



**Central Asian Center
for Teaching,
Learning and En-
trepreneurship**

561495-EPP-1-2015-1-AT-EPPKA2-CBHE-JP

CACTLE

“Certification program for university teachers”

(WP 2.1)



General part of the program

1. Intention of the course - preamble

Currently universities have to face a series of challenges. They have

- to sustain their position as producers of research output and developers of highly skilled labor force to meet perceived economic needs.
- to maintain the professional habitus of the HEI teachers to strengthen their positive impact on the competency development of the students.
- to bridge the gap between the parallel existing spheres of science and economy by linking themselves with enterprises to gain mutual advantage.
- to provide arguments on discourses of the economic constitution to make an expedient contribution to the transition to a stable and sustainable society.

Therefore, universities of economics and business have

- to balance performance on research along with the performance on teaching and learning achievements. This will give them the possibility to demonstrate that they are reliable providers of good quality higher education that will lead to gainful employment by equipping graduates with the competences required to evolve professionally.
- to improve the qualification-portfolio of university teachers and to enhance their core competencies by improving their teaching qualifications on the basis of their special subjects.

Teaching competences in economics and business can serve universities of economics and business as catalyzer to master these challenges. Teaching competency in economics and business is the effective use of pedagogical techniques to produce learning outcomes for learners in the fields of economic and business. It involves several dimensions, including the design of curriculum and course content, a variety of learning contexts (including project-based learning, case studies, etc.) and assessment of learning outcomes.

Modern teaching competency in economics and business is aware of changes in employment. These imply a rise in the demand for non-routine cognitive and interpersonal skills. A contemporary mode of learning to develop the competencies of learners has to be developed because it will be suitable for an environment characterized by uncertainty, speed, complexity and interdisciplinary working. With this view of learning, the role of university teachers is changing too. In addition to being a subject expert acquainted with ways to transmit knowledge, university teachers are now required to have effective teaching qualifications.

This certification program for university teachers ("CUT") is dedicated to improve the teaching competencies of university teachers in economics and business

2. Course approval, monitoring and review

The program was initially approved by "CACTLE" (project 561495-EPP-1-2015-1-AT-EPPKA2-CBHE-JP) within the EU program "ERASMUS+" in 2016. It is endorsed by internal peers from the University and external subject specialists from the Vienna University of Economics and Business to ensure the comparability of the program to those offered in other universities and the relevance to employers.

Periodic program review helps to ensure that the curriculum is up-to-date and that the skills gained on the program continue to be relevant to employers. The CUT-program is monitored each year by the trainers certified by the Vienna University of Economics and Business to ensure it is running effectively.

3. Timetable

The "Certification program for University Teachers – CUT" covers 90 teaching- and learning hours in total.

They will be allocated to different teaching- and learning-settings as follows:

- 48 hours contact-time/in-class teaching
- 42 hours independent learning/distance learning

The 42 hours independent learning/distance learning will be allocated to different homework-settings:

- 32 hours inverted class-room
- 10 hours long distance-learning

4. Certification program

The program for "Certified University Teachers" covers six main topics:

Topics	90 hours in total	Contact hours	Inverted classroom	Long distance-learning
1. Basic reflections on teaching and learning	11	3	3	5
1.1. Constructive alignment	2			2
1.2. Didactic models and the didactic model of THE CACTLE	4	1	1	2
1.3. Learning theories	1			1
1.4. Memory	2	1	1	
1.5. Didactic triangle	2	1	1	
2. Planning	28	18	10	0
2.1. Key questions	4	3	1	
2.2. Previous knowledge	2	1	1	
2.3. Teaching aims and competences	4	3	1	
2.4. Thematic structures and examples	7	4	3	
2.5. Assignments	6	4	2	
2.6. Feedback	1	1		
2.7. Introduction and summary	4	2	2	
3. Acting	24	12	12	
3.1. "Small" methods	6	3	3	
3.2. "Complex" methods	16	8	8	
3.3. Classroom management	2	1	1	
4. Examing	8	6	2	
5. Media and Internet	14	8	6	
5.1. Designing PPP, flips and white-board	2	2		
5.2. LMS	3	2	1	
5.3. Blended learning	9	5	4	
6. Elective	5			5
	90	48	32	10

5. Competences/Learning outcomes – Teaching aims

5.1. Transferable competences

By the end of this course, the teachers will be able to

- work effectively with a group as a leader or member.
- clarify tasks and make appropriate use of the capacities or group members.
- negotiate and handle conflict with confidence.
- use full range of learning resources.
- reflect on own and others' functioning in order to improve practice.
- undertake research tasks with minimum guidance competently.
- act as an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development.
- engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.
- use their independent learning ability required for continuing professional study, making professional use of others where appropriate.

5.2. Content related competences/learning outcomes

By the end of this course, the teachers will be able to use their professional teaching knowledge

- to initiate higher cognitive learning processes
- to develop advanced competences of students in the fields of economic and business
- to assess learning outcomes of the students validly

