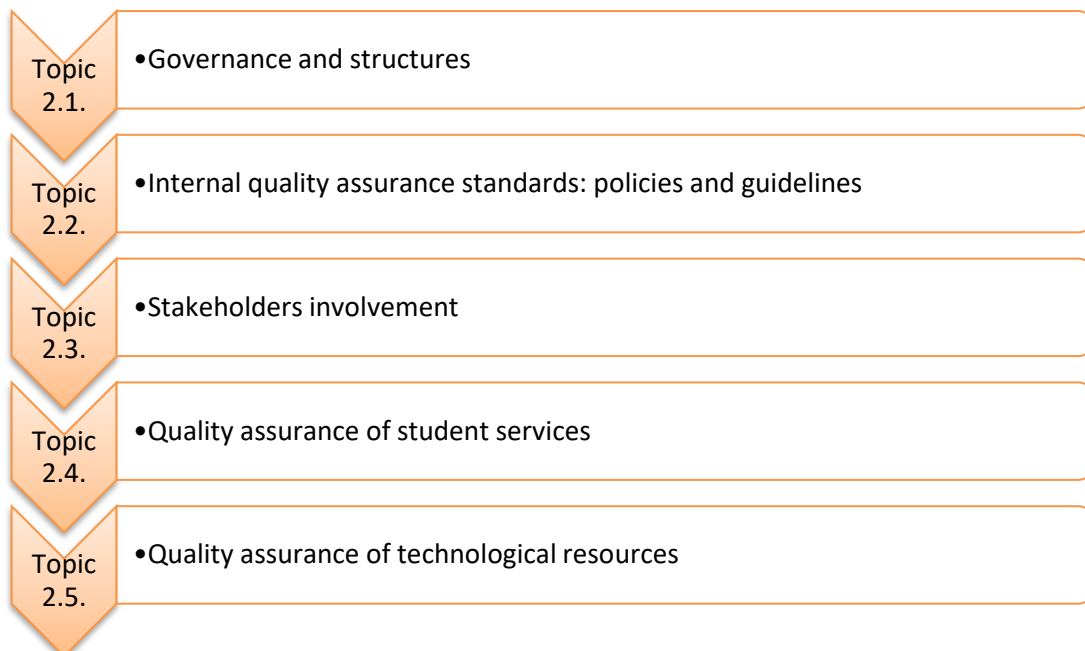| Topic 1.1. | • Quality assurance as a central thrust in the process of the HE changes |
Topic 1.2.	• Quality assurance in HE - the European perspective and basic principles
Topic 1.3.	• Mainstreaming TEL quality criteria and principles in the Quality Framework for HE - challenges and barriers
Topic 1.4.	• Accreditation as a mechanism to ensure quality in HE
Topic 1.5.	• Defining and designing external quality assurance procedure as a driver for organisational development and cultural change

Module 2. Internal Quality Assurance and Organizational Culture

The module is an introduction to the fundamental quality assurance related topics such as quality culture, quality assurance, quality management systems and change management and discusses the question why the issue of quality management is a key priority of the HEIs agenda.

Focusing on the strategic and operative level of internal quality assurance at higher education institutions, the module provides the foundation and the basic knowledge about what is internal quality in higher education and how it corresponds to the standards and criteria of standardizing and evaluating organizations.

The issues related to the levels of engagement and influence on the internal quality assurance processes of the different stakeholders as well as what are the possible mechanisms for collecting their feedback are also presented. Internal quality assurance is introduced, with the main terminology, quality concepts, definitions, models, standards, requirements, and instruments with a special focus on the provision of technical support, students' services, and quality assurance of technological resources at all levels in the higher education institutions.

Content of the module:

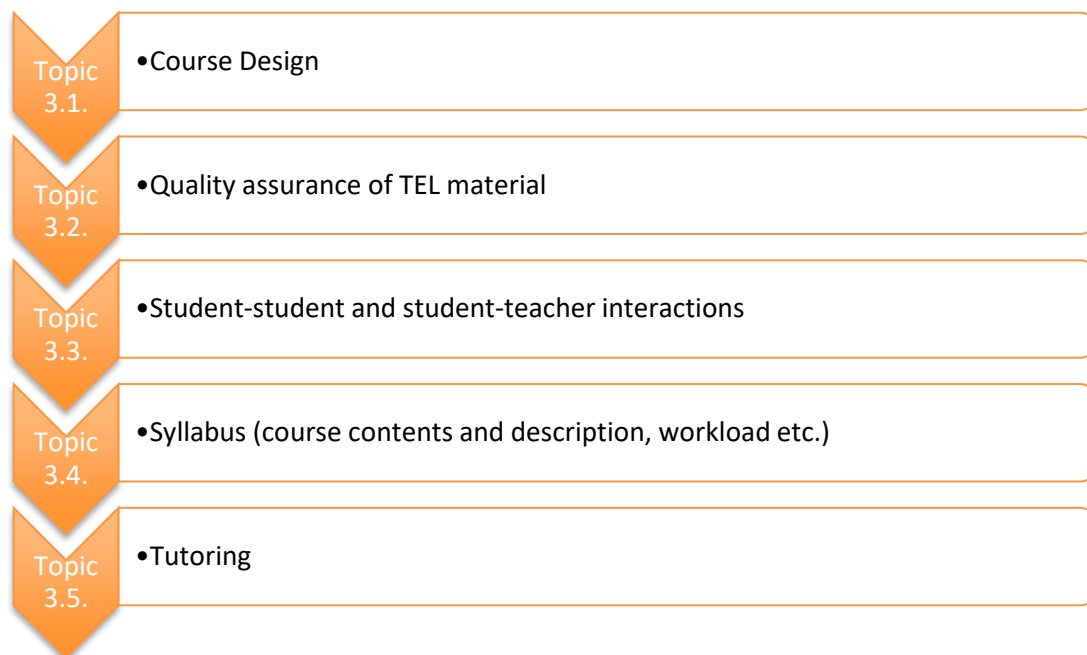| Topic 2.1.	•Governance and structures
Topic 2.2.	•Internal quality assurance standards: policies and guidelines
Topic 2.3.	•Stakeholders involvement
Topic 2.4.	•Quality assurance of student services
Topic 2.5.	•Quality assurance of technological resources

