CASE STUDY

on the discipline
"Enterprise economics"
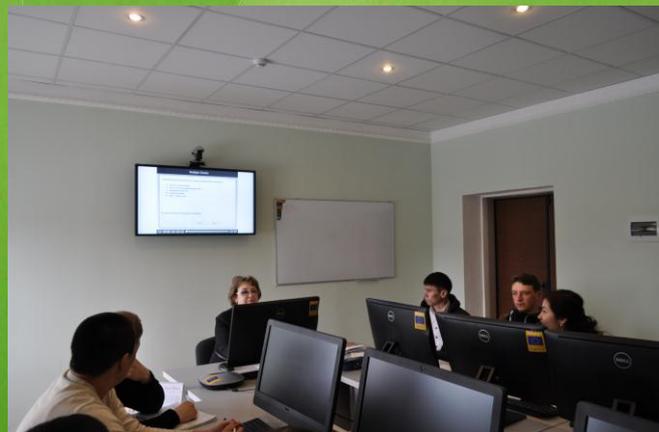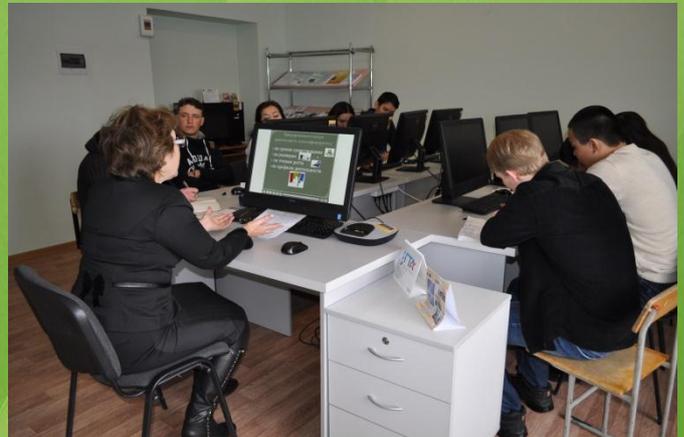
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Case for the course "Economics of Enterprise"- / Edited by Professor of HTA, d.e.s. A.M. Ayulov, - K.:HTA, 2016 – 16 c.

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Content

1. Introduction

1.1 Information about the teacher

Name of the teacher	Savchenko Irina Petrovna
Job	Humanitarian-Technical Academy
Contacts	e-mail: savirina@list.ru mob.: +77014372659
Faculty	economic
department	Economics and Finance
Position	Senior Lecturer
Academic degree	Candidate of Economic Sciences
Disciplines	Enterprise economy

Work experience	21 years
Experience in the use of ICT	text editors (MSWord), spreadsheets (MSExcel), creating presentations MicrosoftPowerPoint, work with video and audio in MovieMaker, the creation of electronic textbooks in the FrontPage program, AdobeCaptivate
Training	2011 - Case method. Preparation and application of technology in the learning process. Almaty 2012 - Information and communication technology and distance education. KSU named after Sh.Ualikhanov 2015 The use of different tools of "e-learning» in the educational process of the Academy. HTA 2016 - The use of e-learning tools to improve the efficiency and quality of teaching in higher education. e-learning course development technology. HTA 2016 - The quality of digital learning. The massive open online course.
Participation in the pilot project	Raise competence in Information Technology

	Expand the formation of algorithm of interactive forms of learning
	Incarnate in the practice sessions, new pedagogical methods and techniques
	Increase students' motivation to learn

1.2   Description of the pilot target audience

Educational program	5B050600 «Economics»
Semester	4
Target group	**The second course, learning profile - Economy**
The number of students in the group	**26 people**
Age of students	**18-19**
Name of discipline	**Enterprice economy**
Types of classes	**Lectures**
Form of study	**Full-time**
Type of training	**Traditional teaching with the use of electronic tools**
forms of work	**Synchronous communication - with the simultaneous presence of the teacher and the student in the learning system. Web conferencing - the transmission of information through the video and audio in real-time**
Using techniques	**Inverted class**

Pedagogical concept	Cognitivism and constructivism, depending on the training topics

1.3 Analysis of educational problems

Due to the approved requirements of the "Rules of the organization of educational process on remote educational technologies" from 19.01.2012 e-learning actively implemented and developed in higher education institutions of the Republic of Kazakhstan. An urgent task of Kazakhstan universities in this regard is to train professionals who own the means of multimedia and electronic technologies. Implementation to the educational process of information technologies for teachers of HTA was an occasion for rethinking the teaching techniques and methods of teaching in the university.