5.3. Specific teaching aims

Topics	The teachers will be able to
1. Basic reflections on teaching and learning	reflect basic assumptions on teaching and learning
1.1. Constructive alignment	apply the idea of constructive alignment to their own lectures, seminars or courses
1.2. Didactic models and the didactic model of THE CACTLE	apply the didactic model of THE CACTLE to their own lectures, seminars or courses
1.3. Learning theories	review broad notions of teaching and learning theory and critically reflect on their broad application to practice
1.4. Memory	apply their knowledge about memory to the development of lecture plans, seminar plans or course plans
1.5. Didactic triangle	reflect on the relation between the student, the teacher and the content with regard of the development of lecture plans, seminar plans or course plans
2. Planning	plan a lecture, a seminar or a course to support the development of the targeted competences of students
2.1. Key questions	develop key questions for the content of their lecture, seminar or course
2.2. Previous knowledge	define the previous knowledge of their students using Blooms taxonomy correctly
2.3. Teaching aims and competences	define teaching aims and competence of their students using Blooms taxonomy correctly
2.4. Thematic structures and examples	create thematic structures and use illustrative examples to inform their students with regard to the didactic model of THE CACTLE, learning theories and the principles of memory
2.5. Assignments	create assignments for the students according to the defined teaching aims and the defined competences
2.6. Feedback	give cognitive feedback
2.7. Introduction and summary	introduce and summarize a topic according to the key questions of a topic
3. Acting	use different teaching methods in lectures, seminars or courses effectively
3.1. Small" methods	apply different teaching methods in alignment with the teaching aims and competences of the students
3.2. "Complex" methods	apply different complex methods in alignment with the teaching aims and competences of the students
3.3. Classroom management	lead classes effectively
4. Examining	assess the learning outcomes of students validly
5. Media and Internet	
5.1. Designing PPP, flips and whiteboard	design supporting media for their lectures, seminars or courses
5.2. LMS	use LMS for their lectures, seminars or courses
5.3. Blended learning	use blended learning strategies for their lectures, seminars or courses
6. Elective	use the topic of the elective in lectures, seminars or courses effectively

University specific part of the program

1. Program organizer

The CUT-program will be organized at THE CACTLE at ENU

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The "Certified University Teachers" program information/news/events may be found at <http://www.enu.kz/ru/razvitie/cactle/> under Development title.

2. Admission to the course

Participants will be staff of ENU, or those from partner institutions engaged in higher education. ENU staff members and those from other Higher Education institutions will normally be full-time lecturers.

The needed requirements for applicants are:

- business or economic background;
- IELTS score of 6.0;
- teaching experience no less than one year;
- holding an Honors Degree or previous internship in top universities (top - 400);
- minutes of the class (innovative teaching methods);
- motivation letter of an applicant;
- results of interview.

All applicants will be interviewed to determine their professional capability and the extent to which they could benefit from the course and to be able to proceed successfully through it.

3. Assessment

Patchwork text assignments based on themes/ideas emanating from learning diary, and designed to cover the learning outcomes of the course, will comprise a final portfolio. Participants will be provided with detailed assessment criteria for each patch, and will be given written feedback on one submission.

4. Seminar schedule

The program for "Certified University Teachers" is a seminar, offered by THE CACTLE. There are several possibilities to organize the course.

4.1. Example for an intensive 6 days-course

Day	Topics	90 hours in total	Contact hours	Independent learning
0	Constructive alignment	2		2
	Didactic models and the didactic model of THE CACTLE	2		2
	Learning theories	1		1
	Elective	5		5
		10		10
1	Memory	2	1	1
	Didactic Triangle	2	1	1
	The didactic model of THE CACTLE	2	1	1
	Key questions	4	3	1
	Previous knowledge	2	1	1
	Teaching aims and competences – part 1	2	1	1
		14	8	6
2	Teaching aims and competences – part 2	2	2	
	Thematic structures and examples	7	4	3
	Introduction and summary	4	2	2
		13	8	5
3	Assignments	6	4	2
	Feedback	1	1	
	"Small" methods	6	3	3
		13	8	5
4	"Complex" methods	16	8	8
		16	8	8
5	Examining	8	6	2
	Designing PPP, flips and whiteboard	2	2	
		10	8	2
6	LMS	3	2	1
	Blended Learning	9	5	4
	Classroom management	2	1	1
		14	8	6
		90	48	42

4.2. Example for a long-term 24 days-course

Day	Topics	90 hours in total	Contact hours	Independent learning
0	Constructive alignment	2		2
	Didactic models and the didactic model of THE CACTLE	2		2
	Learning theories	1		1
	Elective	5		5
		10		10
1	Memory	2	1	1
	Didactic Triangle	2	1	1
2	The didactic model of THE CACTLE	2	1	1
	Key questions – part 1	2	1	1
3	Key questions – part 2	2	2	
4	Previous knowledge	2	1	1
	Teaching aims and competences – part 1	2	1	1
5	Teaching aims and competences – part 2	2	2	
6	Thematic structures and examples – part 1	4	2	2
7	Thematic structures and examples – part 2	3	2	1
8	Introduction and summary	4	2	2
9	Assignments – part 1	3	2	1
10	Assignments – part 2	3	2	1
11	Feedback	1	1	
	“Small” methods – part 1	3	1	2
12	“Small” methods – part 2	3	2	1
13	“Complex” methods – part 1	4	2	2
14	“Complex” methods – part 2	4	2	2
15	“Complex” methods – part 3	4	2	2
16	“Complex” methods – part 4	4	2	2
17	Examing – part 1	3	2	1
18	Examing – part 2	3	2	1
19	Examing – part 3	2	2	
20	Designing PPP, flips and whiteboard	2	2	
21	LMS	3	2	1
22	Blended learning – part 1	4	2	2
23	Blended learning – part 2	4	2	2
24	Blended learning – part 3	1	1	
	Classroom management	2	1	1
		80	48	32
		90	48	42

5. Advantages for CUT-graduates

ENU is committed to developing employable graduates with both good degrees and employability skills by ensuring the following:

- cutting-edge academic study
- extensive personal attention and support
- industry links, work experience and networking opportunities
- job destinations and salaries of previous applicants.