	JSC "Almaty Technological University"	
	QUALITY MANAGEMENT SYSTEM	
	Regulations on the procedure	
	Regulations on Massive Open Online Courses	**MS ISO 9000:2015, MS ISO 9001:2015**
	ATU-CIET-RPP-7.5.1-2019-02	**Date of introduction: "26"09.2019**

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APPROVE
Rector of ATU
T.K. Kulazhanov
"26" 09.2019

</div>

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Regulations on the procedure
QUALITY MANAGEMENT SYSTEM
Regulations on Massive Open Online Courses
ATU-CIET-RPP-7.5.1-2019-02

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AGREED
First Vice-Rector
B.K. Nurakhmetov
"16" 09.2019

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Almaty, 2019

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FOREWORD

This Regulation has been developed by the Center for Innovative Educational Technologies of the ATU.

These Regulations are approved by the Rector with a personal signature on the title page and come into effect from the date of signing.

This Regulation is mandatory for ATU teachers.

This Regulation has been developed in accordance with DP ATU-QAM-DP-7.5-2017-02.

Periodic review of this provision is carried out by the director of the CIET, not exceeding 3 years, in accordance with DP ATU-QAM-DP-7.5-2017-02.

Changes to this Regulation are developed based on the results of its application or when the requirements specified in paragraph 4 of this Regulation change.

Consider invalid the "Regulations on Massive Open Online Courses" ATU-FDL-PPD-7.5.1-2018-04 approved on 07/09/2018.

Document content

1 DOCUMENTED NAME
1.1 Regulations on massive open online courses ATU-CIET-RPP-7.5.1-2019-02.

2 DEVELOPER
2.1 Center for Innovative Educational Technologies.

3 PURPOSE OF DOCUMENT DEVELOPMENT
3.1 These Regulations have been developed with the aim of regulating the development of MOOCs by the teaching staff, as well as regulating the work of employees accompanying the development of MOOCs.

4 NORMATIVE REFERENCES
4.1 State obligatory standard of higher education of the Republic of Kazakhstan dated August 23, 2012 No. 1080 (as amended and supplemented on August 15, 2017);

4.2 State obligatory standard of postgraduate education of the Republic of Kazakhstan dated August 23, 2012 No. 1080 (as amended and supplemented on August 15, 2017);

4.3 DP "Documented information" ATU-QAM-DP-7.5-2017-02;

4.4 Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education" (as amended and supplemented as of April 19, 2019);

4.5 MS ISO 9000:2015 "Quality management system. Basic provisions and vocabulary";

4.6 MS ISO 9001:2015 "Quality management system. Requirements";

4.7 Normative documents of ATU;

4.8 Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 5, 2019 No. 259 On amendments to the order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137 "On approval of the Rules for organizing the educational process on distance learning technologies";

4.9 Decree of the Government of the Republic of Kazakhstan dated December 12, 2017 No. 827 On approval of the State Program "Digital Kazakhstan" (with changes dated April 19, 2019);

4.10 Charter of the Almaty Technological University;

4.11 State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 No. 971 dated September 22, 2010;

4.12 Program of the President of the Republic of Kazakhstan Plan of the nation - 100 concrete steps from May 20, 2015;

4.13 Program for the development of the service sector in the Republic of Kazakhstan until 2020 No. 1378 of December 24, 2014 (as amended on July 14, 2016);

4.14 Internal labor regulations ATU-PMD-DP-7.1.2-2018-01-02.

5 TERMS AND DEFINITIONS

Term	Definition
Author or group of authors	An individual (several individuals), whose creative and pedagogical work created the course.
Additional education	A type of education that is aimed at the comprehensive satisfaction of a person's educational needs for intellectual, spiritual, moral, physical and (or) professional improvement and is not accompanied by an increase in the level of education.
Blended learning	A form of education in which training is conducted both in traditional full-time form and using distance learning technologies.
Certificate	A document confirming the successful completion of a massive open online course.

Documented Information	Information,which is required to be managed and maintained by the organization, and the medium on which it is contained.
Distance learning	The interaction of the teacher and students with each other at a distance, reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids) and implemented by specific means of Internet technologies or other means that provide for interactivity.
Distance educational technologies	Educational technologies implemented mainly with the use of ICT with indirect (at a distance) or partially mediated interaction between the student and the teacher.
Expertise	Research conducted by a person knowledgeable in science, technology, art or craft, commissioned by interested persons, in order to obtain an answer to questions requiring special knowledge.
e-learning	Education through ICT.
Information and telecommunication technologies	Receptions, methods and methods of using computer technology in the performance of the functions of collecting, storing, processing, transmitting and using data.
Listener	An individual who is studying Massive Open Online Course material.
Massive Open Online Course	A distance course designed (theoretically) for an unlimited number of listeners (participants), with open access via the Internet.
Pedagogical scenario	Structured expanded representation of the author (-s) about the content and structure of the educational material, about the pedagogical and information technologies used to organize the educational process, about the methodological principles and techniques on which both the educational material and the system of its support are built.
Quality Management System	Part of management focused on quality.
Structural subdivision	Organizationally - a separate part of a legal entity and employees related to it, performing the range of labor duties established for them, responsible for performing the functions assigned to them. Subdivisions include blocks, services, departments, workshops, laboratories, groups.

