**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program *6B05103 Биотехнология НИШ, дневная,***

***3 course (Autumn )***

*6B05103 Биотехнология, дневная, 3 Курс (Осенний)*

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| Physiological basis of plants productivity | The number of IWS is 5. | |  |  |  |  | The number of  IWST is 6-7.  This is a teacher's guide.  for the preparation of the IWS. |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Choose*  *Offline/online/*  *hybrid* | Selectable Component | Offline | | Offline | | Univer standart | |
| **Lecturer - (s)** | Kenzhebayeva Saule Sagindykovna | | | | |
| **e-mail :** | [Saule.Kenzhabaeva@kaznu.edu.kz](mailto:Saule.Kenzhabaeva@kaznu.edu.kz) | | | | |
| **Phone :** |  | | | | |
| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION**  . | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| To acquaint students with the features of physiological basis of plants productivity and key physiological processes affecting crop plants productivity, to show their relationship with environmental conditions. | * 1. To demonstrate knowledge about the features of physiological basis of plants productivity and key n and metabolism of the most important biological compounds of living organisms; the key processes occurring in the plant during growth and development, and their interaction, as well as the response of plants to adverse conditions.importance of increase in agricultural productivity in terms of optimisation of  physiological processes affecting crop plants productivity | | | | | 1.1. know the features of the structural organization and properties of the main classes of biological molecules;  1.2. analyze the biological functions of the most important cell compounds and the key mechanisms of plants during growth and development;  1.3. finds a correspondence between the properties of compounds and their biological functions;  1.4. demonstrates knowledge of the most important metabolic processes of a living organism  1.5. based on lecture material and information sources, can write chemical formulas and reactions of various biological molecules, describe the mechanism of their biochemical and physiological action on a living organism | |
|  | |
| 2. to . choose and apply in practice modern methods of biochemical and physiological research for the qualitative and quantitative analysis of biological material; and apply the basic methods used in various fields of plant physiology | | | | | 2.1. conducts information search to solve research problems;  2.2. formulates research objectives and plans the process of its implementation; prepares equipment (instruments, apparatus) for conducting experiments;  2.3. selects and prepares samples (biological material) for the experiment;  2.4. conducts a qualitative and quantitative analysis of biological material, according to methodological recommendations in accordance with safety regulations; | |
| 3. to interpret the results of biochemical and physiological experiments, evaluating the relationship between the structure of biomolecules and their physiological functions at the molecular level; interpret and analyze the results while conducting experiments with plants, contextualize the various approaches and methods used in plant physiology | | | | | 3.1. fixes and draws up the results of experimental work in the required format (tables, graphs, diagrams, etc.)  3.2. evaluates the correctness of the laboratory test;  3.3. analyzes the data obtained during the experiment;  3.4. compares the obtained data with the expected results, confirming the correctness of the experiment; | |
| 3.5. makes final conclusions from the data obtained; | |
| 4. to demonstrate knowledge of the structural and functional characteristics of the plant cell; describe the schemes used to characterize the basic processes of plant physiology, regulating plants productivity; | | | | |  | |
| 4.24.1 explain the essence of the main processes of plant cells and their interaction, formulate conclusions obtained as a result of experiments, argue a different approach to the study | |
| 5. analyze the features of the main physiological processes of plants under normal conditions and under different kinds of stresses (Drought, 2 Heat stress, cold stress, soil salinity and acidity stress floods, to apply theoretical knowledge of plant physiology in various fields of biology, determine the main factors that regulate the process under study. | | | | | 5.1. explain the factors regulating the key processes occurring in the plant during growth and development,  5.2 demonstrate theoretical knowledge and practical skills in plant physiology, show knowledge of the regulation of cell responses as their practical application. | |
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| **Prerequisites** | Plant anatomy and morphology, Cytology and histology, Plants physiology | | | | | | |
| **Postrequisites** | Regulation of physiological processes of plants productivity, Agronomy, Agriculture | | | | | | |