Module 3. Quality Assurance of Pedagogical Aspects of TEL Courses Development

TEL courses have a diverse nature including educational, pedagogical and technical facets. Parameters such as functionality, educational suitability, educational correctness, content delivery, (self-) assessment, subject coverage and many others form one body, but these are different parts.

The way that learning is delivered, how tutors interact with learners and how the learner experience is measured are integral part of the pedagogy of a TEL process.

This module is an introduction to the key quality aspects pertaining the TEL courses development process from a pedagogical point of view.

Content of the module:

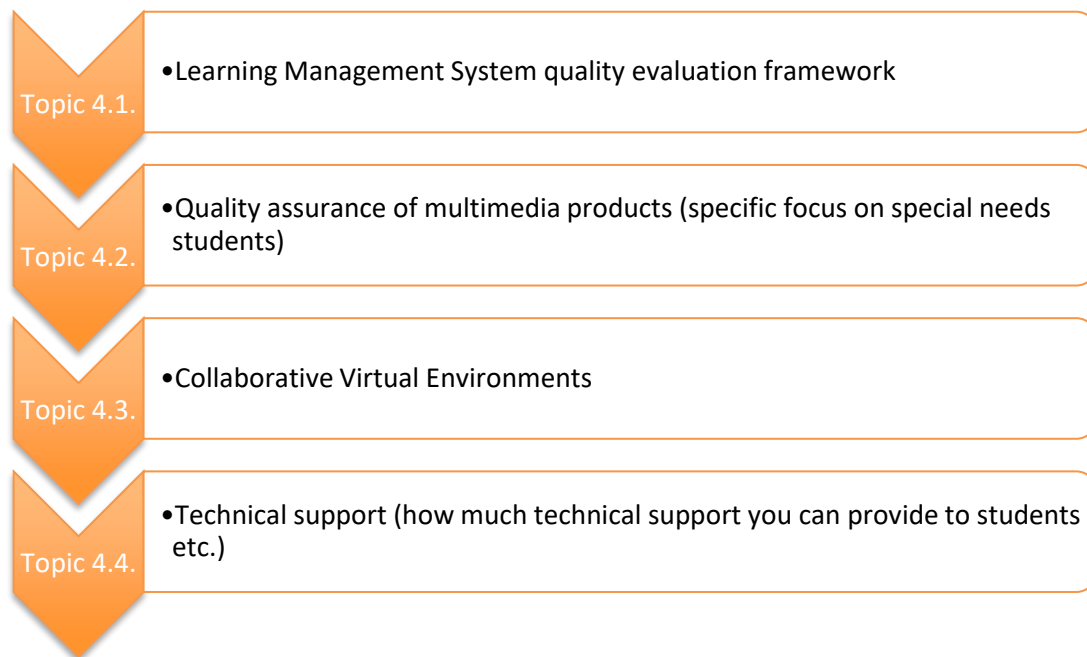| Topic 3.1. | •Course Design |
Topic 3.2.	•Quality assurance of TEL material
Topic 3.3.	•Student-student and student-teacher interactions
Topic 3.4.	•Syllabus (course contents and description, workload etc.)
Topic 3.5.	•Tutoring

Module 4. Technological Aspects and Quality Assurance

The use of learning management systems (LMS) and collaborative virtual environments (CVE) allows teachers and administrators to optimize the learning process and reduces the use of human resources required for course management. Thus, it helps educators to engage in more creative work and offers flexibility for students.

A crucial part of quality assurance of technical aspects is continuous development that is embedded as an ongoing part in all activities.

This kind of quality culture includes different ways to collect and analyse feedback as well as the ways to tell about the results for users and utilize the collected information for development.

Content of the module:

Topic 4.1.
- Learning Management System quality evaluation framework

Topic 4.2.
- Quality assurance of multimedia products (specific focus on special needs students)

Topic 4.3.
- Collaborative Virtual Environments

Topic 4.4.
- Technical support (how much technical support you can provide to students etc.)

Module 5. TEL Quality Assessment and Evaluation

The module is focused on the assessment and evaluation criteria for all aspects related to telematic courses. In particular, each topic is related to a specific aspect and for each of these we go through the parameters that can define the quality of the aspect itself.