6 ABBREVIATIONS AND SYMBOLS USED

Reduction	Full name
ATU	Joint Stock Company "Almaty Technological University"
ATU-QAM-DP-7.5-2017-02	Documented procedure "Documented information"
CIET	Center for Innovative Educational Technologies
DET	Distance educational technologies
DL	Distance learning
EMW	Educational and methodical work
ED	Economic department
EMM	Educational and methodological management
HRD	HR department

ICT	Information and telecommunication technologies
LD	Legal Department
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MOOC	Massive Open Online Courses
PP	Provision on the procedure
Present position	Regulations on Massive Open Online Courses ATU-CIET-RPP-7.5.1-2019-02
QAD	Quality and Accreditation Department
RT	Remote technology
RK	The Republic of Kazakhstan
SES	State obligatory standard of education
Teaching staff	Teaching staff
University	Higher education institution

7 GENERAL PROVISIONS

7.1 The development of MOOCs is carried out as part of the implementation of ATU educational programs, as part of additional professional education, or additional education for children and/or adults.

7.2 The volume and parameters of open online courses in the MOOC format are determined by the educational program developed at the faculty (higher or additional professional education) and correspond to the achievement of the educational goals of the discipline.

7.3 The massive open online course contains description elements in accordance with the form F.CIET-7.5.1-2019-02-01.

7.4 The duration of the course is 2-3 weeks (for programs of additional education) and 6-9 weeks (for programs of higher or additional professional education) with a schedule of 8-12 academic hours per week, depending on the complexity of the module and course. If the MOOC is designed for a university course, then the duration is calculated according to the following scheme: 15 weeks with a 3-hour mode for 1 credit of the Republic of Kazakhstan.

7.5 The online course should be divided into relatively small, logically closed parts - sections (modules). Each section is a standard educational product that includes a clearly defined amount of knowledge and skills intended to be studied within a certain time (week), or a credit unit. The average number of sections (modules) in a MOOC is 5–8 (the maximum number of modules is 15).

7.6 The materials of each module must include: from 6–10 video lectures lasting 7–12 minutes each; a test aimed at assessing the level of understanding of the module materials, homework assignments, exercises. There may also be tasks for working on the material of the module, which are later subject to evaluation by the teacher, and sessions of interactive communication between the teacher and a group of students in the forum mode.

7.7 MOOC materials should be visual, understandable, unambiguous and presented in a way that facilitates understanding of the logic of the functioning of the course as a whole and its individual parts, in order to provide users with the ability to communicate interactively.

8 REQUIREMENTS FOR THE STRUCTURE AND CONTENT OF MOOCs

8.1 The MOOC course structure is presented as follows:

Section 1. Topic of Section 1	Subsection 1. Subsection 1 topic	Block 1. Video lecture
		Block 2. Text information
		Block 3. Assignments on the topic
		…
	Subsection 1. Subsection 1 topic	Block 1. Video lecture
		Block 2. Text information
		Block 3. Assignments on the topic

	…	…
Section 2. Topic of Section 2	Subsection 1. Subsection 1 topic	Block 1. Video lecture
		Block 2. Text information
		Block 3. Assignments on the topic
		…
	Subsection 1. Subsection 1 topic	Block 1. Video lecture
		Block 2. Text information
		Block 3. Assignments on the topic
…	…	…
etc		

8.2 The duration of one section is calculated for one week.

8.3 The duration of all video lectures of one section in total should be at least 30 minutes.

8.4 The duration of one video lecture should vary from 5 to 10 minutes.

8.5 For each section, an announcement text of 400 to 600 characters must be written to be sent to all registered listeners at the beginning of each week.

8.6 It is recommended to open each section in turn for no more than 2 weeks.

8.7 Registration for the course starts 6 weeks in advance and ends after 2 weeks from the start of the course itself. The tasks most often use questions that require three types of answers: multiple choice (one or more answers are correct), binary answer (true / false, yes / no), free text (entering a small text or number).

8.8 Tests are provided in accordance with a given template (form F.CIET-7.5.1-2019-02-02). When using other options for test tasks, for example, calculating a mathematical expression, entering a mark on an image, a circuit designer, etc. tasks are provided in any form.

8.9 Tasks to control the assessment of students' knowledge should be implemented using existing (until the course launch) types of course components in accordance with the form F.CIET-7.5.1-2019-02-03. The use of other forms of assignments is allowed provided that a new type of component is created by the course developer.

8.10 The set of tasks for assessing the knowledge of the course should be optimal in terms of minimizing the student's labor costs and labor costs for course maintenance. The combination of all tasks should ensure the verification of all planned learning outcomes. The choice of the task form should correspond to the type of the assessed learning outcome.

