

Yeditepe University

Learning and Teaching Implementation and Research Centre

YU-LEARNNT

LEARN - EXECUTE - ADMIN - RESEARCH - NETWORK - TEACH

Sub-Unit
Trainings

EUA - TPG

Artificial
Intelligence

Projects

Coursera

January - December

2025

Activity Report



YEDİTEPE
UNIVERSITY

30th year



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1. Introduction

Yeditepe University Learning and Teaching Implementation and Research Centre (YU-LEARNT) is an academic centre within the University that aims to enhance the quality of learning and teaching processes, support the dissemination of innovative pedagogical approaches, and promote the effective use of digital learning environments.

Through its activities in the fields of instructional design, educational technologies, academic development, and learning research, the Centre contributes to the sustainable development of the University's educational capacity.

YU-LEARNT consists of six core sub-units. Within the Centre, training programmes are delivered for students (Learn), leadership and communication (Execute), administrative staff (Admin), research (Research), social networks and social media use (Network), and academic staff (Teach). The name "YU-LEARNT" is derived from the initials of these sub-units, each representing a distinct area of activity.

Activities carried out within the Centre are implemented through these sub-units, each focusing on a specific area of expertise. This structure enables pedagogical development, digital learning, academic networking, research, and institutional capacity building to be addressed through a holistic approach.

Through participation in international academic networks, conferences, and project activities, the Centre closely follows current developments in learning and teaching in higher education and integrates this knowledge into practice within the University. The Centre also manages the institutional administration of the Coursera platform, a leading massive open online course provider.

YU-LEARNT carries out its activities within the framework of what it defines as the "Nexus" approach, adopting an inclusive perspective that addresses the needs of all learners. Within this framework, the Centre delivers training programmes for students, academic and administrative staff, implements online and hybrid learning practices, conducts research and project activities, and engages in institutional and international academic collaborations.

Throughout 2025, YU-LEARNT focused on the delivery of ongoing online and hybrid training programmes, the development of new training modules, and the updating of existing content. Training activities during this period were designed and delivered in accordance with the needs of different learner groups, including students, academic staff, and administrative staff. Feedback gathered from online and hybrid training programmes conducted in previous years has informed the design of new training and the improvement of existing ones, while feedback through surveys and in-person workshops also enabled a comprehensive needs analysis.

In line with the University's internationalisation objectives, the Centre has, since its establishment, ensured that all its training programmes, activity reports, digital content, video materials, social media posts, website announcements, and internal communication processes are available in both Turkish and English. This approach has strengthened communication with both internal stakeholders and the wider academic community, nationally and internationally.

As of 2025, two ongoing research projects in which the Centre participates as a partner: one institutionally funded, the other supported by Erasmus+. The direct outputs of these projects, along with related reports and academic publications, are presented in the “Projects” section of this report.

In relation to educational technologies, enrolment, participation, and completion data for the Coursera platform are regularly monitored, while licence utilisation and learning data are systematically reported. In addition, technical support requests submitted through the University's Learning Management System (YULearnMoodle) are handled by a technical specialist within the Centre, forwarded to the relevant units, and recorded as part of the resolution process.

This report provides a comprehensive overview of the online, hybrid, and in-person training programmes conducted by YU-LEARNT during the relevant period, as well as digital learning activities, research and project work, international collaborations, and other initiatives contributing to institutional development. It also examines the outputs of these activities, the data obtained, and potential areas for future development from a holistic perspective.

In addition, the report outlines the training programmes, seminars, webinars, research projects, and anticipated outputs planned by the sub-units for 2026, many of which are currently in the design phase. Guided by our Centre's core principle, “Now YU-LEARNT Something New!”, we aim to continue

offering and supporting learner-centred, innovative approaches and practices in learning and teaching for all learners in 2026. Further details of the activities summarised above are provided in the following sections of the report.

2. Online Training Programmes

During 2025, the sub-units YU-Learn, YU-Network, YU-Research, and YU-Admin focused on the design and implementation of online training programmes within their respective areas of responsibility. Online training activities carried out within the Centre were strategically planned and implemented in line with the expertise and responsibilities of these sub-units.

A range of online training modules was developed and implemented to address the needs of different target groups, including students, academic staff, and administrative staff, while monitoring and evaluation activities were conducted throughout the process. Details of the online training activities carried out by each sub-unit are presented in the following sections.

YU-NETWORK Sub-Unit

Unit Lead	Department
Asst Prof Ege Simge Demirel	Public Relations and Publicity

YU-Network Activities in 2025

During 2025, the YU-Network sub-unit focused on the effective use of digital communication tools and the development of professional networking processes. As a result of these activities, the online training modules titled “Social Media Management” were completed in May 2025 and made available to learners.

The training aims to develop knowledge and skills related to digital communication and social media use and covers the following key topics:

- Social Media Tools and Applications
- Social Media Management Processes and Strategies
- Ethical and Secure Social Media Use

YU-Network Objectives and Projects for 2026

In 2026, the sub-unit aims to implement two projects. One of these projects originates from 2025, while the other was designed in 2025 and is planned to be implemented in 2026.

LinkedIn Training

LinkedIn is one of the most widely used digital platforms in professional and academic contexts. Given its importance for both students preparing to enter professional life and for administrative and academic staff, a dedicated training module on LinkedIn is planned.

Within this training, participants are expected to strengthen their personal and professional visibility, represent their institutions accurately and effectively, and use LinkedIn as a strategic tool for professional networking and career planning.

The training will cover the effective structuring of LinkedIn profiles, the creation of high-quality and engagement-oriented content, strategies for establishing effective communication with professional communities, and network development. The programme aims to enhance participants' digital visibility, develop their professional communication skills, and support the acquisition of career-oriented digital competencies.

Artificial Intelligence Training

Rapid developments in digital technologies, particularly in artificial intelligence applications, are directly transforming teaching processes, research practices, and professional competencies in higher education. Artificial intelligence is actively used in areas such as decision-making, content creation, data analysis, and communication practices, creating new knowledge and skills requirements for academic staff, students, and administrative staff.

In response, the sub-unit plans to develop a structured training programme for the coming year aimed at enhancing AI literacy, fostering critical engagement skills, and raising ethical awareness. The planned programme is designed not only to provide technical knowledge, but also to promote an understanding of the social, ethical, and institutional implications of artificial intelligence.

The planned training programme is structured as an integrated framework consisting of three modules.