In the specific context, the first topic is related to the quality assurance of the e-assessment and, in particular, to the security of the collected data, to the solution to fight cheating and plagiarism and, obviously, to the methodology of the e-assessment.

Large part of the module is dedicated to the quality assessment criteria for teaching and learning but also for the expectation and perception of the participants. These last aspects are the most important since they are directly connected to the didactics of the e-courses.

Developing this module, we decided to include here also the quality assurance related to the academic infrastructures and all services to students included, for example, libraries and VLE.

This last part offers a detailed analysis of this aspect that is fundamental for the quality assurance of an institution but that is too often neglected in this context.

Content of the module:

Topic 5.1.	• Policy for quality assurance of e-assessment
Topic 5.2.	• Assessment and evaluation of participants' expectations and perceptions
Topic 5.3.	• Teaching and learning strategies' assessment and analytics
Topic 5.4.	• Evaluation and assessment of learning resources and environments
Topic 5.5.	• Assessment and evaluation of the logistic and support
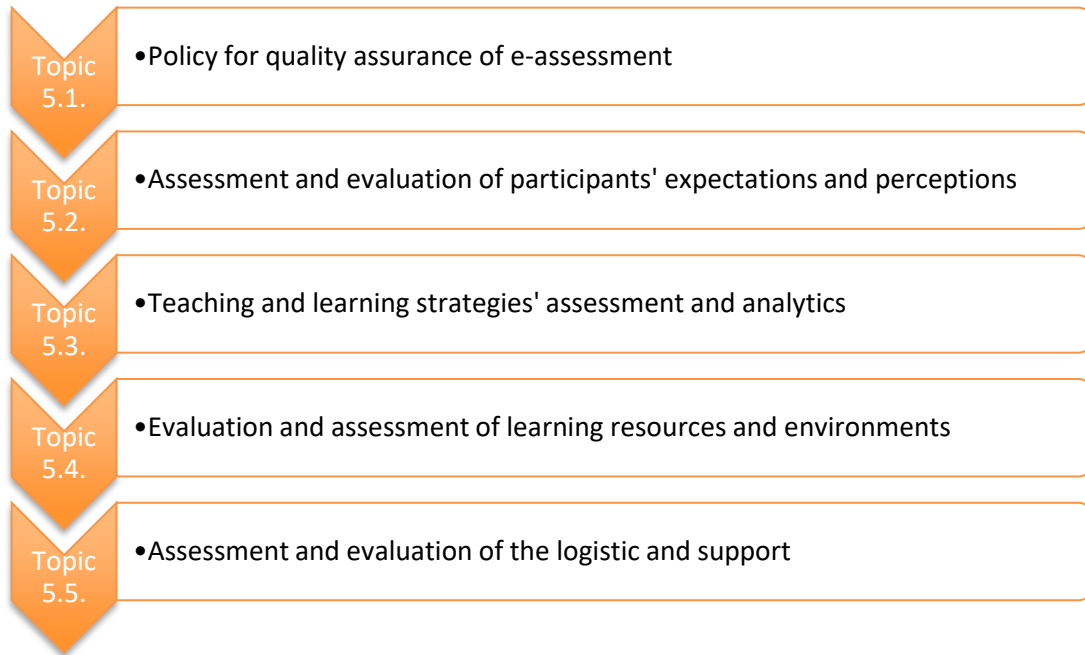
The topics in the e-course are presented through multimedia lessons, accompanying PPT presentations and lecture notes. Additional sources of information - online information resources, translated lecture notes, translated storyboards and bibliography are listed on separate topics. Reflection questions and self-assessment tests are provided for each topic.

COURSE DURATION

The overall duration of the training is presented in the table below:

Course Title	QUALITY ASSURANCE OF TECHNOLOGY-ENHANCED LEARNING		
Hours[1]	Duration of the training course: 150 hours.	Foreseen duration of the Out-of-Class activities: 55 hours	Duration of the In-Class activities: 95 hours

A detailed specification of the planned number of hours (learning hours) for each type of activity covered by the training is provided further.

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[1] Here and throughout the document are indicated learning hours. One learning hour is equal to 45 minutes.

- 7 Workshops organized at institutional level (1 Kick-off Workshop, 5 Modules-related Workshops, 1 Closure Workshop) – 3 hours each;

- 2 Webinars (1 after the Kick-off Workshop and 1 after the Closure Workshop) – 1 hour each;

- Introductory module – 4 hours for the module content review;

- 5 Compulsory modules where:

  - Modules 1,2,3 and 5 – 12 hours for review of the mandatory learning materials (multimedia lessons, lectures, presentations, reflection questions) and 2 hours for final test (per each module);

  - Module 4 - 10 hours for review of the mandatory learning materials (multimedia lessons, lectures, presentations, reflection questions) and 2 hours for final test (per each module).

In all compulsory modules of the course are also provided additional learning materials and referent resources listed by the lectures' authors.

55 hours are foreseen for the reviewing of the additional materials, reflection, searching and reviewing of other materials and resources related to the course topics and for all other Out-of-Class (unsupervised) activities with a specific learning objective that learners can do in their most convenient time in the course timeframe.

