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ГТА
Гуманитарно-Техническая
Академия



CASE STUDY

on the discipline

“ Development of managerial decisions ”



Seylkhanova A. S.

Case study on the course “Development of managerial decisions” -

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1.Introduction

1.1. Information about the teacher

<i>Name of the teacher</i> 	<i>Seylkhanova Asemgul Saparovna</i>
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<i>Faculty</i>	<i>Economics</i>
<i>Departments</i>	<i>Economy and Finance</i>
<i>Position</i>	<i>Senior Lecturer</i>
<i>Education</i>	<i>Almaty University of Technology and Business, Department of Economics, economist. Kokshetau Institute of Economics and Management, Master of Economics</i>
<i>Disciplines</i>	<i>Development of management decisions, Basics of corporate governance, Tax, Banking, Corporate Finance</i>
<i>Work experience</i>	<i>16 years</i>
<i>Experience in the use of ICT</i>	<i>The experience of ICT use: text editors (MSWord), spreadsheets (MSExcel), creating presentations MicrosoftPowerPoint, work</i>

	with video and audio in MovieMaker, the creation of electronic textbooks in the FrontPage program, AdobeCaptivate
Training	<p>2011 - Case method. preparation and application of technology in the learning process. Almaty</p> <p>2012 - Information and communication technology and distance education. KSU named after Sh.Ualikhanov</p> <p>2015 - The use of different tools, "e-learning» in the educational process of the Academy. HTA</p> <p>2016 - The use of e-learning tools to improve the efficiency and quality of teaching in higher education. e-learning course development technology. HTA</p>

1.2. Brief description of the pilot target audience and pedagogical context

<i>Educational program</i>	5B050600 «Economy»
<i>Semester</i>	6 semester
<i>The number of students in the group</i>	19
<i>Age of students</i>	19 years
<i>name of discipline</i>	Development of managerial decisions
<i>Form of study</i>	Full-time
<i>Type of training</i>	

1.3 Pedagogical problem: Make lectures for full-time study students more interactive, as well as training materials for distance learning as well as the use of online forms and methods in education not only to increase the level of knowledge and skills of students, but also to reveal their new opportunities to develop different abilities, which is a prerequisite for the improvement of competencies. The use in the preparation of students of economic faculty of the interactive method such as case studies, is the most effective, since it can be used to generate the key professional competencies of managers in the learning process: communication, leadership, ability to analyze in a short time a large amount of disordered information to make decisions conditions of stress and lack of information.

1.4 Development of e-learning in the HTA

The Humanitarian and Technical Academy has a center of E-learning, which provides organizational, methodological, informational support of the learning process with the tools of E-learning. Objectives of E-Learning Center: to enhance the competitiveness of the university in the educational market to increase competence in the field of information and communication technology for teachers and students, that is:

- 1) give the opportunity to students to learn anywhere and anytime
- 2) helping teachers to improve teaching methods, i.e. increasing the diversity of used didactic approaches

Learners have access to the file store, the Academy's website, as well as information and learning environment Moodle.

What was done for the EL stability in high school:

1. Constant development and support EL center infrastructure;
2. Increasing staff competence of EL center;
3. The development of training programs for teachers to improve skills;
4. Dissemination of the results about the project at national and international level;
5. Financial encouragement of teachers who engaged in the development of electronic educational resources in the pilot implementation of eLearning at the academy.

2. Design

2.1. The goals and objectives of a lesson

Goal: mastering of theoretical knowledge and practical skills by students in the preparation and implementation of management decisions in a variety of conditions.

objectives: teaching students the essence and content of the decision in the social system, the spheres of management, which are prepare and implement management decisions, forming methods and control of administrative decisions, methods for producing high-quality and efficient solutions. have practical skills in the construction of various algorithms development management decisions, to choose the most rational organizational forms of their implementation.

know the basics of target oriented management solutions, elements of modern electronic information technology, the role of human factors that may reduce the uncertainties and risks associated with the preparation and implementation of management decisions.

be able to use this knowledge in choosing the most efficient schemes of development of administrative decisions, as well as the integration of the most important and essential factors that determine the quality of decisions.

2.2 Training scenario.

Lectures are held in classrooms and remotely

The component of the course / class	Time	Goals and objectives of education	Electronic tools	Rating
<i>Theme 1. Decisions in the methodology and organization of the management process. Essence and content of management solutions. Lectures in the form of presentation.</i>	1 hour	Show the importance of decision-making as the main control component. Expand the basic concepts related to management decisions. To achieve students' understanding of place-making in the management process.	Electronic resource with tests.	points for the answers to the tests proposed by the end of the presentation
<i>Theme2. Typology of management decisions and requirements Lectures in the form of presentation.</i>	1 hour	To characterize the main types of management decisions. Expand formal and informal aspects of the administrative decision. To achieve students' understanding of the principles and features of classification of administrative decisions.	Presentation	