Module 1: Introduction to Artificial Intelligence and Fundamentals of Machine Learning

This module introduces participants to the fundamental conceptual framework of artificial intelligence. The distinction between artificial intelligence, machine learning, and deep learning will be explained, and the functioning of algorithms, the role of data, and decision-making processes will be presented through clear and accessible examples.

The module also introduces core machine learning approaches, including supervised and unsupervised learning, classification, and prediction. The aim is to enable participants to understand how AI systems work and to develop a critical and informed approach to the technology.

Module 2: Generative AI Applications and Areas of Use

The second module focuses on generative artificial intelligence applications. The underlying principles of AI tools that generate text, images, and video will be explained, and examples of their use in areas such as education, communication, marketing, and content creation will be examined.

Module 3: Ethics, Responsible AI, and the Institutional Perspective

The third module focuses on the ethical dimension of artificial intelligence. Core ethical principles such as algorithmic bias, transparency, accountability, data privacy, and human oversight will be examined.

Issues including academic integrity, copyright, and principles of responsible use in the context of AI will be discussed, with the aim of fostering ethical awareness at both the individual and institutional levels.

This module provides a perspective not only on how AI technologies are used, but also on when and within what boundaries they should be applied.

YU-LEARN Sub-Unit

Unit Lead/Member	Department
Asst Prof Selçuk Türkmen	Faculty of Education
Professor Haluk Bingöl	Software Development

YU-Learn Activities in 2025

During 2025, the YU-Learn sub-unit focused on the development of online training content aimed at enhancing students' digital competencies and improving their foundational programming skills. As part of these activities, a training series was designed to help students develop algorithmic thinking and gain a solid understanding of programming fundamentals.

The video production processes for the online training series titled "Introduction to Programming" were completed in 2025, and the content is currently in the video editing and post-production stage at the time of this report.

Following the completion of post-production, the modules are planned to be integrated into the YULearnMoodle platform and made available to students. Based on feedback to be collected from learners during the implementation process, the content is expected to be further developed and updated.

The content titles of the training series currently in post-production are listed below:

- Building a Calculator
- Abstraction
- Algorithms: Exponentiation
- Algorithms: Variable Swapping
- Algorithms: Left Bit Shift
- Algorithms: Bitwise Rotate Left
- Rectangle Area and Variable Naming
- Rectangular Prism Volume and Variable Naming
- Symbol Table
- Introduction to TypeScript: Variable Declaration and Initialization

YU-Learn Objectives and Projects for 2026

Activities planned within YU-Learn for 2026 will be determined through an analysis of the topics most needed by students in recent years. The main priority for the coming year is to reach a wider student audience through digital learning environments and to develop content that is responsive to students' needs. In 2026, an increase in student participation on the YU-Learn platform is anticipated, and a significant portion of the planned activities will be shaped in line with needs analyses based on feedback from students.

In 2026, a range of online learning activities is planned to support students' academic, social, and life skills. In particular, webinar series will be organised to raise awareness among students on topics such as inclusive education, the use of artificial intelligence, sustainability, and financial literacy. At least one webinar focusing on each of these themes is planned to be delivered in May and June 2026.

In addition, a video series is planned for 2026 to provide more sustainable and accessible content through the YU-Learn platform. This video series is expected to include content that responds to the diverse learning needs of university students and contributes to the development of inclusive academic environments.

Target Group and Needs Analysis

The primary target group of the planned activities consists of students at Yeditepe University. With the increasing use of the YULearnMoodle platform, high levels of student participation are expected in 2026. The results of needs analyses to be obtained from students will serve as a key reference point in the planning of activity content.

In 2026, the implementation of short online needs assessment surveys for students is planned. Through these surveys, students' expectations and needs in areas such as academic support, personal development, financial awareness, and inclusive learning environments will be identified. Based on the findings, YU-Learn content will be updated and new learning materials will be developed. This process will contribute to the continued production of sustainable, student-centred content on the platform.

Projected Number of Participants

Webinars and video content to be delivered through the YU-Learn platform are planned to be open to all students across the University. Accordingly, the activities are expected to reach a broad student audience, with participation from students across different faculties and departments.

The number of participants is anticipated to be at a level that enables the activities, particularly online webinars, to reach a large number of students.

Project Timeline

In the first half of 2026, online surveys aimed at identifying students' needs are planned to be conducted, and the results are to be analysed. Based on this process, webinars focusing on themes such as inclusive education, the use of artificial intelligence, sustainability, and financial literacy, are planned to be organised in May and June 2026.

In the second half of 2026, efforts to develop content to be delivered on the YU-Learn platform will continue, and the planning and content development process for a video series on inclusive education for the 2026-2027 academic year will be initiated.

YU-ADMIN Sub-Unit

Unit Lead/Member	Department
Dr. Cansu Rendeci	Translation and Interpreting Studies
Assoc Prof Aysun Kunduracı	Translation and Interpreting Studies
Tuğçe Önal Çıtak	Human Resources and Planning

YU-Admin Activities in 2025

Excel training programmes prepared by the YU-Admin sub-unit were delivered online to participants. In 2025, a total of 44 enrolments were recorded, of which 16 participants successfully completed the training. The training programmes were designed to support the digital competencies of administrative staff.

As shown in the table below, participants from various units across the University enrolled in the Excel training programme. Due to the high non-completion rate, a review of the training content is planned for 2026.

Unit	Number of Participants
General Security Coordination	16
Psychotherapy Centre	1
Technology Transfer Office	4
Faculty of Medicine	1
Legal Consultancy Department	1
Faculty of Architecture	1
Faculty of Engineering	4
International Exchange and Cooperation Office	4
Medical Centre	5
School of Foreign Languages	1
Faculty of Health Sciences	1
Project Management Office	4
International Office	1
Total	44

The YU-Admin sub-unit also implemented a structured and multi-phase programme throughout 2025 as part of the INTER-ACT project (Academic and Social Integration of International Students), supported by the University's Research Projects and Scientific Activities Support (YAP) Committee, aimed at supporting the foreign-language communication competencies of administrative staff across the University.

Focusing on the communication needs arising from the increasing number of international students, these efforts prioritised the development of task-specific, practice-oriented training content that can be integrated into the daily workflows of administrative staff.

Based on the results of the needs analysis survey conducted in 2024, the communication situations most frequently encountered by administrative staff were reassessed and prioritised. Drawing on these findings, communication scenarios were developed covering key areas such as application and registration processes, document requests, guidance, and access to academic and administrative units.