8.11For assignments that form at least 50% of the final grade for the course, in order to protect against dishonest execution and the formation of a database of answers, one of the following conditions must be met: the task must be parameterized, i.e. each student is offered unique conditions, and a unique response is required, the task should involve an open and unique response from each student (or a group of students working together), while checking the answers should take measures to identify completely matching answers.

8.12 It is desirable to test the tasks on a representative sample of subjects before the launch of the course.

8.13 MOOCs often involve a group project. As part of the project, the interaction of students in a group form is organized when they work on solving common problems in teams, and then post the work in the forum, followed by its discussion and evaluation by other participants.

8.14 For the complete mastering of the online course by students, provide a glossary - a list of special terms, abbreviations, concepts.

9 ORDER OF ORGANIZATION OF MOOC DEVELOPMENT

9.1 Drawing up a plan for the development of MOOC teaching staff.

9.1.1 The development of MOOCs for placement on the National Open Education Platform of Kazakhstan moocs.kz is carried out on a competitive basis. The competition is announced by the order of the vice-rector for educational and methodological work.

9.1.2 The purpose of the competition is to increase the competitiveness of ATU among the world's leading

scientific and educational centers and universities.

9.1.3   The main objectives of the competition are: dissemination of best practices and intellectual capital of the faculty of the University, creation of open online courses for basic educational programs, including general cultural and general professional disciplines, for specializations, placement of open online courses on platforms, including on the ATU online platform , the National Open Education Platform of the Republic of Kazakhstan, the foreign platform Coursera, etc., the involvement of ATU teachers in the creation of educational content in the format of open online courses, competitive in the international market of educational services.

9.1.4   The subject of the competition is a pedagogical scenario of an open online course (F.CIET-7.5.1-2019-02-05), which means a course designed for e-learning, including thematically related video lectures, additional training materials, presentations, test tasks, ensuring constant communication of all participants in the educational process in forums on a specialized Internet platform for open online education, conducting final certification.

9.1.5 The rules for filing applications for the preparation of pedagogical scenarios for open online courses are given in the form F.CIET-7.5.1-2019-02-04 to these Regulations. Competitive bids executed in violation of the Rules for filling out a competitive bid, as well as those received after the deadline for submission established by the order of the Vice-Rector for EMW, are not accepted for consideration. Submitted bids will not be returned to the contestants.

9.1.6 The competition for the selection of pedagogical scenarios for online courses can be attended by both the creative teams of the ATU, and individual pedagogical or scientific workers of ATU, as well as invited teachers of partner universities, leading specialists of SU ATU partner enterprises.

9.1.7 The Organizer of the Contest is the DE, which provides organizational and methodological support for the Contest.

9.1.8 Consideration and evaluation of competitive bids is carried out by the tender committee. The members of the competition commission are leading experts in the field of e-learning, and experts from among the teachers and researchers of the ATU, as well as external experts in the field of open online education and the subject content of the declared course. The composition of the competition commission is approved by the order of the vice-rector for educational and educational institutions annually for each academic year.

9.1.9 The criteria for peer review for a massive open online course (MOOC) are presented in the form F.CIET-7.5.1-2019-02-07.

9.1.10 The results of the competition are approved by the order of the vice-rector for EMW.

9.2 Development of MOOCs

9.2.1 According to the plan of the MOOC departments, a schedule is formed for the subsequent filming of video recording of lectures and editing, uploading test tasks, generating interactive tasks, materials for independent work in accordance with the form F.CIET-7.5.1-2019-02-09.

9.2.2 The teaching staff must develop and approve at the department the work program of the online course F.CIET-7.5.1-2019-02-08.

9.2.2 When filming video lectures, it is necessary to follow the recommendations specified in the form F.CIET-7.5.1-2019-02-10.

9.3 Launch and maintenance

9.3.1 To place a MOOC on the platform of the ATU teaching staff, it is necessary to prepare the information specified in the form F.CIET-7.5.1-2019-02-06.

9.3.2 After placing the course on the platform, the time for studying the course material and completing tasks is set. DE specialists provide access to both listeners and course authors.

9.3.2 The course must be active at the current time - i.e. it will either start soon or has just started (1-3 weeks), after the 3rd week from the start of the course, registration for it is closed.

9.3.3 Not later than 6 weeks before the launch by the authors or a team of authors, the DE specialists send out an information letter about the upcoming launch of the course, publish it on social networking pages, etc.

9.3.4 After the launch of the MOOC, the authors or a team of authors maintain the course. Course support

includes: answering questions on the forum, correcting errors in assignments, clarifying assignments, constantly monitoring the activity of course participants, etc. Guidelines for the maintenance and content of open online courses are presented in the form F.CIET-7.5.1-2019-02-11.