EVALUATION METHODS AND CRITERIA

Methods and tools for assessing the different forms of knowledge to be used are as follows:

- to assess knowledge:
  - a test for the assessment of reproductive knowledge;
  - conducting self-study and participation in a discussion to evaluate understanding and innovative knowledge;

- to evaluate skills:

‒ the reflection questions for assessing ability to apply the learned concepts;

■ to evaluate understanding:

‒ participate in a discussion to evaluate the ability to understand and apply the learned concepts.

The learning activities included in the course will be evaluated as follows:

Learning activity	Evaluation (max)
Multimedia Lessons	100% each
Self-Assessment Tests	100 points each
Workshops [2]	100 points each

The criteria for successful finishing of each module are as follows:

■ Reviewing all the learning objects representing a given module's topic (multimedia lesson, lecture notes, presentation). The reviewing of all additional referent materials and translated documents is an optional activity and by this reason won't be taken into consideration in the determining the module completion level;

■ The course is considered as successfully completed only when the trainee has at least 80% of the total maximum evaluation per each learning activity.

All trainees who have less than 80% of the total maximum number of points will receive a Certificate of attendance in the training.

All trainees who have greater than or equal to 80% of the possible points will receive Certificate for successful completion of the training.

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[2]A detailed list of evaluation criteria for each activity of this type is provided in the next section of the document.

LOGICAL ORGANIZATION OF THE TOPICS AND SCHEDULE OF EDUCATIONAL ACTIVITIES

Introductory module - KICK-OFF WORKSHOP	
Period during which the seminar should be held	**From: 19 October 2020** **To: 23 October 2020**

Learning Track	**Initial event**	
	Learning Aims:	• The local pilot group of trainees to be familiar with the course documentation, the syllabus, the method of delivery and the timetable of the training, the assessment scheme and the criteria for successful completion of the training • Learners to be trained on how to use the functionality and services of the virtual learning environment • Pre-class Agenda distribution and instructions for participation

	Learning outcomes	After the training participants will know about the KUTEL VLE functionality and integrated tools and activities.
		Participants will be able to:
		   • edit their profiles;
		   • work in the environment in the role of student
		   • use the collaboration tools;
		   • use the grading tools;
		   • track the students' progress;
		   • customize the environment according their preferences.

	Delivery mode	Blended training
	Format	Lecture, Post-lecture discussion, Demonstration, Practice in e-platform
	Focus area	1. The KUTEL platform – access, log in and log out, profile editing, communication system; 2. The KUTEL e-Course access, navigation, tracking the progress, grades, and etc.

	Workshop developers:	Local experimentation team where are involved 3 project members – moderator, tutor and technical facilitator
	Total number of participants	13-20[3]
Activity description	**Venue of the workshop**	• Computer labs established in each Kazakh educational organisation; • Date: September 2020
	Agenda:	1. Presentation of the KUTEL course at a glance 2. Presentation of the KUTEL VLE and its functionality 3. Demonstration how to edit user's profile 4. Demonstration on how to access the course, how to navigate, how to track the progress and how to view grader report for the activities. 5. Practice
	Delivery mode	Face-to-face activities: presentations, demonstrations, and training on place as well as independent e-activities in VLE
	Format	Lecture, Post-lecture discussion, Demonstration, Practice
	Focus area	• the KUTEL course – the structure of the course, the syllabus, timeframe, evaluation system, and etc. • the KUTEL platform – how to access the course, how to navigate the course content, how to communicate with the other participants in the training using the integrated services, how to check their progress and achieved results.
	Materials used/distributed	User guide, Preparation of presentations, examples, etc.

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[3] According the proposal it is foreseen at least 10 trainees from non-University institutions and at least 15 trainees from each partner Kazakh University to be involved.

Kick-off Workshop outcomes	• All registered trainees enter the platform and upload their pictures in their profiles • Every registered trainee posts his / her short presentation in the forum developed for the purpose; • Pictures; • List of participants.
Evaluation criteria	• Presence at the workshop (documented appropriately in the workshop list of participants) – 10 points • Active participation in practical activities related to learning about and using the functionality of the platform – 60 points • The learner customized successfully his/her profile in the platform – 10 points • The learner published his/her short description in the course forum developed for the purpose – 20 points

INTRODUCTORY MODULE	Starting date: 24 October 2020
	Date of closure: 01 November 2020

Learning activities	The **Module Intro** is composed the following activities:
	
	 ■ Review of e-learning materials related to the overall course description:
	
	     o Course presentation;
	
	     o Time schedule
	
	     o Evaluation system
	
	     o contact data of the instructors;
	
	     o Forums.

Out-of-class Assignments & Assigned Readings	■ User guide reading and self-directed practice

MODULE 1	Starting date: 02 November 2020
	Date of closure: 15 November 2020
Learning activities	The **Module 1 "External Quality Assurance - Standards and Guidelines"** is composed the following activities: **Assimilative activities:** ■ Review of e-learning content (multimedia lessons, lecture notes, presentations of all the topics included in the module); ■ Review of additional information sources. **Productive activities:** ■ Face-to-face workshop participation; ■ Participation in discussion upon the reflection questions provided in the e-platform; ■ Production of the Workshop Report. **Communication activities:** ■ Communication (of the type one-to-one, one-to many as well as many-to-many) among all participants in the training: student-student; student–tutor; student-author/expert.
OUT-OF-CLASS ASSIGNMENTS & ASSIGNED READINGS	**Assimilative activities:** ■ Read and review all the materials listed in the bibliographies of each lecture accompanying the corresponding multimedia lesson. **Activities of finding and handling information:** ■ Analyzing information and conducting research when working with the reflection questions. **Experiential activities:**

■ Application of acquired knowledge and skills to real cases by the reflection questions.	