These scenarios formed the basis for a role-play-based training video series, designed to address common and frequently asked questions related to these situations.

The content development process was supported through regular communication and feedback mechanisms carried out in collaboration with administrative units. Based on feedback received from these units, the scenario content was revised to ensure that the materials directly address identified needs and reflect realistic situations.

As of 2025, the scriptwriting process for the video scenarios has been completed, and filming plans have been developed, with the project moving into the production phase. Following the completion of filming and post-production processes, carried out progressively in line with themes determined in coordination with the Directorate of Human Resources and Planning, the training materials are planned to be made available for use across the University.

These efforts aim to strengthen the institutional communication skills of administrative staff and to enhance the effectiveness of their interactions with international students.

YU-Admin Objectives and Projects for 2026

The 2026 activity planning has been structured based on the outputs of the content development and production processes carried out in the previous year. The planned activities are outlined below.

- **Completion of the Training Series:** Finalising the task-based training video series developed to support administrative staff in their communication processes with international students and making it available for institutional use.
- **Post-Production Processes:** Completing the post-production processes (editing, subtitling, and accessibility adjustments) of the training series, for which scriptwriting and filming phases were initiated in 2025.
- **Access and Dissemination:** Making the training videos available to administrative staff and conducting communication and awareness-raising activities to support the use of the materials.
- **Monitoring and Updating:** Updating and improving the content based on asynchronous feedback collected during the use of the video series.
- **Scope Expansion:** Expanding the training content through the development of additional scenarios in line with feedback and emerging needs.

YU-Research Sub-Unit

Unit Lead/Member	Department
Asst Prof Onur Demir	Data Science
Instructor Gökmen Kaya	Radio, Television and Cinema

YU-Research Activities in 2025

Online training modules developed within the YU-Research sub-unit were made available to learners. Of these modules, the first, titled “RESRCH 101.1 *Fundamentals of Research: How to Conduct Research*”, was successfully completed by 21 students, while the second module, “RESRCH 101.02”, was completed by 19 students.

YU-Research Objectives and Projects for 2026

The activities planned for 2026 have been designed to enhance the University’s research capacity and to support the effective use of digital tools in research processes. Accordingly, training and sharing activities are planned to support postgraduate students, early-career researchers, and academic staff in their research practices.

As an initial step, short videos are being prepared for online dissemination, focusing on the effective use of free artificial intelligence tools in teaching and research activities.

Another planned activity is the design of a “*Data Visualisation Training*”, particularly for postgraduate students working in social sciences. This training will address the fundamental principles of presenting research data in a clear, effective, and academically appropriate manner. Within the scope of the training, methods for creating graphs, tables, and infographics will be introduced, and practical examples will be provided to demonstrate how research findings can be communicated more effectively in academic presentations and publications.

In addition, a forum or sharing platform is planned to be developed within the University to raise awareness of the use of artificial intelligence technologies in teaching processes, featuring examples of good practice. This activity will be carried out in collaboration with the Vice Director of YU-LEARNNT and the Unit Lead of the YU-Teach sub-unit, Asst Prof Onur Seçkin.

Within the scope of this initiative, examples of how academics use artificial intelligence tools in their courses will be shared, and a discussion environment will be created to explore the integration of AI into teaching processes.

Another planned activity is the development of training content titled “*How to Use Artificial Intelligence Tools for Research*”. This training will address how AI-supported tools can be used in processes such as literature review, research question development, data analysis, and academic writing.

The content will introduce tools that can enhance efficiency in research processes, while also addressing the use of artificial intelligence within the framework of academic ethical principles.

Target Group and Needs Analysis

The target group of the planned activities consists of postgraduate students, early-career researchers, and academic staff engaged in research activities across the University. In response to the growing need for the use of digital tools in research processes and the integration of artificial intelligence technologies into academic work, the development of supportive training content in these areas is envisaged.

As part of the planning process, a short needs assessment survey is planned to be conducted by the YU-Learn sub-unit to identify the needs encountered in research processes. Through this survey, the aim is to determine participants’ expectations and needs regarding data analysis, data visualisation, and the use of artificial intelligence tools in research processes.

Expected Number of Participants

Approximately 25-40 participants are targeted for each planned training programme and activity. As the training programmes are planned to be delivered in an online or hybrid format, participation from researchers across different faculties and departments is expected.

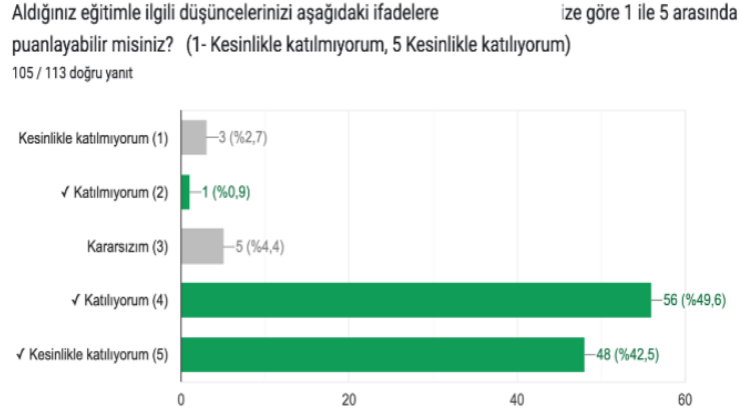
Project Timeline

In the first half of 2026, the completion of the needs analysis process and the preparation of training content are planned. In the second half of the year, the delivery of training sessions on data visualisation and the use of artificial intelligence tools in research processes is targeted.

In addition, a forum event on the use of artificial intelligence, which will provide academics with a platform to share their experiences, is planned to be organised during the year.

Feedback on Online Training (General)

General evaluations and feedback covering all training programmes and modules delivered via YULearnMoodle are collected on a regular basis, and the effectiveness of the training as well as areas for improvement are analysed. The data obtained are taken into consideration in the improvement of existing training and in the planning of new training programmes.



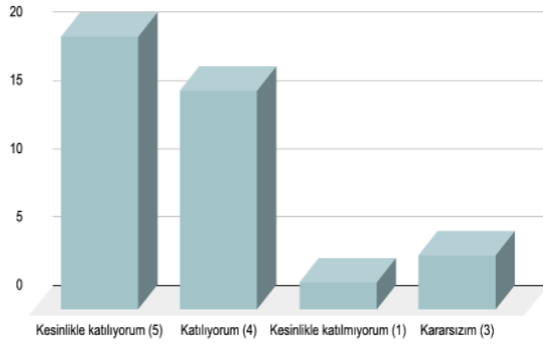
Q: “To what extent do you agree with the following statement about the training you received? (1 = Strongly disagree, 5 = Strongly agree)”

“The training was effective in developing professional knowledge, skills, and competencies.”