9.3.5 At the end of the course, at the request of the MOOC students, a certificate is issued on a paid basis in accordance with the estimate approved by the rector on the basis of the recommendation of the SMC and agreement with the economic department.

9.3.6 After the launch and completion of the MOOC, the teaching staff must obtain a certificate F. CIET-7.5.1-2019-02-12 and an act of introducing information and educational technologies into the educational process.

9.4 Sale of certificates

9.4.1 Payment for the certificate is made by the student after completing the course and passing the threshold score set by the author.

9.4.2 The cost of the certificate is set for the financial year and approved by the rector of ATU.

9.4.3 Payment for the certificate is carried out only through the details of the ATU.

9.4.4 The author of a massive open online course receives a royalties in the amount of 50% of the amount of money after the sale of certificates in accordance with the estimate approved annually.

9.5 Review and refinement

9.5.1 Before the beginning and end of the course, the authors or a team of authors need to develop questionnaires (questionnaires), in the amount of no more than 15 questions each, reflecting recommendations and comments on the content of the course, its design.

9.5.2 Based on the results of the course tasks and the questionnaire, the authors or a team of authors conduct an analysis. The results of the analysis are provided by the authors or a team of authors to the DE within 2 weeks after the end of the course.

9.5.3 Based on the results of the course analysis, the DE specialists develop general recommendations for the development, launch and maintenance of MOOCs.

9.6 Application in the educational process

9.6.1 MOOCs that will be introduced into the educational process must be placed on the ATU platform or the National Open Education Platform of the Republic of Kazakhstan.

9.6.2 MOOC possible use - for the organization and control of independent work of students, for the organization of the current control of knowledge, for the provision of additional material.

10 CONFIDENTIALITY

10.1 This Regulation is an internal regulatory document of ATU and is not subject to presentation to other parties, except for experts of certification bodies during a certification audit, partner consumers with the permission of the Rector of ATU.

11 FINAL PART

11.1 The decision to change, supplement and cancel these Regulations is made by the Rector of the ATU.

APPS

F. CIET-7.5.1-2019-02-01 DESCRIPTION OF THE MOOC

Description of the MOOC

The course contains the following description elements:

1. course ID.
2. course version.
3. name of the course (no more than 150 characters).
4. the total complexity of the course in credits (1 credit is equal to 3 hours per week, with a 15-week course duration or 5-6 hours per week - with 8 weeks).
5. number of weeks of training (from 4 weeks).
6. average load per week (eg 5-6 hours).
7. the name of the developer university.
a) full title.
b) abbreviation.
8. course authors.
9. main course illustration or course banner (at least 660 x 240 pixels).
10. promotional video or course trailer (up to 3 minutes).
11. brief annotation of the course (1 sentence up to 100 characters).
12. full course abstract (2 paragraphs up to 600 characters).
13. map of formed learning outcomes.
14. information about issued certificates, rules for forming an assessment, a description of the assessment system (including the timing of checking works), a specification of the assessment system that reflects the relationship of tasks with the course content, including a description of indicators and assessment criteria, scales and assessment procedures.
15. educational programs that recognize the learning outcomes of the course:
a) list of educational programs of the university-developer of the course
b) a list of educational programs of other universities that recognize the learning outcomes of the course.

Option 1. Test question with one answer

>>Question 1<<

( ) answer

(x) correct answer

( ) answer

( ) answer

…

Option 2: Multiple choice test question

>>Question 2<<

[ ] answer

[x] correct answer

[ ] answer

[ ] answer

[x] correct answer

…

Option 3. Test question with a text field for entering the answer

>>Question 3?<<

= correct answer

…

Note: in case there is a need to show the correct answers, an explanation of how it is calculated, in the template after each test question between the keywords [explanation]

write an explanation for the task

[explanation].

Task types

Task type	Description	Implementation features
A task consisting of a set of tasks with automatic checking of answers	One or more consecutive tasks, each task is evaluated independently.	It is allowed to use random numbers for certain types of tasks, it is possible to program the algorithm for checking the task. Shuffle and random selection of jobs is not supported
Peer- or peer-assessment task	Based on the results of the assignment, the student enters a text fragment or uploads a file that is evaluated by another person according to a given set of criteria. The person performing the assessment has no information about the student's identity. The grade is set according to a certain algorithm, which takes into account the grades according to the criteria.	Can be combined with the use of virtual environments that allow you to perform work, during which the preparation of the result submitted for evaluation is carried out
Task with progress control	In a virtual environment, the student performs actions in order to achieve a certain result. The assessment is carried out on the basis of the criteria for the correctness and optimality of the actions performed.	Implemented as a separate application integrated into the course
Shared task with automatic verification	The task is performed by a randomly assigned group of students (3-7 people from among the students allowed to complete the task), group members see the entered answers by the rest of the group members, the final answer button is available at the moment when all group members have entered the same answers. For the interaction of the group in the process of discussing the solution of the task, a chat and contacts for group audio-video communication are provided.	The task type is used with the input of a real number or text
A collaborative task with peer or peer assessment	The difference from the "Task with the input of a text fragment or the preparation of a file with mutual assessment or assessment by an assessor" is that one version of the task is issued for the group, and the answer published by one of the group members must be confirmed by the rest of the group members.	Verification is carried out similarly to the Task with the input of a text fragment or the preparation of a file with a mutual assessment or assessment by an assessor according to established criteria