During the preparation of the course some pedagogical problems were outlined:

1) Weak motivation of students to work independently (ISWT and ISW);
2) Lack of teaching methods production for the teaching staff on the development of e-training course;
3) The lack of guidelines for students, pedagogical methods used in the learning process.

1.4 The development of e-learning in the HTA

In order to improve the competitiveness of the university on the market of educational services teachers and students need to work constantly on the acquisition and development of competences in the field of information and communication technologies. The Humanitarian Technical Academy has a center of E-learning, which provides organizational, methodological, informational support of the learning process. Center of E-learning at the Academy performs the following tasks:

1) It provides students with the opportunity to learn in an open educational space (regardless of geographic boundaries, time and age parameters);

2) consults teaching staff – tutors, developers of training courses about informational -pedagogical issues;

3) provides practical assistance in the acquisition of skills by teachers on the development of electronic educational resources, expand a variety of teaching approaches used in the classroom.

The objectives of E-learning Centre support strategic mission of Academy-formation of scientific and educational environment, which is implemented to train highly qualified professionals in demand in the labor market of the northern region of Kazakhstan and the country as a whole, have the values, knowledge and competencies in line with the current needs of the Kazakhstan society and content of education informatization.

As a result of training programs of E-learning Centre teachers were mastered the following information and communication technologies: text editors (MSWord), spreadsheets (MSExcel), creating presentations MicrosoftPowerPoint, work with video and audio in MovieMacer, the creation of electronic books in the program FrontPage, AdobeCaptivate. Practice-directed courses for teachers organized by the leadership of the Humanitarian-Technical Academy have improved competence in the field of of information technologies ,have contributed to the promotion of the use of innovative teaching methods and technologies in the classroom, and have strengthened the motivation for the development of educational digital resources. The acquired knowledge and skills have greatly expanded the formation algorithm of interactive forms of learning in high school. Educational and methodological products for the faculty are published:

1) Guidelines on the development of the electronic textbook for higher educational institutions;

2) Guidelines on the development of electronic educational course using software AdobeCaptivate.

3) Guidelines for Students.

Academy Students are given access to the file store, the site, as well as to information and learning environment Moodle. Initially, there was a task to the faculty of the university staff - along with the use of innovation and technology, and methodological approaches to the development of educational electronic resources to take into account the educational and preparatory factor in the formation and development of the competencies of students.

For e-learning sustainability these activities were carried out in high school:

1) Continuous development and support center infrastructure;

2) Increasing center staff competence;

3) Dissemination of results of the project;

4) Financial encouragement of teachers who engaged in the development of electronic educational resources in the pilot implementation of eLearning at the academy.

2. Planning of course scenario

2.1 Goals and objectives of the course

Goal: The study of the theory and practice of the economy at the level of economic entities for formation of skills, techniques and methods of effective management of industrial and economic activities of the enterprise.

Objectives:

- to have a deep understanding of the basic categories of economic activity of business entities: costs, profits, margins, fixed and current assets, planning, forms of management, finance;
- know the theoretical foundations of business economics;
- be able to calculate the necessary indicators, to objectively assess the situation and make informed business decisions.

2.2 Scenario of lectures

The main purpose of the pedagogical scenario is to help the teacher in the planning stages to structure a teaching material for the subsequent teaching in the conduct of activities. Planning and development of e-learning courses should begin with understanding the key concepts such as: the number of training hours devoted to this discipline (in accordance with WSP specialty) training course structure, the level of difficulty of this course for learners to develop and consolidate skills.