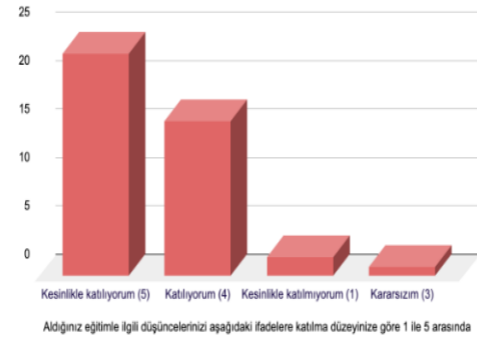
In response to this statement, 92.6% of participants selected “agree” or “strongly agree.” Specifically, 48.4% indicated “agree,” while 44.2% selected “strongly agree.” Negative responses remained low at 4.3%, with 3.2% of participants indicating a neutral position.

These findings suggest that the training programmes contribute directly to participants’ professional development and are effective in supporting the acquisition of targeted knowledge, skills, and competencies.

Eğitim süresi, içeriğindeki yeni bilgileri kazanmak için yeteriydi.



Eğitim içeriğindeki konular etkili bir şekilde sunuldu.



Q: “The duration of the training was sufficient for acquiring the new knowledge it contained. (1= Strongly disagree, 5 = Strongly agree)”

In response to this statement, a total of 82.1% of participants selected “agree” (38.9%) or “strongly agree” (43.2%). The proportion of participants who found the duration insufficient remained limited at 7.4%, while 10.5% indicated a neutral position.

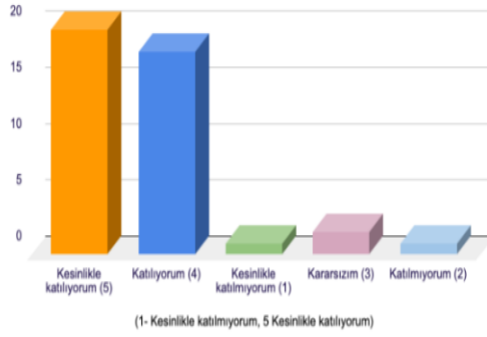
The findings suggest that the duration of the training was largely aligned with the content intensity and learning objectives; however, it may be perceived as relatively short for certain participant groups in terms of more in-depth learning expectations. This indicates a potential area for improvement, such as introducing more flexible module durations or providing supplementary content in future training programmes.

“The topics covered in the training were presented effectively.”

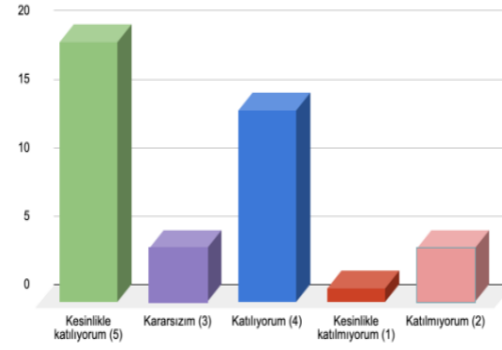
In response to this statement, 86.3% of participants expressed a positive opinion. Of these, 34.7% selected “agree,” while 51.6% indicated “strongly agree.” Negative responses accounted for 6.4%, and 7.4% of participants reported a neutral position.

These findings suggest that the training content, in terms of presentation, delivery, and structure, largely meets participant expectations and supports the learning process.

Eğitim süresince kullanılan materyaller yeterliydi (video, ders notu, değerlendirme vb.)



Eğitim süresince yeterli etkileşim olanakları vardı.



“The materials used during the training (e.g. videos, lecture notes, and assessment tools) were sufficient.”

In response to this statement, 83.2% of participants expressed a positive opinion. Of these, 35.8% selected “agree,” while 47.4% indicated “strongly agree.” Negative responses accounted for 8.4%, and 8.4% of participants reported a neutral position.

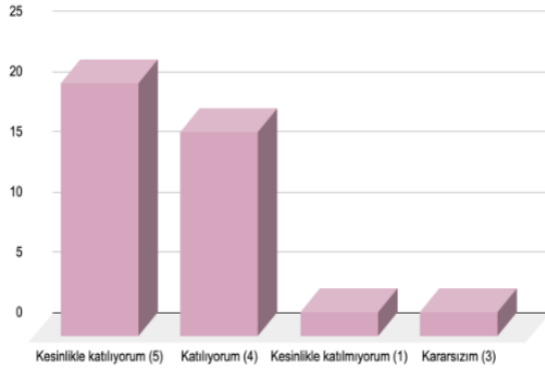
The findings suggest that the materials used during the training, including video content, course notes, and assessment tools, effectively support the learning process and largely meet participant expectations. However, feedback from a limited number of participants indicates that increasing the variety of materials and developing more practice-oriented supporting content may represent an area for improvement in future training programmes.

“There were sufficient opportunities for interaction during the training.”

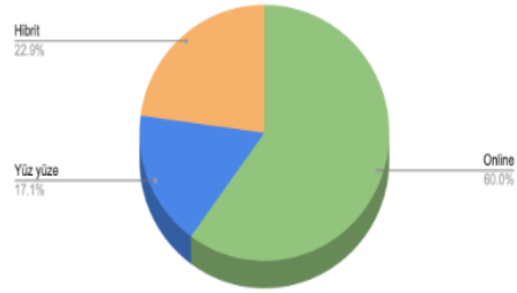
In response to this statement, 79% of participants expressed a positive opinion. Of these, 33.7% selected “agree,” while 45.3% indicated “strongly agree.” Negative responses accounted for 9.5%, and 11.6% of participants reported a neutral position.

The findings suggest that the use of Q&A sessions, feedback mechanisms, and interaction-focused content supports the learning process overall. However, the proportion of neutral and negative responses indicates that, particularly in online learning environments, interaction may need to be further strengthened in terms of duration, methods, and the diversity of tools used. Participant feedback also points to the need to strengthen interaction within online learning environments.

Katıldığım eğitim genel olarak beklentilerimi karşıladı.



Bu eğitimin uygulama biçiminin farklı olmasını tercih eder miydiniz?