| **Learning Resources** | **Literature:** main,   1. Mechanisms of Plant Growth and Improved Productivity Modern Approaches: Modern Approaches (Books in Soils, Plants, and the Environment) Edited by A. Basra, 2018 2. Plant Physiology: Photosynthesis, Transpiration, and Respiration 1. Nebraska University. 3. Atabayeva S., Kenzhebayeva S., Blavanchinskaya L. Stress physiology. ISBN978-601-04-1098-5. 2015, 84 p 4. Yakushkina N.I., Bakhtenko E.J. Plant physiology. 2018. 466 p. 5. Plants And Crop Productivity by [Rajaram Choyal](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Rajaram+Choyal&text=Rajaram+Choyal&sort=relevancerank&search-alias=books) (Author) ‎ Random Publications, 2015   **Additional:**  Kristiina Himanen (2015). Cell cycle regulation during plant growth and development, Jörg D. Becker (2012) Decision- Making in the Plant Cell Cycle.Canal BQ-n.9.  Atkin OK, Bloomfield KJ, Reich PB, et al. (2015) Global variability in leaf respiration in relation to climate, plant functional types and leaf traits. New Phytologist 206: 614–636.  **Research infrastructure**  1. Laboratories and other locations where teaching and learning will take place  2.  **Professional scientific databases**  1.  2 **.**  **Internet resources** (at least 3-5)  1 . <http://elibrary.kaznu.kz/ru>   1. MOOC / video lectures, etc. 2. [Optimization of photosynthesis for sustainable crop production | CABI Agriculture and Bioscience | Full Text (biomedcentral.com)](https://cabiagbio.biomedcentral.com/articles/10.1186/s43170-022-00117-3) 3. <https://doi.org/10.1016/j.envexpbot.2022.104950>. 4. <https://cmg.extension.colostate.edu/Gardennotes/141.pdf> 5. <https://cid-inc.com/blog/plant-respiration-its-importance-and-applications/> 6. https://[www.hindawi.com/journals/ijg/2014/70159](http://www.hindawi.com/journals/ijg/2014/70159)  6/#abstract 7. https://[www.sciencedirect.com/science/article/pii/S](http://www.sciencedirect.com/science/article/pii/S)  2666675820300175   **Software** (optionally)  1.  2. | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mail [Saule.Kenzhabaeva@kaznu.edu.kz](mailto:Saule.Kenzhabaeva@kaznu.kz) *contacts* or via video link in MS Teams *enter a permanent link to the meeting.*  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  The teacher enters his score into points in accordance with the calendar (schedule).  The exam does not change  and the final score in the course. |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1** *Physiological processes affecting on plants productivity* | | | |
| **1** | **L 1.** Theme .Importance of agricultural productivity, its main components  Main internal factors affecting on productivity | **2** | **0** |
| **PC 1.** Theme General effects of climate change in agricultural production. multiple methodologies to study photosynthesis. the genetic manipulation of photosynthesis.  Evidence that transgenic manipulation of photosynthesis could increase yield | 1 | 10 |
| **L.2** Importance of photosynthesis and crop yield |  |  |
| **PC 2.** Theme The ways to improve photosynthetic efficiency. | 1 | 10 |
| **LC 2.** Theme… |  |  |
| **IWS P 1.** Consultations on the implementation of **IWST 1**  ATTENTION. Number of IWST (6-7), IWS (2-5 ) for 15 weeks  Multitarget manipulation of photosynthetic carbon assimilation, Simultaneous manipulation of the Calvin–Benson cycle and photorespiration, Improving the efficiency of responses to the fluctuating light environment. | **2** | **20** |
| **3** | **L 3.** Theme Mechanism to improve efficiency of photosynthesis | **2** | **0** |
| **PC 3.** Theme… Photorespiration is a target to increase photosynthesis for these reasons | 1 | 10 |
| **LC 3.** Theme… |  |  |
| **IWST 1.** Control work, test, individual / group project, essay, situational task, testing, portfolio, etc. at the teacher's choice. |  |  |
| **4** | **L 4.** Theme… Decreasing photorespiration to improve efficiency of photosynthesis | **2** | **0** |
| **PC 4.** Theme Evidence that transgenic manipulation of photosynthesis could increase yield | 1 | 10 |
| LC 4. Theme… Photosyntetic Electron transport |  |  |
| **5** | **L 5.** Theme… Respiration and Its Functions | **2** | **0** |
| **PC 5.** Theme Plant Respiration: Its Importance and Applications | 1 | 10 |
| **LC 5.** Theme … |  |  |
| **MODULE 2 Title .** Environmental factors affecting crop yields**.** | | | |
| **6** | **L 6.** Theme... Effects of climatic conditions on crops productivity. Heat stress |  |  |
| **PC 6.** Theme...Stress and defense responses in plant secondary metabolites production |  |  |
| **LC 6.** Theme.. |  |  |
| **IWST 2.** Consultations on the implementation of **IWS 2** Drought Resistance by Engineering Plant Tissue-Specific Responses. Stomatal-Mediated Drought Responses. Cuticular Wax Production. Carbon Allocation. Root Traits. Transforming C3 crops into C4. | 1 | **20** |
| **7** | **L 7.** Theme Major Traits Contributing to drought Resistance | **2** | **0** |
| **PC 7.** Theme Effect of drought on photosynthesis and respiration of plants | 1 | 10 |
| **LC 7.** Theme... |  |  |
| **IWST 2.** Screening Techniques for Drought resistance in plants |  |  |
| **Midterm control 1** | | | **100** |
| **8** | **L 8.** Theme....Effect of cold stress and soil properties on crop productivity | **2** | **0** |
| **PC 8.** Theme...Major source of micronutrients (Fe, B, Cl, Mn, Zn, Cu, Mo, Ni) and macronutrients (N, P, K, Ca, S, Mg, C, O, H) needed for plant growth | 1 | 10 |
| **LC 8.** Theme |  |  |
| **IWST 3.** Consultations on the implementation of **IWS 2**. Mechanisms of salinity tolerance. Integrated physiological response to salinity. Effect of salinity stress on oxidative stress Effect of salinity stress on plant development | **1** | **20** |