F. CIET-7.5.1-2019-02-04 RULES FOR PROCESSING COMPETITIVE BIDS

REGULATIONS

registration of competitive applications for participation in the competition for the selection of pedagogical scenarios of open online courses

The competitive application for the development of a pedagogical scenario for an open online course includes:

1. a cover letter signed by the head of the department of the University, from which the competitive application is nominated for the competition;

The cover letter contains the following sections:

1) course name;
2) information about the author(s);
3) purpose of studying the course;
4) duration of training (number of modules);
5) substantiation of the novelty and relevance of the open online course and the backlog available to the author(s) (approved course as part of the educational process at the faculty or in a scientific laboratory, the availability of educational and methodological materials in electronic form).

2. pedagogical scenario of an open online course;

3. video recording of one lecture of the teacher(s), which can be recorded on a webcam, photo camera or video camera indoors or outdoors independently by the contestant, lasting 5-9 minutes;

4. electronic educational materials (tests, assignments, a brief outline of each lecture, examples of questions embedded in video lectures, a list of references, links to additional materials, examples of using gamification elements in the course, etc.);

5. information about the leader and executors of the project to develop a pedagogical scenario for an open online course.

All forms are typed in Times New Roman (size 12 pt.) with 1 interval.

Applications are submitted to the e-learning department, in electronic form by e-mail:mook@atu.kz

For all questions related to the development of a pedagogical scenario for an open online course and the application, please contact the e-learning department, building 2B, office. 201, telephone (8-727) 396-71-33 (ext. 157).

F. CIET-7.5.1-2019-02-05 PEDAGOGICAL SCENARIO OF AN OPEN ONLINE COURSE

Pedagogical scenario of an open online course

About MOOCs	
Name of the open online course	Name of the open online course
Code and direction of preparation The for which the course is being created (if the course is not general developmental for any target audience)	Name of the direction of training, code
Name of discipline	The name of the discipline in accordance with the main curriculum of the educational program
Place of discipline in the main curriculum	Specify: − the level of education; − form of education; − cycle in the curriculum; − basic or variable part, elective or elective course; − the number of credit units and hours allocated to the discipline, in accordance with the curriculum.
Brief description of the course	Brief description of the course
Information about the teacher(s)	Specify information about the teacher(s) of the course (the image of which will be present in the video recording of all lectures of the course), including full name, academic degree and title, position
Objectives of the teacher(s)	For example, share your professional knowledge, teach different groups of students, promote a book or a face-to-face training program, etc. State what your ideal outcomes from the course you are offering are.
Course description	Describe the course (100-200 words). Imagine that you are reading this as a student: "Can I say that this course is for me?". Describe the content and skills using learner-oriented terms (instead of "In this course I will tell…" try "In this course, learners…". Use specific terms (i.e., create, analyze, interpret, apply, improve experience) and avoid general terms (i.e., learn, understand, learn).
Course learning outcomes	Think and complete the sentence: "After completing this course, students will be able to...". Use action verbs (such as: summarize, explain, apply, create) and avoid general terms (such as: understand).
Study load	Indicate the complexity of mastering the course (in credit units and hours) - the estimated time required for students to complete the course. Including time spent watching videos and completing quizzes.
The target audience	Please describe or select from the list below (delete as appropriate): − general interest;

	− pupils;
	− undergraduate students;
	− undergraduates;
	− doctoral students;
	− students with professional or higher education who want to improve their skills;
	− other (please specify).
Required level of training of students	What prior knowledge or skills are required? If prior knowledge is required, can you provide references or links to the required information?
Educational and thematic plan	Educational and thematic plan of the open online course:

The name of the module (topic) and its brief description, which should reflect the content of the module, including tips for its successful passage (2-4 lines). The name of the topics (lessons) of the module.	Types of evaluation of work in the module (test, peer-to-peer, distribution of programming work), final certification for the course. For each type of assessment, write down the "threshold" for passing, for example, 80%	Additional materials, links to external resources, pictures, feedback (with a link to a Google document, for example), interactive questions embedded in video lectures. List everything that will be included in each module.	The number of video lectures in the module and the requirements for their recording, for example, recording in a studio, in a classroom, in a library; animations, infographics; work of a lecturer with a graphic tablet; outdoor video filming (where), gamification elements in the course, etc.)	Study load (in hours)
Module 1 Topic 1.1. Topic 1.2. …	List everything that will be included		List everything that will be included	
Module 2. Topic 2.1. Topic 2.2.	List everything that will be included		List everything that will be included	