“Overall, the training met my expectations.”

Responses to this statement indicate that the training was generally evaluated positively by participants. A large proportion of participants selected “strongly agree” or “agree.”

These findings suggest that the training largely meets participant expectations in terms of both content and implementation.

“Would you prefer the training to be delivered in a different format?”

Responses indicate a clear diversity of preferences regarding training delivery formats. Based on the responses of 79 participants, 41.8% expressed a preference for online delivery, while 30.4% preferred a hybrid model and 27.8% favoured in-person training.

The findings show that a majority of participants tend to prefer online and hybrid models, which offer flexibility and accessibility. At the same time, the continued demand for in-person training highlights the importance of planning certain training content in either face-to-face or hybrid formats, particularly where interaction and practical application are required.

These findings further suggest that a flexible training approach, in which online, hybrid, and face-to-face models are considered together depending on content type and learning objectives, would more effectively meet participant expectations.

Training Needs Analysis and Proposed Modules

An analysis of feedback obtained from open-ended questions indicates that training needs aimed at supporting professional and personal development are concentrated in specific thematic areas across all learner groups. In particular, communication and interaction skills, effective speaking and public presentation, diction and body language, academic writing, presentation techniques, and assessment and evaluation were frequently highlighted by participants.

In addition, it is evident that participants place greater emphasis on training that is practice-oriented, offers opportunities for hands-on application, and encourages active participation. Some participants also referred to practice-based examples implemented at other universities, expressing interest in the adoption of similar learning experiences within the institution.

The feedback further indicates that, in addition to communication and presentation skills, areas such as leadership, motivation, time and stress management, entrepreneurship, career planning, and discipline-specific expertise are among the key training needs. These findings suggest that participants expect not only to acquire professional knowledge but also to develop personal and professional competencies through a holistic approach.

Based on the needs identified through participant feedback, module proposals have been developed covering communication, presentation, academic writing, leadership, motivation, and time management, and have been taken into consideration to inform future training planning.

As an initial step, a in-person workshop series consisting of three sessions has been designed for students for the 2026 Spring Semester, focusing on communication and 21st-century competencies, with arrangements made for implementation in March, April, and May.

3. In-Person Training

YU-Execute Sub-Unit

Unit Lead	Department
Asst Prof Nazlı Çetin Gündoğdu	Public Relations and Publicity

YU-Execute Activities in 2025

During the 2025 activity period, the YU-Execute sub-unit underwent a change in unit leadership and entered a process of restructuring. Throughout this period, the unit carried out its activities along two primary axes.

First, video content on “*Decision-making Skills*” was designed for use in asynchronous training processes. Second, the content design for a in-person training series titled “*Communication Skills Training*”, planned to provide an interactive learning environment for university students, was completed.

YU-Execute Objectives and Projects for 2026

Within the scope of its 2026 planning, the sub-unit has developed a comprehensive in-person workshop programme aimed directly at students rather than academic or administrative staff. To maximise participant interaction, the capacity of each workshop has been limited to a maximum of 30 participants.

The workshop series, planned for 2026 and to be conducted under the coordination of Asst Prof Nazlı Çetin Gündoğdu, is outlined below:

- **Fundamental Communication Skills (March 2026):** In this workshop, where the core components of the communication process will be introduced, students are expected to develop their skills in empathy and active listening, use appropriate body language, and analyse communication breakdowns. In addition, topics such as providing constructive feedback and developing solution-oriented strategies in conflict situations will be addressed through practical applications.
- **Team Building (April 2026):** In this workshop, where key elements of effective teamwork such as trust, communication, and shared goals will be examined, students are expected to

identify their roles within a team and discover their strengths in relation to these roles. In addition, the causes of team conflicts will be evaluated within a communication framework, and strategies for resolution will be presented.

- **Leadership and Communication (May 2026):** In this training, where leadership will be addressed as a skill rather than a position, students are expected to define the concept of “self-leadership” and develop their ability to take initiative. The importance of communication and leadership language in decision-making processes will be discussed through various examples.
- **Communication on Social Media (September 2026):** In this workshop, where the distinctive dynamics of digital communication compared to face-to-face interaction will be examined, it is aimed to raise awareness of concepts such as “digital identity” and “digital footprint.” Topics including ethical rules on social media, risks of misinterpretation, analysis of content with crisis potential, and individual and group representation on social media will also be addressed.
- **Decision-Making Skills (Asynchronous Video Module):** For the training titled “*Decision-Making Skills*,” whose content design was completed during the 2025 activity period, the completion of video production processes is targeted. The content is planned to be delivered as an asynchronous training module via the YULearnMoodle platform, aiming to support students’ theoretical and practical competencies related to decision-making mechanisms.

4. Hybrid Trainings

YU-Teach Sub-Unit and 2025 Activities

Unit Lead	Department
Asst Prof Onur Seçkin	Faculty of Education

YU-Teach Activities in 2025

Training programmes are delivered either fully online or as in-person workshops, while some are offered in a hybrid format. The *Educator's Education* programme, in particular, is delivered in a hybrid format combining online and face-to-face sessions. Participation in the programme is based on requests from academic staff and the invitation of newly appointed instructors communicated through the Directorate of Human Resources and Planning.

The online modules remain open to participation until the completion of each term, and pre- and post-tests are administered accordingly. The overall evaluation of the programme and the collection of feedback are conducted during the workshop sessions.

Yu-Teach Teaching Staff Involved in the Educator's Education Programme

Name	Department
Asst Prof Onur Seçkin	Faculty of Education
Prof Yelkin Diker Coşkun	Faculty of Education
Prof Gonca Kızılkaya	Faculty of Education
Instructor Zeynep Pekin	Faculty of Education
Asst Prof Burcu Aykaç	Faculty of Education
Prof Dilek Erbaş	Faculty of Education
Asst Prof Cem Akköse	Faculty of Education
Asst Prof Fatma Önalın Akfırat	Faculty of Education
Asst Prof Zuhar Rende Berman	Faculty of Education
Research Assistant Melih Kamarat	Faculty of Education
Research Assistant Aylin Yırtıcı	Faculty of Education
Research Assistant Simay Vapurlu	Faculty of Education

The Educator's Education Programme, a key initiative of the YU-Teach sub-unit for academic staff, was maintained in 2025 as a follow-up to the process initiated in 2024. Within the scope of the programme, five core online modules (Classroom Management, Instructional Planning, Teaching Approaches, Technological Tools in Teaching and Learning, and Measurement and Evaluation) remained accessible to participants via the YULearnMoodle platform.