<p>Theme 3. A systematic approach to the development of the administrative decision Lectures in the form of presentation.</p>	1 hour	To achieve students' understanding of the concept of a systematic approach and the direction of its application in management decisions. Focus students' attention on the major categories of system approach.	Presentation	Points for tests and crossword
<p>Theme 4. The process of preparation and implementation of management decisions. Lectures in the form of presentation.</p>	1 hour	Show the features of the decision-making technology, to prove the feasibility of their implementation. Expand the basic concepts associated with the implementation of management decisions.	Presentation, tests	Points for tests
<p>Theme 5. Analysis of the external environment on the preparation and implementation of management decision. Lectures in the form of presentation. Lectures in the traditional form.</p>	2 hours	Expand the main stages of rational problem solving. To analyze the factors influencing the process of decision-making. Show students the the features of the control unit and the decision-making process.	Presentation	Points for crossword
<p>Theme 6. Methods of preparation and implementation of management decisions under conditions of uncertainty and risk Lectures in the form of presentation.</p>	1 hour	Give definitions of risk management, to analyze ways to reduce it. Show students the the features of methods of reducing and preventing risk.	Presentation, tests	Points for tests
<p>Theme 7. Simulation the process of making the design and selection Lectures in the form of presentation.</p>	1 hour	Analyze the simulation of the process. Show the practical importance of the use of different decision-making models.	Presentation	Points for crossword
<p>Theme 8. Methods of the preparation and implementation of management decisions Lectures in the form presentations and video viewing</p>	2 hours	To characterize the different methods of decision-making. Show the characteristics of each method and their practical use in management processes.	Presentation	Points for crossword

Lectures in the traditional form.				
Theme 9. Control of implementation of management decisions Lectures in the form presentations	1 hour	Examine the control value in the implementation of the administrative decision. To characterize the types of control.	Presentation	Points for tests
Theme 10. Management decisions and the responsibility of the head. Lectures in the form presentations	1 hour	Reveal features of the human factor in decision making. To characterize the behavior of the head of strategy while decisions-making To analyze the types of leader's responsibility for decisions.	Presentation	Points for crossword
Theme 11. The quality of management solutions Lectures in the form presentations Lectures in the traditional form.	2 hours	Disclose the nature and content of the concepts of " quality ", " quality management solutions. " Describe the components of the quality of management decisions. To acquaint students with the features and types of standards used in modern enterprises.	Presentation	Points for crossword
Theme 12. The effectiveness of management decisions Lectures in the form presentations	1 hour	Expand the content of the concepts of " efficiency ", " effective management ". Give analysis of the indicators used in the assessment of the company and its management.	Presentation	Points for crossword

2.3. Planning of methods and ways of students rating

Each lecture includes tests that allow you to assess how a student has mastered the material, what was pointed out and what was missed. Also includes in some lectures integrated game elements, such as crossword puzzles, assessment and analysis of different situations, questions for self-control. the final survey was conducted with the help of Google applications forms.

3. Development

3.1. Development of electronic materials

While creating e-learning course on the development of management solutions, I have developed 12 lectures in Adobe Captivate. Electronic textbooks should have fundamental differences from textbooks produced using printing, namely the possibility of multimedia, the high degree of interactivity, so developing the e-learning course, I used the video (videos from sites), animation, graphics, charts, tables, audio and other elements of interactive training.

3.2. Where the developed materials were loaded?

The developed materials have been downloaded to a file server, and the Moodle educational portal, which includes content, communicative and evaluative elements.

3.3. How the students were informed about the method of delivery of the material?

About the delivery of materials, students were informed through social networks and by email.

4. Carrying out the classes:

4.1. how the classes were carried out

note positive, in your opinion moments and the problem (as from a pedagogical point of view and from a technical).

Classes were held in specially equipped classrooms equipped with interactive whiteboards, monoblock conferencing connectivity to broadband Internet and a file server.

Advantages:

- It allows to form the core professional competence of managers in the learning process: communication, leadership, ability to analyze in a short time a large amount of disordered information to make decisions under conditions of stress and lack of information;
- small blocks of content make it possible to study the subject more flexible and easier to find the right materials;
- multimedia technologies create learning environment with a bright and clear presentation of information, which is especially attractive to students;
- integrates the large amounts of data on a single medium;
- the student has the opportunity to access via the Internet to e-learning from any location where there is access to the global information network;

- Students have the opportunity to receive an education on the job (if any have), as well as at home, on the road using the mobile Internet;
- e-learning gives the opportunity to exhibit clear criteria by which knowledge, obtained the student in the learning process, is assessed,.

Disadvantages: For the preparation of e-learning courses experience of high-educated teachers should be used , but not always a teacher has the necessary time and ability to work with a computer.

On the technical side there were no problems.

4.2. How the teacher communicated with the students?

Communication between me and the students were carried out on the following types of communications: "one-to-many" on the levels of "teacher-students' attention group" - an appeal to the students through lecture presentations; "Many-to-many" communication in the framework of the "group students' attention, a group of students" there is a discussion on the course, help in solving difficult learning tasks, forums, debates; communication type "one-to-one" often through e-mail-correspondence or through the messaging system on the Moodle platform.

5. Rating: describe the results after an assessment on the following criteria:

5.1. Have students improved academic performance in the application of a new technique?

After evaluating the conclusions can be drawn:

To say that the performance has improved significantly, I cannot yet, but interest in the study of the discipline has increased, so the performance will improve.

5.2. What suggestions, recommendations have suggested students?

Students told that it is easier to assimilate topics, when you not only listen but also see everything on the screen, it is more convenient to outline the lecture

5.3. What difficulties have been in the preparation and implementation of activities?

The training process takes a lot of time.

5.4. What lessons have you learned during the preparation of e-learning courses?

While creating scripts for e-learning, multimedia tools used in large quantities are often redundant. They are distracting, annoying, do not give focus. Expressive tools should not replace the substantial part.

5.5. Pieces of advice to colleagues who face the same teaching situation

Before the beginning of the development of e-learning program should be examined, it is desirable even to pass the preparatory courses for the development of multimedia educational content with the insertion of more complex interactive elements.

Examine the program Adobe Captivate watching lessons on training sites on your own. The center of E-Learning can help in developing e-learning courses,