The component of the course / class	Time	Goals and objectives of education	Electronic tools	Rating
Theme 1. Characteristics of economic development of Kazakhstan and its government regulation.	1 hour	Know the sectoral structure of the economy of the Republic of Kazakhstan, methods of state regulation of the economy	Electronic course created in Adobe Captivate,	
Theme2 Enterprise development. Entrepreneurship: forms and types. Risks in business activities, methods of assessment.	2 hours	Know the forms, types and development of entrepreneurship in Kazakhstan. To be able to evaluate business risk	Electronic course created in Adobe Captivate, audio, video, tests	Points for tests
Theme 3. Enterprise as an object of management.	*1* hour	To know the forms of economic activity of enterprises. Have organizational skills of business management	Electronic course created in Adobe Captivate,	

Theme 4. Economic and social efficiency of manufacturing.	*1* hour	Understand the concepts of economic and social efficiency. To be able to calculate and analyze the indicators of production efficiency	Electronic course created in Adobe Captivate, tests	Points for tests
Theme 5. The economic essence of the basic assets of the company, their composition and structure. Depreciation and amortization of fixed assets. Assessment methods. Depreciation methods. Indicators of capital resources.	*5* hours	To know the economic essence of the basic assets of the enterprise. Depreciation methods. To be able to make an economic assessment of fixed assets of the enterprise	Electronic course created in Adobe Captivate, video, tests	Points for tests
Theme 6. The fixed assets of the company. Intangible assets of the enterprise: the concept, types. Amortization of intangible assets.	*2* hours	To know the nature of intangible assets. To be able to assess their use	Electronic course created in Adobe Captivate, audio, tests	Points for tests
Theme 7. Raw, material and energy resources.	*2* hours	To know the natural resource potential of the Republic of Kazakhstan. Have skills in the management of natural resources	Electronic course created in Adobe Captivate, video, tests	Points for tests
Theme 8. Working capital of the enterprise: the composition and structure.	*4* hours	To know the composition, structure,	Electronic course created in	Points for tests T\F

Determination of working capital requirements. Evaluation of the use of working capital in production. Methods of valuation of inventories.		classification of working capital of the enterprise. To be able to determine the need for working capital of the enterprise and its efficiency.	Adobe Captivate, video, tests	
Theme 9. The composition and structure of the enterprise personnel. Definition of business needs in the labor force. Productivity and its measurement methods.	*2* hours	To know the the composition and structure of the enterprise personnel. To be able to determine the size and efficiency indicators of its use.	Electronic course created in Adobe Captivate, video	Points for tests
Theme 10. Salaries in the enterprise.	*2* hours	To know the basic categories of the organization of wages in the enterprise. Be able to calculate the amount of wages for different systems of its payment.	Electronic course created in Adobe Captivate, video, tests	Points for tests
Theme 11. Investment and innovation policy of the enterprise.	*2* hours	Understand the economic concepts - investment and innovative activity of the enterprise. To know the the composition and structure of capital investments, sources of financing investment. To be able to assess the effectiveness of investment projects.	Electronic course created in Adobe Captivate, video, tests	Points for tests
Theme12. The costs of	*2* hours	To know the the economic substance of	Electronic course	Points for tests and

production and sales.		the enterprise's costs, production costs, their classification and grouping. Own methods of calculation of production costs.	created in Adobe Captivate, video, tests, audio, crossword	crossword
Theme 13. Marketing and manufacturing activities of the company	*2*hours	Understand the production and marketing of the company. To know the indicators of of production program of the enterprise and marketing plan. To be able to analyze the market and the production plan of the enterprise.	Electronic course created in Adobe Captivate, video, tests, audio, crossword	Points for tests and crossword
Theme 14. Income and profitability.	*2*hours	To know the economic category of profit in the enterprise. To know the types of income. To know the potential for increasing profits. To have an idea of taxation in the enterprise. Be able to calculate the profitability of the company and the break-even point of production.	Electronic course created in Adobe Captivate, tests, audio, crossword	Points for tests and crossword
Theme 15 Finance of the enterprise	*1*hour	Have an idea of the finance of the enterprise, methods of	Electronic course created in	

		financial analysis. To know the sources of capital. To be able to understand the financial statements.	Adobe Captivate,	

2.3 Planning of methods and ways of students rating

The electronic educational resources have interactive test system that allows to check whether the student has mastered the theoretical material on the study discipline, provides a continuous, systematic and objective control of the educational activities of students. Each topic of educational e-learning course is provided by test base. Tests are designed for current and final control of students' knowledge.

3. Development of the course scenario

Work on the e-learning course was carried out in four stages.
1. Preparation of a draft variant of the course
2. Developing of the course scenario
3. Choice and implementation of course design
4. Create graphics, animations, audio and video recordings , tests on current and final control of students' knowledge.