Following the completion of the online modules and in-person workshop sessions by the first cohort, a second group of academic staff was included in the programme with broader participation. In 2025, a total of 17 academic staff successfully completed the existing online modules.

Planning for the in-person workshop sessions for this group has been carried out, and following the completion of these sessions, the certification process is scheduled to be finalised in February 2026.

Apart from the *Educator's Education Programme*, and drawing on the *Academic Advising Handbook*, the TEACH 102.1 Academic Advising Skills module was offered to academic staff of the Faculty of Medicine in response to identified needs. A total of 20 participants completed the training and became eligible to receive a certificate.

The topics covered within the module are as follows:

- The purpose of academic advising and the role of the advisor,
- Responsibilities of the advisor,
- Course registration processes: pre-registration, registration, add/drop, course withdrawal, and petition procedures,
- Course load, prerequisites, and programme structure,
- Monitoring graduation requirements,
- Communication techniques, advising skills, and approaches for effective academic advising,
- Student support services and referral mechanisms to relevant units

YU-Teach Objectives and Projects for 2026

During the 2025 activity period, a new training module titled "*Students with Disabilities in Higher Education: Accessibility, Educational Rights, and Academic Support*" was developed in order to expand the scope of the *Educator's Education Programme* and enhance its inclusivity. The content is planned to be integrated into the online modules and implemented as of the 2026 Spring Semester.

In addition, within the framework of the 2026 planning, the TEACH sub-unit has identified the following objectives aimed at supporting and developing the professional growth of academic staff:

- **Sustainability of Training Programmes:** Continuation of the implementation of online training modules delivered within the *Educator’s Education Programme*.
- **Certification Processes:** Completion of certification processes through the organisation of in-person workshop sessions for academics who have completed the online modules.
- **Inclusive Education:** Ensuring the full integration of the module titled “*Students with Disabilities in Higher Education: Accessibility, Educational Rights, and Academic Support*” into the programme.
- **Measurement and Evaluation:** Systematic evaluation of the effectiveness of training programmes, collection of participant feedback, and updating of content based on analysis results.
- **New Content Development:** Planning, design, and development of the module “*Use of Artificial Intelligence in Education*”, identified as a current need within the *Educator’s Education Programme*.
- **Institutional Collaborations:** Planning new training and workshop activities in collaboration with relevant University units, in line with the needs of academic staff.

5. Research Projects, Collaborations, and International Activities

INTER-ACT (Academic and Social Integration of International Students), YAP Project, 2023-2026

Within the scope of the project supported by the University's Scientific Research Projects (YAP) Commission, carried out in collaboration with the *YEDI (Equity, Diversity and Inclusion Committee)* and YU-LEARNNT (Learning and Teaching Implementation and Research Centre), comprehensive stakeholder surveys were conducted involving international students, academic and administrative staff, as well as domestic students. A total of 574 participants responded to the surveys. Based on the findings of the research report, an Action Plan Proposal was developed in alignment with the United Nations Sustainable Development Goals SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Turkish Higher Education Quality Council (YÖKAK) criteria and principles, and Yeditepe University's Internationalisation Strategy. Within this framework, a three-pillar structure was established in line with the proposed action plan.

The INTER-ACT study indicates that the challenges faced by international students extend beyond individual adaptation issues and point to specific areas for improvement in existing practices. These include the need to enhance the intercultural competencies of academic and administrative staff, strengthen job-specific English proficiency in service units that have direct contact with students, expand structured academic adaptation mechanisms, and reinforce coordination mechanisms among institutional units. In this regard, the Action Plan Proposal approaches integration as a shared institutional responsibility. This approach is aligned with the expectations of the Turkish Higher Education Quality Council (YÖKAK) and international quality assurance standards.

The Action Plan Proposal aims to translate the core priorities defined in Yeditepe University's Internationalisation Strategy into concrete practices. In this context, particular emphasis is placed on Objective 1 (Internationalisation of Education), Objective 3 (Strengthening International Student Recruitment and Support Processes), and Objective 4 (Internationalisation of Campus Life and Services). Strategic interventions focusing on the development of intercultural competence, the enhancement of job-specific English capacity for administrative staff, and the design of the UNIV 101 course as a structured academic adaptation mechanism are directly linked to institutional goals

related to student satisfaction, retention, academic progression, and meaningful intercultural engagement.

The Action Plan Proposal is fully aligned with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)*. In this regard, particular emphasis has been placed on ESG 1.1 (quality assurance policy), ESG 1.3 (student-centred learning), ESG 1.6 (learning resources and staff development), and ESG 1.7 (information management) in the design of the proposal. In addition, the proposal is aligned with the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). The integrated consideration of these frameworks has been presented to support an inclusive, equitable, and high-quality approach to internationalisation at the institutional level.



4. Stratejik Hedef Alanları ve Eylem Tablosu

STRATEJİK HEDEF ALANI 1
Akademik ve İdari Personel için Kültürel Aras Yetkinlik

Stratejik Amaç
Kültürlerarası yetkinliği; öğrenim, danışmanlık ve idari uygulamaların tümünde temel bir kurumsal kalite standardı olarak yerli hale getirmesi.

Eylem	Sorumlu Birimler	KPI (ESG Uyumlu)	Stratejik Hedef	Baz Çıgı	Hedef	Zamanlama
Zorunlu kültürlerarası yetkinlik eğitiminin tasarlanması	YU-LEARN, İK, YEDİ	Eğilimi tamamlayan personel oranı (ESG 1.1)	HED 1	Sistematik yapı yok	> %75	0-6 ay
Roller ve disiplinle ilgili öğretim modüllerinin uygulanması	YU-LEARN, Fakülter	Personel yetkinlik oranı (ESG 1.3)	HED 1	Baz ölçüm	> %20	6-12 ay
Eğitimin izlenimi	İK, Rektörlük	SNİ entegrasyon oranı (ESG 1.6)	HED 1	Kısmi	%100	12-24 ay

SKA / Strateji Bağlantısı: SKA 4, SKA 10; kapsayıcı uluslararasılaşma

STRATEJİK HEDEF ALANI 2
İdari Personel için Göreve Özgü İngilizce Yetkinliği

Stratejik Amaç
Uluslararası öğrencilerin idari hizmetlere erişil, verimli ve etkili biçimde erişimini sağlamak.