Assessment activities:

- ■ Solving the self-assessment test (10 questions).

WORKSHOP 1		
Period during which the seminar should be held	**From: 12 November 2020** **To: 15 November 2020**	
Learning Track	**Workshop title**	**"External Quality Assurance - Standards and Guidelines"**
	Learning Aims:	• to initiate discussion related to the reflection questions where the learners can share their opinions, experience, and ideas related to the topics of concern; • to contribute to the contextualization of the lessons learned taking into consideration the local dimensions and specifics at the macro and micro level; • to initiate feedback discussion in order for the learners to be able to share information about the difficulties during the training (if any) and to receive instant help and support from the other participants; • to collect feedback from the trainees regarding the training module.
	Learning outcomes	The workshop result is a Workshop 1 outcome report according to given template where are listed the specific issues discussed; are summarized the participants' opinions / suggestions / conclusions, are recorded decisions and critical analysis.
	Delivery mode	Face-to-face training
	Format	Group discussion and work

	Focus area	The reflection questions: 1. Why was quality assurance necessary for Kazakhstani HE especially after entering the Bologna process? 2. What are the main trends of the HE reforms in Kazakhstan? 3. When talking about EU quality standards which are the main tools and principles governing them? 4. Which challenges can be defined from the analysis of the main changes in the EU HE systems in terms of QA? 5. What are the main differences of Technology Enhanced learning from the traditional forms of learning? 6. What is digital literacy? 7. Which method of the quality assurance makes an explicit judgment about the degree to which an institution or programme meets pre-determined standards? 8. Which international document are used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems in European Higher Education Area? 9. What stages include the Four-Stage Model in the EQA in European Higher Education Area? 10. What types of EQA exist?
	Workshop developers:	The Local Piloting Team, involved in organizing and implementing of the workshop.
	Total number of participants	Minimum number of trainees: • KZ Universities - 15; • non-University organisations –10.

Activity description		
	Venue of the workshop	• KZ Universities and non-University organisations, where the activity will be done; • date, starting time and the time of closure
	Agenda:	Setting the agenda for the seminar.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	Reflection questions to be discussed.
	Materials used/distributed	Preparation of a list of materials used/distributed to participants before the seminar; materials used during the event such as presentations, examples, statistics, etc.
Workshop 1 outcomes	• Workshop Outcomes Report; • Pictures; • List of participants.	
Evaluation criteria	• Presence at the workshop (documented appropriately in the workshop list of participants) – 10 points • The learner participated actively in team collaboration – 10 points • The learner has completed all supervised learning activities included into the module – 30 points • The learner participated actively in the team-discussion on the reflection questions providing real examples for the application of the acquired knowledge and skills on the module-related topics (should be properly documented in the workshop minutes) – 30 points • The learner has a significant contribution to the formulation of common concepts and positions regarding the reflection questions and their contextualization at the institutional level, documented as a general opinion of the team in the workshop outcomes report (should be properly documented in the workshop minutes) – 20 points	

MODULE 2	**Starting date: 16 November 2020**
	Date of closure: 29 November 2020
Learning activities	The **Module 2 "Internal Quality Assurance and Organisational Culture"** is composed the following activities:
	Assimilative activities:
	▪ Review of e-learning content (multimedia lessons, lecture notes, presentations of all the topics included in the module);
	▪ Review of additional information sources.
	Productive activities:
	▪ Face-to-face workshop participation;
	▪ Participation in discussion upon the reflection questions provided in the e-platform;
	▪ Production of the Workshop Report.
	Communication activities:
	▪ Communication (of the type one-to-one, one-to many as well as many-to-many) among all participants in the training: student-student; student–tutor; student-author/expert.
OUT OF CLASS ASSIGNMENTS & ASSIGNED READINGS	**Assimilative activities:**
	▪ Read and review all the materials listed in the bibliographies of each lecture accompanying the corresponding multimedia lesson.
	Activities of finding and handling information:
	▪ Analyzing information and conducting research when working with the reflection questions.
	Experiential activities:
	▪ Application of acquired knowledge and skills to real cases by the reflection questions.

Assessment activities:
Solving the self-assessment test (10 questions).

WORKSHOP 2		
Period during which the seminar should be held	**From: 26 November 2020** **To: 29 November 2020**	
Learning Track	**Workshop title**	**"Internal Quality Assurance and Organisational Culture"**
	Learning Aims:	• to initiate discussion related to the reflection questions where the learners to share their opinions, experience, and ideas related to the topics of concern; • to contribute to the contextualization of the lessons learned taking into consideration the local dimensions and specifics at the macro and micro level; • to initiate feedback discussion so the learners to be able to share information about the difficulties during the training (if any) and to receive instant help and support from the other participants; • to collect feedback from the trainees regarding the training module.
	Learning outcomes	The workshop result is a Workshop 2 outcome report according to given template where are listed the specific issues discussed; are summarized the participants' opinions / suggestions / conclusions, are recorded decisions and critical analysis.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	The reflection questions: 1. The formation of a quality management system in an educational institution, one way or another, involves a transition to a development mode. The development mode is a deliberate process of the institution's transition to a qualitatively new state, characterized by a constantly expanding growth

potential. Determine the nature of the educational institution in the development mode, based on the main indicators of the functioning mode.