| **9** | **L 9.** Theme. Eeffect of **s**oil salinity, Floods and acidity stress on crop productivity | **2** | **0** |
| **PC 9.** Theme. Classification of plant according to salt tolerance | 1 | 10 |
| **LC 9.** Subject... |  |  |
| **IWST 2.** Physiological bases of plant resistance to drought. Phosphate starvation in plants. Effect of salinity stress on plant development |  |  |
| **10** | **L 10.** Theme.. Genetic engineering strategies for abiotic stress tolerance. Drought and salinity tolerance | **2** | **0** |
| **PC 10.** Theme. Biochemical and molecular markers in plant breeding for drought and salinity tolerance. | 1 | 10 |
| **LC 10.** Theme... |  |  |
| **IWST 4.** Consultation on the implementation **of IWS 3** | **1** | **20** |
|  |  |  |
| **MODULE 3 Title** Biotic factors affecting crop yields**...** | | | |
| **11** | L 11. Theme...Improvement of plants productivity under different kind of ddiseases. | **2** | **0** |
| **PC 11. Theme...** Control Of Crop Diseases Caused By Viruses | 1 | 10 |
| **LC 11**. Theme... |  |  |
| **IWST** **3**.Screening techniques for pest and disease resistance. Field Screening. Laboratory Screening. Screening Techniques for Diseases Resistance |  |  |
| **12** | L12. Theme. Mechanisms of improvement of plants productivity at pests | **2** | **0** |
| **PC 12.** Theme..Methods of controlling pests | 1 | 10 |
| **LC 12.** Theme... |  |  |
| **With RO 3.** |  |  |
| **13** | **L 13.** Theme. Reactive oxygen species metabolism and antioxidant defense in Plants under Stress | **2** | **0** |
| **PC 13.** Theme. The approaches to increase plants productivity through manipulation of reactive oxygen species metabolism and antioxidant defense under stress. | 1 | 10 |
| **LC 13.** Theme... |  |  |
| **IWST 5.** Consultation on the implementation **of IWST 4.** |  | **20** |
| **14** | L 14. Theme. Management of the environment | **2** | **0** |
| PC 14. Theme... Management of agricultural inputs | 1 | 10 |
| **LC 14.** Theme... |  |  |
| **15** | **L 15.** Theme... Development of new adapted crop genotypes | **2** | **0** |
| **PC 15.** Theme.. Marker-assisted selection (MAS) and genome wide associated studies (GWAS) to increase plants productivity | 1 | 10 |
| **LC 15.** Theme... |  |  |
| **IWST 4.** |  |  |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zaydan B.K.**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Kistaybayeva A.S.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Kenzhebayeva S.S.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

Issued at the request of the teacher for each planned summative assessment (IWST)

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in %** |
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**Example 1. Written assignment "My professional history" (25% of 100% MC)**

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| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| **Understanding Theories**  **and concepts of professional identity and professionalism of a teacher** | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided. | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided. | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided. | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher.  Relevant references (citations) to key sources are not provided. |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan** | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research. | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research. | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research. |
| **Policy proposal or practical recommendations/suggestions** | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan. | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Letter,**  **APA style** | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style. | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |

**Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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| **Criterion** | **"Excellent"**  25-30% | **"Good"**  20-20% | **"Satisfactory"**  15-20% | **"Unsatisfactory"**  0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession** | Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Understanding theories, concepts of the professional identity of the teacher and the teaching profession. | Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession. |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan** | Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research. | Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research | Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used. |
| **Pilot Study** | Excellent use of the results of pilot studies (interviews or surveys) in the presentation | Good use of the results of pilot studies (interviews or surveys) in the presentation. | Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation. | Poor use of the results of pilot studies (interviews or surveys) in the presentation. |
| **Suggestion of policy or practical recommendations/suggestions** | Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Presentation,**  **teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality visuals, slides or other materials, good teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low engagement, low quality content, poor teamwork. |