Eylem	Sorumlu Birimler	KPI (ESG Uyumlu)	Stratejik Hedef	Baz Çıgı	Hedef	Zamanlama
Dil beşerç analizinin yapılması	İK, YU-LEARN,	Analiz kapsam oranı (ESG 1.7)	HED 4	Varlık yok	%100	0-3 ay
İdari Amaçlı İngilizce Eğitimi	YU-LEARN, İK	Katılım oranı (ESG 1.6)	HED 4	Ad hoc	> %70	3-12 ay
Hizmet Kalitesinin İzlenmesi	Uluslararası Ofis	Şikâyetlerde azalma (ESG 1.6)	HED 4	Baz ölçüm	> %30	12-24 ay

SKA / Strateji Bağlantısı: SKA 10; hizmetlere erişil erişim

Göreve Özgü İngilizce Yetkinliğinin Sağladığı Faydalar

- Açık ve Doğru İletişim
- Yanlış Anlaşılmanın Azaltılması
- Hizmet Kalitesinin Artırılması
- Öğrenci Memnuniyetinin Artması

INTER-ACT

STRATEJİK HEDEF ALANI 3
UNIV 101 – Yapılandırılmış Akademik Entegrasyon

Stratejik Amaç
Yapılandırılmış bir geçiş modeli aracılığıyla uluslararası öğrencilerin akademik okuyarlılığını, kurumsal farkındalığını ve aidiyet duygusunu desteklemek.

Eylem	Sorumlu Birimler	KPI (ESG Uyumlu)	Stratejik Hedef	Baz Çıgı	Hedef	Zamanlama
UNIV 101'in kredili ders olarak yapılandırılması	YU-LEARN, UO	Ders onayı	HED 3	Orientasyon	Onaylı	0-6 ay
Agarlı modelin uygulanması	Fakülter	Ders tamamlama oranı (ESG 1.6)	HED 3	Baz ölçüm	> %85	6-12 ay
Akran mentorluk sistemi	Öğrenci Merkezi, YEDİ	Katılım oranı (ESG 1.3)	HED 4	Pilot	> %60	12-24 ay

SKA / Strateji Bağlantısı: SKA 4; öğrenci başarısı ve sürekliliği

Uluslararası Öğrenci Desteğinin Faydaları

- Olumlu Öğrenci Deneyimi
- Öğrencilerin akademik başarılarının artırılması
- Geçmiş Dönem Entegrasyonunun iyileştirilmesi
- Toplumsal sorumluluk bilincinin geliştirilmesi
- Stress ve Kaygının Azaltılması
- Yeni bir öğrenim ortamına kolaylaşılması

5. Entegre Uygulama Zaman Çizelgesi

Faaliyet	0-3 ay	3-6 ay	6-12 ay	12-24 ay
Yönetişim ve koordinasyon	●	●	●	●
Kültürlerarası yetkinlik	Tasarım	Pilot uygulama	Yaygınlaştırma	Kurumsallaştırma
İdari İngilizce yeterliliği	Analiz	Eğitilme	Uygulama	Değerlendirme
UNIV 101	Yarılardan tasarımı	Pilot uygulama	Tam uygulama	Ölçeklendirme
İzleme ve raporlama	Veri toplama ve raporlama	Çerçevesinin oluşturulması	Başlangıç verilerinin belirlenmesi	Yıllık değerlendirme

6. İzleme, Performans Göstergeleri ve Raporlama Çerçevesi

İzleme ve raporlama süreci, INTER-ACT İzleme ve Raporlama ŞİPİ (Standart İşleyiş Prosedürü) çerçevesinde yürütülerek aşağıdaki hususları içermektedir:

- Veri sağlığı ve kurumsal hesap verebilirliği açık biçimde tanımlanması
- KPI'ların başlangıç-hedef düzeyleri arasında sistematiği izlenmesi
- Rektörlüğe yönelik yıllık raporlamaların yapılması
- Kurumsal kalite güvence sistemi ve YÖK raporlama döngüleriyle entegrasyonu

İzlenen temel alanlar şunlardır:

- Öğrenci devamlılığı ve akademik ilerleme (ESG 1.3)
- Öğrenci deneyimi ve aidiyet duygusu (ESG 1.3, 1.6)
- Personel kapasitesi ve mesleki gelişim (ESG 1.1, 1.6)
- Bilgi yönetimi ve verimlilik (ESG 1.7)

7. Risk Yönetimi ve Önleyici Tedbirler

Risk	Olası Etki	Önleyici Tedbir	Sorumlu Birim
Personel direnci	Uygulamaların gecikmesi	Zorunlu eğitim; üst yönetim desteği	Rektörlük, YEDİ
Kaynak kıtlığı	Uygulama kapsamının sınırlanması	Mevcut merkezin kullanımı; sınırlı uygulama	Rektörlük
Düşük öğrenci katılımı	Etkinlik azalması	Kredili teyitler; mentorluk mekanizmaları	Öğrenci Merkezi
Veri toplama	Zayıf izleme	ESG 1.7'ye uyumlu veri sistemleri	YU-LEARN

8. Uygulama Modeli

Girdiler + Faaliyetler + Çıktılar + Sonuçlar + Etki

Kurumsal liderlik ve kaynaklar • Eğitimler, UNIV 101, di programlar, mentorluk • Eğitimci personel, desteklenen öğrenciler, kalite güvence verileri • Arılan başarı, memnuniyet ve aidiyet • Sürdürülebilir ve kapsayıcı uluslararasılaşma

INTER-ACT Eylem Planı Uygulama Modeli

Kurumsal Liderlik ve Kaynaklar	Eğitimler	Faaliyetler	Çıktılar	Sonuçlar	Etki
• Kurumsal liderlik ve kaynaklar	• UNIV 101, di programlar, mentorluk	• Eğitimci personel, desteklenen öğrenciler, kalite güvence verileri	• Arılan başarı, memnuniyet ve aidiyet	• Sürdürülebilir ve kapsayıcı uluslararasılaşma	• Öğrenci devamlılığı ve akademik ilerleme, öğrenci deneyimi ve aidiyet duygusu, personel kapasitesi ve mesleki gelişim, bilgi yönetimi ve verimlilik

European University Association Learning and Teaching Forum and Thematic Peer Group Report: “Learning and Teaching in Situations of Crisis: Needs and Support Provision” (Meetings and Report)