Indicators	Modes	
	functioning (traditional)	development (forming)
Goals and tasks of management	Keeping stability, experience; using accumulated potential	
Subject of management	Administration, while restricting the rights of other entities	
Scientific Management Concepts	Empirical, based on personal experience	
Motivational provision	Creating a favorable climate for stable work	
Normative Legal provision	Using generic documents providing stable work	
HR provision	Traditional requirements for the level of professional competence necessary to obtain stable results of training and education	
Material technical provosion	Organization of the basic process on existing materials	
Communication with the ambient	Reflecting a stable state, development prospects are	

		not taken into account
results	Routine providing state standard, it is at risk	

2. Define the main processes of the educational institution and compile List of the main and supporting processes of the educational institution.
3. Please, explain which tools and instruments for quality management are in use at your institution.
4. Please, describe the main objectives of the QA system established in your institution, according to the SMART framework.
5. What is the role of the stakeholder analysis in IQA from both external and internal aspects?
6. Why is it important to know the barriers in collecting feedback date from stakeholders?
7. How can teachers and the university provide the best experience for attracting and retaining students (retaining students)?
8. What support system is provided for students?
9. What are the 8 principles of the university that are subject to continuous quality assurance? (Formulated by ESG)
10. What conceptual requirements should the created electronic educational resources comply with?

Workshop developers:	The Local Piloting Team, involved in organizing and implementing of the workshop.
Total number of participants	Minimum number of trainees: • KZ Universities - 15; • non-University organisations –10.

Activity description		
	Venue of the workshop	• KZ Universities and non-University organisations, where the activity will be done; • date, starting time and the time of closure
	Agenda:	Setting the agenda for the seminar.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	Reflection questions to be discussed.
	Materials used/distributed	Preparation of a list of materials used/distributed to participants before the seminar; materials used during the event such as presentations, examples, statistics, etc.
Workshop 2 outcomes	• Workshop Outcomes Report; • Pictures; • List of participants.	
Evaluation criteria	• Presence at the workshop (documented appropriately in the workshop list of participants) – 10 points • The learner participated actively in team collaboration – 10 points • The learner has completed all supervised learning activities included into the module – 30 points • The learner participated actively in the team-discussion on the reflection questions providing real examples for the application of the acquired knowledge and skills on the module-related topics (should be properly documented in the workshop minutes) – 30 points • The learner has a significant contribution to the formulation of common concepts and positions regarding the reflection questions and their contextualization at the institutional level, documented as a general opinion of the team in the workshop outcomes report (should be properly documented in the workshop minutes) – 20 points	

MODULE 3	**Starting date: 30 November 2020**
	Date of closure: 13 December 2020
Learning activities	The **Module 3 "Quality Assurance of pedagogical aspects of TEL courses development"** is composed the following activities: **Assimilative activities:** - Review of e-learning content (multimedia lessons, lecture notes, presentations of all the topics included in the module); - Review of additional information sources. **Productive activities:** - Face-to-face workshop participation; - Participation in discussion upon the reflection questions provided in the e-platform; - Production of the Workshop Report. **Communication activities:** - Communication (of the type one-to-one, one-to many as well as many-to-many) among all participants in the training: student-student; student–tutor; student-author/expert.
OUT OF CLASS ASSIGNMENTS & ASSIGNED READINGS	**Assimilative activities:** - Read and review all the materials listed in the bibliographies of each lecture accompanying the corresponding multimedia lesson. **Activities of finding and handling information:** - Analyzing information and conducting research when working with the reflection questions. **Experiential activities:** - Application of acquired knowledge and skills to real cases by the reflection questions. **Assessment activities:**

	Solving the self-assessment test (10 questions).

WORKSHOP 3		
Period during which the seminar should be held	**From: 10 December 2020** **To: 13 December 2020**	
Learning Track	**Workshop title**	**"Quality Assurance of pedagogical aspects of TEL cou**
	Learning Aims:	• to initiate discussion related to the reflection ques to share their opinions, experience, and ideas r concern; • to contribute to the contextualization of the less consideration the local dimensions and specifics a level; • to initiate feedback discussion so the learners to be a about the difficulties during the training (if any) an and support from the other participants; • to collect feedback from the trainees regarding the
	Learning outcomes	The workshop result is a Workshop 3 outcome re template where are listed the specific issues discuss participants' opinions / suggestions / conclusions, are critical analysis.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	The reflection questions: 1. What is instructional design? 2. In what cases, for what and how is the descriptio used in the development and application of traini describe at least four situations. 3. Which of the existing standards can be used to material? 4. How can Quality Assurance metrics be used to material? 5. What is the role the interactive method in teachin 6. What is the main purpose of students' guide for IC 7. What structural elements of the syllabus are the students to master the material? 8. What kind of questions should be answered be student's performance is started. 9. What is the essence of tutoring activity accord tutoring?

