

## *Diploma of Higher Education*

5 December 2008

### **To whom it may concern**

This is to say that **Serik Sagitov** has successfully completed the pedagogical course *Diploma of Higher Education*. This course is organised by the Centre for Competence and Knowledge Building in Higher Education. The Swedish name for the Centre is Centrum för Kompetens och Kunskapsbildning i högre utbildning (hereafter the abbreviation CKK will be used). The Diploma of Higher Education course is the equivalent of ten weeks full-time graduate study or fifteen higher education points at the Chalmers University of Technology. The aims and structure of the *Diploma of Higher Education* can be found on CKK's website.

The course is made up of two recommended modules (worth the equivalent of 6 and 3 higher education points respectively) and a number of elective modules (each worth the equivalent of 3 higher education points). **Serik Sagitov** has successfully completed the following modules: *TLC101 Pedagogical Project*; *TLC102 Teaching, Learning and Evaluation*; *TLE201 Philosophies of Learning* and *TLE203 Learning in Digital Media*. **Serik Sagitov** has been conscientious in attending the face to face sessions, an enthusiastic participant in both small and large group discussions and has submitted high quality work for the different modules. His contributions to discussions has been appreciated given his experience and his current position as a director of studies in his own department. He has also reflected in an holistic way on how the modules have changed his practice and included those reflections in a well written pedagogical portfolio.

In all of CKK's courses participants are encouraged to develop a portfolio where they keep copies of their pedagogical project as well as any additional work that they have carried out. The idea of the portfolio is that the teacher concerned can go on adding to it after the course. The portfolio thus becomes a record of the particular modules they took and the quality of their engagement with them, as well as an ongoing archive for relevant educational ideas and techniques, useful literature and critical reflection on their pedagogical practice.



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