	…	List everything that will be included		List everything that will be included	
Formula for evaluating course results	Indicate how much of the course (in percent) each of the tasks covers. Interest on all assignments must be 100%. The formula uses percentages to calculate the final course grade from the scores on each assignment.				
Link to video lecture	Specify a link to a video hosted, for example, in the "cloud" (hdd, google-disk, Yandex-disk, etc.), lasting no more than 9 minutes				
Link to electronic educational materials (tests, assignments, a brief plan of each lecture, examples of questions embedded in video lectures, a list of references, links to additional materials, examples of using gamification elements in the course, etc.)	Specify a link to a folder with files located, for example, in the "cloud" (hdd, google drive, Yandex drive, etc.)				
Advertising video script	Specify the format and key aspects of the promotional video (introduction) to the course				

Head of Department _____(_____)

Project Manager for the development of an open online course _____(_____)

The date: _____

F. CIET-7.5.1-2019-02-06 INFORMATION ABOUT THE COURSE

Course Information

N o.	The name of the course description element	Recommendations
1	Course ID	To be completed by the e-learning department
2	Course name	Full course name (max 50 characters)
3	Course language	Kazakh/Russian/English
4	Level	Target audience: postgraduate, higher, secondary, primary
5	Course summary	Course Creation Prerequisites (max 200 characters)
6	Author(s) of the course	Full name, position, academic degree, academic title, photo 3x4 (110x110 px) no more than 200 sq. Filled in for each author separately (where and by whom you work, achievements, courses taught) at least 100 words
7	Course start date	00.00.0000
8	The total complexity of the course: - Amount of credits - number of weeks of study - average load per week	Course duration 2-3 weeks (recommended for programs of additional education), 6-9 weeks (for programs of higher or additional professional education)
9	Name of developer university	Full title
10	Main course illustration (link)	Insert a link to your course
11	Full course description	Information about the purpose of the course, its purpose, target audience, learning outcomes on the course, course format, its composition (video lectures, surveys, etc.) up to 400 characters
12	Brief description of the course	Course information up to 146 characters
13	promo video (link)	Insert a link to your promo video
14	Number of students on the course	Specify the number of students in the course
15	Subject area	Humanities, computer technology, etc.

Head department "_____" _____

Course author _____

F. CIET-7.5.1-2019-02-07 REQUIREMENTS FOR AN EXPERT OPINION

Requirements for an expert opinion on a massive open online course (MOOC):

When creating a conclusion on the MOOC, the expert evaluates the course according to the following criteria:

1. The presence of clearly defined goals and learning outcomes. The objectives and learning outcomes of the course are formulated in a language understandable to the listener, agreed, measurable and achievable within the course.

2. Justification of the novelty and relevance of the open online course. Justification of the novelty and relevance of the open online course in relation to courses hosted on well-known online platforms (Coursera, edX, Udacity, OpenEdu, etc.)

3. The possibility of implementing the course in two or three languages. Whether other languages or subtitles are listed in another language.

4. Practice orientation of the course. To what extent the learning outcomes of this course are applicable in practice. If applicable, please indicate in the comment where or in what industry.

5. Usefulness and relevance of the course for different target groups. Orientation of the course to a wide audience and the absence of special requirements for the skills and competencies of students.

6. Existing backlog on the topic of the competitive application. A proven course within the framework of the educational process at the faculty or in a scientific laboratory, the availability of educational and methodological materials in electronic form, etc.

7. The author(s) have experience of participating in similar projects. For example, developing e-learning courses, recording video lectures, including webinars, developing modules/topics for online courses

8. Experience as a MOOC listener. Training of the author(s) on MOOCs of well-known online platforms (Coursera, edX, Udacity, OpenEdu, etc.). Availability of a confirming certificate or a screenshot from the online platform.

9. Availability of educational programs (EP). EP at the University, in which the learning outcomes of the course will be recognized (in agreement with the leaders of the EP) (see Form 1)

10. Presentation of logically and sequentially structured material. Consistency of the goal, duration of training, teaching load and the educational and thematic plan indicated in the cover letter and pedagogical scenario. Deadlines, milestones, and completion times for the assignments of each module are indicated.

11. The use of various methods of control sections of knowledge. "Types of assessed work in the module."

12. Relevance and relevance to the scientific and technical level in the subject area under consideration of the content and (if provided) course materials

13. A combination of different learning tools. Video lectures, text, illustrations, assignments, tests. "Thematic Curriculum" and provided materials.

Clear wording of tasks and adaptability to the online format. The presence of assessment criteria for assignments or assignments can be automatically assessed without the participation of a teacher. The results of completed assignments are measurable.