		10.List the main functions of tutoring in high school.
	Workshop developers:	The Local Piloting Team, involved in organizing an workshop.
	Total number of participants	Minimum number of trainees: • KZ Universities - 15; • non-University organisations - 10.
Activity description	**Venue of the workshop**	• KZ Universities and non-University organisations, where the activity will be done; • date, starting time and the time of closure
	Agenda:	Setting the agenda for the seminar.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	Reflection questions to be discussed.
	Materials used/distributed	Preparation of a list of materials used/distributed to participants before the seminar; materials used during the event such as presentations, examples, statistics, etc.
Workshop 3 outcomes	• Workshop Outcomes Report (minutes); • Pictures; • List of participants.	
Evaluation criteria	• Presence at the workshop (documented appropriately in the workshop list of participants) – 10 points • The learner participated actively in team collaboration – 10 points • The learner has completed all supervised learning activities included into the module – 30 points • The learner participated actively in the team-discussion on the reflection questions providing real examples for the	

	application of the acquired knowledge and skills on the module-related topics (should be properly documented in the workshop minutes) – 30 points • The learner has a significant contribution to the formulation of common concepts and positions regarding the reflection questions and their contextualization at the institutional level, documented as a general opinion of the team in the workshop outcomes report (should be properly documented in the workshop minutes) – 20 points

VACATION	From 14 Dec. 2020	To 10 January 2021

MODULE 4	Starting date: 11 January 2021 Date of closure: 24 January 2021
Learning activities	The **Module 4 "Technological Aspects and Quality Assurance"** is composed the following activities: **Assimilative activities:** ▪ Review of e-learning content (multimedia lessons, lecture notes, presentations of all the topics included in the module); ▪ Review of additional information sources. **Productive activities:** ▪ Face-to-face workshop participation; ▪ Participation in discussion upon the reflection questions provided in the e-platform; ▪ Production of the Workshop Report. **Communication activities:** ▪ Communication (of the type one-to-one, one-to many as well as many-to-many) among all participants in the training: student-student; student–tutor; student-author/expert.

OUT OF CLASS ASSIGNMENTS & ASSIGNED READINGS	**Assimilative activities:** ▪ Read and review all the materials listed in the bibliographies of each lecture accompanying the corresponding multimedia lesson. **Activities of finding and handling information:** ▪ Analyzing information and conducting research when working with the reflection questions. **Experiential activities:** ▪ Application of acquired knowledge and skills to real cases by the reflection questions. **Assessment activities:** Solving the self-assessment test (10 questions).

WORKSHOP 4	
Period during which the seminar should be held	**From: 21 January 2021** **To: 24 January 2021**
Learning Track	**Workshop title**	**"Technological Aspects and Quality Assurance"**
	Learning Aims:	• to initiate discussion related to the reflection questions where the learners to share their opinions, experience, and ideas related to the topics of concern; • to contribute to the contextualization of the lessons learned taking into consideration the local dimensions and specifics at the macro and micro level; • to initiate feedback discussion so the learners to be able to share information about the difficulties during the training (if any) and to receive instant help and support from the other participants; • to collect feedback from the trainees regarding the training module.
	Learning outcomes	The workshop result is a Workshop 4 outcome report according to given

		template where are listed the specific issues discussed; are summarized the participants' opinions / suggestions / conclusions, are recorded decisions and critical analysis.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	The reflection questions: 1. What are the main requirements for LMS in order to ensure quality during development LMS? 2. What are the benefits of using university learning management systems? 3. How often do you use virtual collaboration's tool? 4. What are the main characteristics of virtual collaboration's tool? 5. What are the key stages of Multimedia Learning Materials MLM life cycle? Give a brief description for each stage. 6. What are the pros and cons of the binary indicators? 7. What kind of technical support different user groups need in your higher education institution? 8. What time should technical support be available and what response time should technical support have in TEL?
	Workshop developers:	The Local Piloting Team, involved in organizing and implementing of the workshop.
	Total number of participants	Minimum number of trainees: • KZ Universities - 15; • non-University organisations –10.

Activity description	Venue of the workshop	• KZ Universities and non-University organisations, where the activity will be done; • date, starting time and the time of closure
	Agenda:	Setting the agenda for the seminar.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	Reflection questions to be discussed.
	Materials used/distributed	Preparation of a list of materials used/distributed to participants before the seminar; materials used during the event such as presentations, examples, statistics, etc.
Workshop 4 outcomes	• Workshop Outcomes Report (minutes); • Pictures; • List of participants.	
Evaluation criteria	• Presence at the workshop (documented appropriately in the workshop list of participants) – 10 points • The learner participated actively in team collaboration – 10 points • The learner has completed all supervised learning activities included into the module – 30 points • The learner participated actively in the team-discussion on the reflection questions providing real examples for the application of the acquired knowledge and skills on the module-related topics (should be properly documented in the workshop minutes) – 30 points • The learner has a significant contribution to the formulation of common concepts and positions regarding the reflection questions and their contextualization at the institutional level, documented as a general opinion of the team in the workshop outcomes report (should be properly documented in the workshop minutes) – 20 points	