4. Carring out the classes

The educational electronic resource includes game elements, such as crossword puzzles, interactive exercises. Electronic course has illustrations and testing programs, video and audio support, text, graphics and multimedia material. E-learning material developed in accordance with students' needs. Pedagogical techniques used in the process of e-learning are reflected in the guidelines and communicated to students in advance. Developed e-learning tools are loaded on

the file server and educational portal Moodle. About the delivery of training materials students are informed through social networks, via e-mail.   Training sessions with elements of E-learning in the Academy are organized in specially equipped classrooms equipped with interactive whiteboards, monoblock conferencing connectivity to broadband Internet and a file server. Communication between teachers and students are made through social networks, via e-mail. In accordance with the educational standards of undergraduate students a certain part of educational time is devoted to individual work. Independent work of students was organized in an interactive manner in the form of performance of training exercises and tasks laid down in the e-learning courses.

The e-course is focused on the result: that the student will need to know, understand and perform after mastering their educational material and in addition as the e-learning course will fit into the regulations in force in the Republic of Kazakhstan, such as the "Rules of the organization of educational process on credit technology of training» (from 20.04.2011.).

5. The effectiveness of the implementation of e-learning course

5.1 Evaluation of e-learning by educational structures of the Academy

The effectiveness of the implementation of new educational approaches, technologies and tools of providing of educational information to students, is largely determined by the material and technical base and the university computer networks. Information and communication infrastructure, established in Humanitarian and Technical Academy gave an opportunity to organize and use the learning process means video - conferencing and e-mails, participate in online games and discussions, to conduct a dialogue between teacher and students.   We have noted the positive experience of the use of electronic educational resources and technologies in the learning process. The skills acquired during the training courses, allowed forming and developing the competence of the teacher in the

development of electronic resources, both in terms of technology and content. The ability of the teacher to use modern electronic educational resources in the practice of teaching, without any doubt, is a component of its competence in the field of information and communication technologies and the subsequent use in the educational process in the GTA other teachers. From th educational and methodological point of view, we noted that implemented the integration and systematization of significant amounts of data on a single medium that is convenient for all participants of the educational process. eLearning enviroment expands opportunities for faculty members to meet their information and educational and professional needs, facilitates access to teaching resources management, the possibility to develop their own pedagogical scenarios in other disciplines. It promotes the growth of professional skill of the teacher, and as a consequence of the increase of its competitiveness in the market of educational services. The use of e-learning allows you to conduct a survey more effectively and objectively assess the knowledge of students, having spent a minimum of teacher's time. Using computer testing at the end of each lesson, the teacher has the opportunity to put each student 2 -3 marks spending in this case 3-6 minutes. The creative activity of students is enhanced in the classroom, the interest in the study discipline, self-interest in further education "throughout their lives."

5.2 Evaluation of e-learning by students

With the completion of theoretical training (at the end of the fourth semester) students were invited to participate in the final survey using Google applications forms for their attitude to electronic educational training facilities in the HTA. Collected and processed information on the questioning of students gave the following results. The majority (53.8%) consider it necessary to use eLearning in all classes held in the Academy. Accessibility and understandability of presented teacher's training material and information evaluated by the majority (69.2%) to excellent, 30.8% - for good. 53.8% of the students surveyed indicate the usefulness

of educational information, 15.4% - to evaluate them well, 30.8% - satisfactory. In evaluating the level of preparedness of the equipment and its application in the classroom, most (61.5%) were in favor of excellent, 38.5% - for good. On the question - "What challenges have you faced during the study e-learning courses students answer was unequivocal" were no problems, everything was interesting and informative. «To the question "What is your attitude to the modern process of informatization of human life," 84.6% of respondents answered positively. To the question "Do you have the desire to learn and use the emerging new information and communication technologies" 79.6% answered in the affirmative.

5.3 Suggestions and recommendations

In order to process of implementation of e-learning in the educational process has become more successful and effective, it is necessary the educational and methodical development, aids primarily for teachers - e-learning development, training of teaching staff in the use of different electronic media in teaching, preparing themselves studying the perception of computerized communication systems.   During the preparation of teaching electronic script, you must solve the problem of selection of the maintenance the educational and methodological materials, meeting the criteria of a professional orientation, scientific and practical significance, a typical specialty program as the selected teacher's the course is a basic compulsory component of the curr