F. CIET-7.5.1-2019-02-08 Working program of the online course

Almaty Technological University
Faculty_____
Department _____

ONLINE COURSE WORKING PROGRAM

Name of the author -academic degree, academic title, position
Course name:"......................".
Course objective: (40-50 words).
Brief description of the course (150-200 words). The text should be written concisely and captivatingly in order to interest the potential student of the course..
About the author (short summary of 100-200 words). If there are several authors, then a short summary for each co-author:
Full name of the author 1 - a summary of 100-200 words. e-mail
Full name of the author 2 - a summary of 100-200 words. e-mail
Full name of the author 3 - a summary of 100-200 words. e-mail

COURSE STRUCTURE (at least 4-6 modules)

weeks	Lecture Topics
1 module.	**MODULE NAME**
one a week	**1 lecture.** The title of the lecture.
	Type and number of test tasks (for example, a test - 10 questions, an essay with a mutual check of the task by the students of the course, interactive task, etc.)
	2 lecture. Title of the lecture
	Type and number of test tasks (for example, a test - 10 questions, an essay with a mutual check of the task by the students of the course, interactive task, etc.)
	3 lecture. Title of the lecture
	Type and number of test tasks (for example, a test - 10 questions, an essay with a mutual check of the task by the students of the course, interactive task, etc.)
2 module.	**MODULE NAME**
2 a week	**1 lecture.**Title of the lecture
	Type and number of test tasks (for example, a test - 10 questions, an essay with a mutual check of the task by the students of the course, interactive task, etc.)
	2 lecture. Title of the lecture
	Type and number of test tasks (for example, a test - 10 questions, an essay with a mutual check of the task by the students of the course, interactive task, etc.)
	3 lecture. Title of the lecture
	Type and number of test tasks (for example, a test - 10 questions, an essay with a mutual check of the task by the students of the course, interactive task, etc.)
3 module.	**MODULE NAME**
3 a week	**1 lecture.**Title of the lecture
	Type and number of test tasks
	2 lecture. Title of the lecture
	Type and number of test tasks
	3 lecture. Title of the lecture
	Type and number of test tasks
4 module.	**MODULE NAME**
four a week	**1 lecture.**Title of the lecture
	Type and number of test tasks
	2 lecture. Title of the lecture
	Type and number of test tasks
	3 lecture. Title of the lecture
	Type and number of test tasks
5 module.	**MODULE NAME**
5 a week	**1 lecture.**Title of the lecture
	Type and number of test tasks
	2 lecture. Title of the lecture
	Type and number of test tasks
	3 lecture. Title of the lecture
	Type and number of test tasks

6 module.	MODULE NAME
6 a week	**1 lecture.**Title of the lecture
	Type and number of test tasks
	2 lecture. Title of the lecture
	Type and number of test tasks
	3 lecture. Title of the lecture
	Type and number of test tasks

Head department "_____" _____

Course author _____

F. CIET-7.5.1-2019-02-09 MOOC DEVELOPMENT SCHEDULE

MOOC development timeline

Name of MOOC_____
Total period from _____ to _____

Job Title	Responsible (specify for each participant)	Amount of days	Start date	Work end date
Filming and development of video lectures				
Mounting				
Creating a course structure on the platform				
Placement of all information materials				
Setting up all online course options				
MOOC launch				
Escort				
Total				

Head of Department _____(_____)
Project Manager for the development of an open online course _____ (_____)
The date: _____

F. CIET-7.5.1-2019-02-10 RECOMMENDATIONS FOR MOOC VIDEO RECORDING

Guidelines for Video Recording MOOCs

1. Recommendations for clothing

It is recommended to come to the shooting of video lectures in clothes of even colors.

Do not wear:

1. things in a strip (primarily thin), in a cage, colorful clothes (speckled, small polka dots);

2. white and black clothes;

3. clothes, the color of which merges with the color of the skin;

3. Preparation for recording

1. Arrive 30 min. before recording the video lecture.

2. Before recording begins, operators will offer to record a fragment of the lecture to see how the frame looks.

4. What to use while recording?

While recording a video lecture, you can use, as a hint:

- printed text (lecture material printed in large print);

- a tablet into which you download the lecture material (preferably);

- a laptop (if you do not have it available, then ask the DE specialist to provide it to you at the time of recording the video lecture);

- teleprompter (best option).

Recommended:

- always carry a flash drive with you (with the material of the recorded video lecture);

- send the lectures by mail to the DE specialist the day before/in advance;

- send the lectures to your e-mail the day before / in advance.

5. Recommendations on the language of lectures and style of behavior:

1. Lectures should be given in a simple, understandable, colloquial, but literary language. Try complex texts written in a scientific style, adapted to the popular science style of presenting the material.

2. It is advisable to avoid complex phrases, terms. If you use special terms, and it is difficult to do without them in lectures, then you need to think about their accessible interpretation. If the lectures are intended for a wide audience, it is necessary to think about how to make the lectures accessible to everyone.

3. It is desirable to avoid complex long sentences: complex, complex. It is better to break them down into simple ones. It is advisable to avoid complex participles and participles in speech. This is difficult to pronounce both for the teacher himself when reading to the camera, and difficult for the listeners to perceive. These are lectures that are perceived by ear, so the language should be as simple as possible.