MODULE 5	Starting date: 25 January 2021
	Date of closure: 07 February 2021
Learning activities	The **Module 5 "TEL Quality assessment and evaluation"** is composed the following activities: **Assimilative activities:** ▪ Review of e-learning content (multimedia lessons, lecture notes, presentations of all the topics included in the module); ▪ Review of additional information sources. **Productive activities:** ▪ Face-to-face workshop participation; ▪ Participation in discussion upon the reflection questions provided in the e-platform; ▪ Production of the Workshop Report. **Communication activities:** ▪ Communication (of the type one-to-one, one-to many as well as many-to-many) among all participants in the training: student-student; student–tutor; student-author/expert.
OUT OF CLASS ASSIGNMENTS & ASSIGNED READINGS	**Assimilative activities:** ▪ Read and review all the materials listed in the bibliographies of each lecture accompanying the corresponding multimedia lesson. **Activities of finding and handling information:** ▪ Analyzing information and conducting research when working with the reflection questions. **Experiential activities:** ▪ Application of acquired knowledge and skills to real cases by the reflection questions.

	Assessment activities: Solving the self-assessment test (10 questions).

WORKSHOP 5		
Period during which the seminar should be held	**From: 04 February 2021** **To: 07 February 2021**	
Learning Track	**Workshop title**	**"TEL Quality assessment and evaluation"**
	Learning Aims:	• to initiate discussion related to the reflection ques… to share their opinions, experience, and ideas r… concern; • to contribute to the contextualization of the less… consideration the local dimensions and specifics a… level; • to initiate feedback discussion so the learners to be a… about the difficulties during the training (if any) an… and support from the other participants; • to collect feedback from the trainees regarding the
	Learning outcomes	The workshop result is a Workshop 5 outcome re… template where are listed the specific issues discuss… participants' opinions / suggestions / conclusions, are… critical analysis.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	The reflection questions: 1. What are the objectives of the quality assurance po… 2. List the conditions for the implementation of the q… 3. How does the assessment and evaluation proce… educational services? 4. How are assessment and evaluation related to … process participants? 5. When discussing about quality parameters, wh… between traditional and TEL courses? 6. Which information can be extracted from the anal… self-assessment activities of students? 7. List the most commonly standardized VLE quality c… 8. Should the institution notify students of the purpos… data? 9. What are the characteristics of the Academic In… applied to IQA?

		10. What is the role of tutoring in students' support w
	Workshop developers:	The Local Piloting Team, involved in organizing an workshop.
	Total number of participants	Minimum number of trainees: • KZ Universities - 15; • non-University organisations - 10.
Activity description	**Venue of the workshop**	• KZ Universities and non-University organisations, where the activity will be done; • date, starting time and the time of closure
	Agenda:	Setting the agenda for the seminar.
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	Reflection questions to be discussed.
	Materials used/distributed	Preparation of a list of materials used/distributed to participants before the seminar; materials used during the event such as presentations, examples, statistics, etc.
Workshop 5 outcomes	• Workshop Outcomes Report (minutes); • Pictures; • List of participants.	
Evaluation criteria	• Presence at the workshop (documented appropriately in the workshop list of participants) – 10 points	

	- The learner participated actively in team collaboration – 10 points - The learner has completed all supervised learning activities included into the module – 30 points - The learner participated actively in the team-discussion on the reflection questions providing real examples for the application of the acquired knowledge and skills on the module-related topics (should be properly documented in the workshop minutes) – 30 points - The learner has a significant contribution to the formulation of common concepts and positions regarding the reflection questions and their contextualization at the institutional level, documented as a general opinion of the team in the workshop outcomes report (should be properly documented in the workshop minutes) – 20 points

CLOSURE WORKSHOP		
Period during which the seminar should be held	**From: 08 February 2021** **To: 19 February**	
Learning Track	**Final event**	
	Learning Aims:	- to provide overview of the training process at local level; - to collect feedback from the trainees regarding their satisfaction from the course; - to collect data necessary for the development of Certificates of Completion
	Learning outcomes	Analysis of the whole pilot training, identification of areas for improvement
	Delivery mode	Face-to-face training
	Format	Group discussion and work
	Focus area	Recapitulation and feedback
	Workshop developers:	The Local Piloting Team, involved in organizing and implementing of the workshop.
	Total number of participants	Minimum number of trainees: - KZ Universities - 15; - non-University organisations –10.

Activity description		
	Venue of the workshop	• KZ Universities and non-University organisations, where the activity will be done; • date, starting time and the time of closure
	Agenda:	Presentation of the progress achieved during the training at institutional and national level. Discussion, sharing opinions about the training and follow-up ideas; Feedback collecting.
	Delivery mode	Face-to-face activity
	Format	Group discussion and work
	Focus area	Identification of aspects for improvement
	Materials used/distributed	Questionnaire for collecting feedback; Form for collecting data for the training certificates' preparation
Workshop outcomes	• Minutes; • Pictures; • List of participants.	

INSTRUCTIONAL MATERIALS AND REFERENCES

- Multimedia lessons;

- Lectures notes provided by experts in the corresponding domain;

- Course slides (presentations);

- Translated materials;

- Dedicated bibliography provided by the experts who are the learning contents authors.