4. It is advisable not to use a large number of enumerations.

5. If there are examples in the lecture, try to choose those that are easier to visualize, show on video.

6. Have a dialogue with the audience, dialogue is acceptable. You can say hello, say goodbye, designate what you will talk about in lectures later or this particular lecture, sum up.

8. At the end of the recording of all lectures, it is proposed to record a video annotation / video greeting of the course. It addresses the audience, tells about the course, try to put all the most interesting things here, tell us about where the lectures will be given, what they will report on, what types of work are provided, how many lectures there will be, what materials are offered, etc. P.

9. Before the lecture is fully edited, it is recommended to work through the lecture with the editor: look at the photos and videos, determine what information needs to be removed and what information should be given on the slide (dates, names of objects or names).

Guidelines for the maintenance and content of open online courses

To accompany an open online course, the author (s) will be registered on a specialized Internet platform for open online courses, granting him the rights of a teacher. Registration is required for feedback with students - communication in a forum where course participants can ask questions. A teaching assistant can also be registered, who will track messages on the forum and generate a list of questions from students for the teacher.

Recommendations for the content of the open online course:

1. availability of reference materials that relate to the entire course as a whole;
2. the presence of annotations, there are 2 types of annotations in open online courses:
   a) for each module/topic;
   b) for each video.
3. **Educational literature**(electronic textbooks, manuals of the author of the course or links to them, additional presentations for mastering the course, etc.). Links to educational literature can be provided:
   1) for a specific video lecture;
   2) for a specific module;
   3) for the entire course.
4. **Test tasks for the course module**

The easiest way to check the material covered is to test tasks in the form of a multiple choice test. It is recommended to compile the test only on the basis of the educational materials presented in the video lectures and / or in the educational literature of this module. For test tasks, it is necessary to indicate the deadlines for their implementation.

a) Example of evaluation criteria

5 points	The task was completed correctly, the topic is fully disclosed, there are no grammatical errors.
4 points	The task was completed correctly, the topic is fully disclosed, there are grammatical errors, but they do not interfere with the understanding of the text.
3 points	The task was partially completed, the topic was not fully disclosed, there are many grammatical errors, but they do not interfere with the understanding of the text.
2 points	The task was partially completed, the topic was not disclosed, there are many grammatical errors, it is difficult to understand the text.
1 point	In the answer to the task, the topic is not disclosed, there are many grammatical errors, the text is not clear.
0 points	No response to the task

b) Some teachers allow you not to complete, for example, 3 tasks out of 6, avoid this, because someone will complete 6 out of 6 and the result will be 100% of the task, and someone will do 3 out of 6 and the result will also be 100% of the task - it looks unfair.

In the final task, it is necessary to indicate the deadline for completion.

student achievement. The teacher needs to develop and present in the course a "schedule of progress", for example:

0% - 40% of the whole course- the course has not been completed;

40% - 85% of the whole course- the course is passed, but the certificate is not issued 85% - 100% of the entire course - the course is passed, the certificate is issued;

Summing up the course. It is recommended to provide students with a video message lasting 1-2 minutes, as well as compose a questionnaire in which students can leave their feedback on the course.

KAZAKHSTAN REPUBLICAS BILIM ZHANE GYLYM MINISTERLIG	ALMATY TECHNOLOGICAL UNIVERSITY	MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKHSTAN
Almaty Technology University		**Almaty Technological university**

Reference

No.__of __.__.__

About hosting an eLearning course

No	Name	Course description
1.	Author(s) of the course, position, account. degree, rank	
2.	Subdivision name	
3.	Course name	
4.	Course ID	
5.	Platform name	
6.	Course language	
7.	The target audience	
8.	Course start date	
9.	Link to the course	
10.	Supporting documents	1.F. CIET-7.5.1-2019-02-06 Course information 2.F. CIET-7.5.1-2019-02-08 Working program of the online course

Director of CIET Kalabina A.A.

Head of DE Tekesbayeva N.A.

F.QAM-7.5-2017-02-02 (MANDATORY)

12 APPROVAL SHEET

Position	Full name	The date	Signature
Vice-Rector of the EMW	L.K.Baibolova		
Head of LD	B.A. Yessembayeva		
Head of QAD	A.G. Satvaldinova		
Head of QMD	T.M. Demina		
Director of CIET	A.A. Kalabina		

F.QAM-7.5-2017-02-03 (MANDATORY)

13 REFERENCE LIST

Position	Full name	The date	Signature

F.QAM-7.5-2017-02-04 (MANDATORY)

14 CHANGE REGISTRATION SHEET

Change number nia	Change notice number	Number of sheets (pages)				Total sheets (after changes)	Date of entry	Name of person making changes	Changer's signature
		changed	replaced	new	canceled				

F.QAM-7.5-2017-02-05 (MANDATORY)

15 PERIODIC INSPECTION RECORD SHEET

Check date	Full name. face, fulfilled verification	person's signature, who performed the check	Statement of comments