- Following the EUA 2023 Forum, the Centre applied to participate in the EUA 2024 project. The application was accepted, and the Thematic Peer Group on *Learning and Teaching in Situations of Crisis: Needs and Support Provision* was chaired by the Centre Director, Prof Berrin Yanıkkaya, between February 2024 and February 2025.
- Finalised in December 2024 under the leadership of the Centre, the report was submitted to the EUA in January 2025. It was presented at the EUA Learning and Teaching Forum held in Cork, Ireland, in February 2025, first to peer groups and later to a wider audience through a dedicated workshop session.
- The report of the Thematic Peer Group on *Learning and Teaching in Situations of Crisis: Needs and Support Provision* was published on the EUA website in April 2025. The report is available at the following link:

https://www.eua.eu/images/publications/Publication_PDFs/EUA_TPG_Report_Crisis.pdf



FLAIR (Fostering Learners' AI Readiness) ERASMUS+ KA-HED 220 Project

The Centre participated in the “*Seamless Learning Conference: Molding Minds-Melding Modes*”, hosted by the Vienna University of Economics and Business (WU) in Vienna, Austria, on 16-17 October 2025, as well as in the ERASMUS+ KA220-HED FLAIR project interim meeting held on 17-18 October 2025.

Within the scope of the event, a presentation titled “*Artificial Intelligence in Education: Evaluating Türkiye’s Strategic Alignment with Future Workforce Competencies*”, prepared by the Centre Director, Prof Berrin Yanıkkaya, together with research team members Hatice Karaman, Onur Demir, and Ege Simge Demirel, was delivered on behalf of the research team by Asst Prof Ege Simge Demirel.



Based on the academic evaluations and positive feedback received following the session, the presented study was further developed into an international academic publication and submitted to the journal *Leadership and Organizational Development*.

During the conference, a panel was also held under the moderation of Thérèse Zhang, Deputy Director for Higher Education Policy Unit at the European University Association (EUA), in which Prof Berrin Yanıkkaya participated as a panellist. Discussions among FLAIR consortium members focused on the future of artificial intelligence in teaching and learning processes, emphasising the importance of pedagogical approaches beyond technological integration, as well as frameworks for academic integrity.

In parallel with the conference, interim evaluation meetings of the [ERASMUS+ KA220-HED FLAIR](#) project were also held. These meetings brought together the project’s international partners to

exchange views on the current status of activities and future objectives. The outputs of the second work package, co-led by the Centre, have also been published on the project's website:

- Türkiye National Report
https://www.wu.ac.at/fileadmin/wu/o/wu4juniors/LLE/FLAIR/National_Report_T%C3%BCrkiye.pdf
- Consortium Synthesis Report
https://www.wu.ac.at/fileadmin/wu/o/wu4juniors/LLE/FLAIR_Synthesis_Report.pdf

Within this process, two additional project outputs developed under Work Packages 3 and 4, in collaboration with co-leading institutions across the consortium, have also been published on the project website.

- AI Literacy Framework
https://www.wu.ac.at/fileadmin/wu/o/wu4juniors/LLE/FLAIR_AI_Literacy_Framework.pdf
- AI Didactics Framework
<https://www.wu.ac.at/index.php?eID=dumpFile&t=f&f=1155803&token=59666ee48e283a542c1ec900dc194ad921cecccf>

Within the scope of the project, the final meeting is planned to take place in June 2026 at the La Salle campus of Ramon Llull University in Barcelona, with the participation of consortium partners. The project will conclude in November with multiplier events organised at the institutional level.

In the same period, the National Artificial Intelligence Report will be translated into Turkish by representatives of our Centre involved in the project and shared on the YU-LEARNNT website.

Selected Activities Conducted within the Scope of GUNi (Global University Network for Innovation)

9th World Higher Education Report Consultation Meeting (30 May 2025)

Prior to the Barcelona Summer School and Strategic Council Meeting, a small-group consultation meeting was held for the 9th World Higher Education Report, which is planned to be completed in 2027. Prof Berrin Yanıkkaya participated in the meeting as an invited member of GUNi.

GUNi-ICA Strategic Council 3rd Face-to-Face Meeting (3-6 June 2025)

Within this scope, the initial outputs of the INTER-ACT institutional transformation project were presented by Prof Berrin Yanıkkaya and Prof F. Yeşim Ekinçi as a case study titled “Beyond Borders: Yeditepe University’s Holistic Approach to International Student Integration,” published in the 5th GUNi-ICA Newsletter and shared with partner higher education institutions.

GUNi-ICA Strategic Council 4th Face-to-Face Meeting (13-15 October 2025)

The 4th Face-to-Face Meeting of the GUNi-ICA Strategic Council, held with the participation of university rectors, vice rectors, and senior executives at the global level, was hosted by Yeditepe University. Organised in a hybrid format, the meeting brought together university representatives from Spain, Palestine, Portugal, Kyrgyzstan, Malaysia, India, Chile, Côte d’Ivoire, and Ecuador, along with members of the GUNi team.

Within the scope of the event, the strategic projects of GUNi-ICA members regarding the future of higher education were evaluated. The University was represented at the meeting by Prof Berrin Yanıkkaya, Vice Chair of the GUNi Strategic Council 2025 and Director of YU-LEARN.

Within the programme, mentoring activities were carried out to support each member university in developing its own strategic project. Leadership- and transformation-focused workshops were organised in both online and in-person formats with the participation of guests hosted at the YU-LEARN Centre. The programme also included a presentation by Asst Prof Orçun Türegün from the Faculty of Economics and Administrative Sciences. The three-day event concluded with visits to the University’s Genetics Laboratory and the Istanbul Museum of Modern Art. This was followed by the planning of new partnership projects and collaboration processes, together with the sharing of preparatory information for the 9th World Higher Education Report.



British Council Going Global Conference

The Centre participated in the British Council Going Global Conference held in London. The findings of the EUA Learning and Teaching Thematic Peer Group report, led in 2024 by Prof Berrin Yanıkkaya, Director of YU-LEARNT and published in 2025, were shared with international higher education leaders. A workshop titled “Ensuring the Continuity of Learning and Teaching in Challenging Times” was also conducted. The workshop brought together higher education leaders from around the world and addressed management strategies for different crisis scenarios. Practical evaluations were carried out based on the “Crisis Matrix Framework” developed within the scope of the EUA project. In addition, open-access resources prepared within the scope of the report, such as icons, symbols, and the leadership survey, were made available to participants and relevant stakeholders.

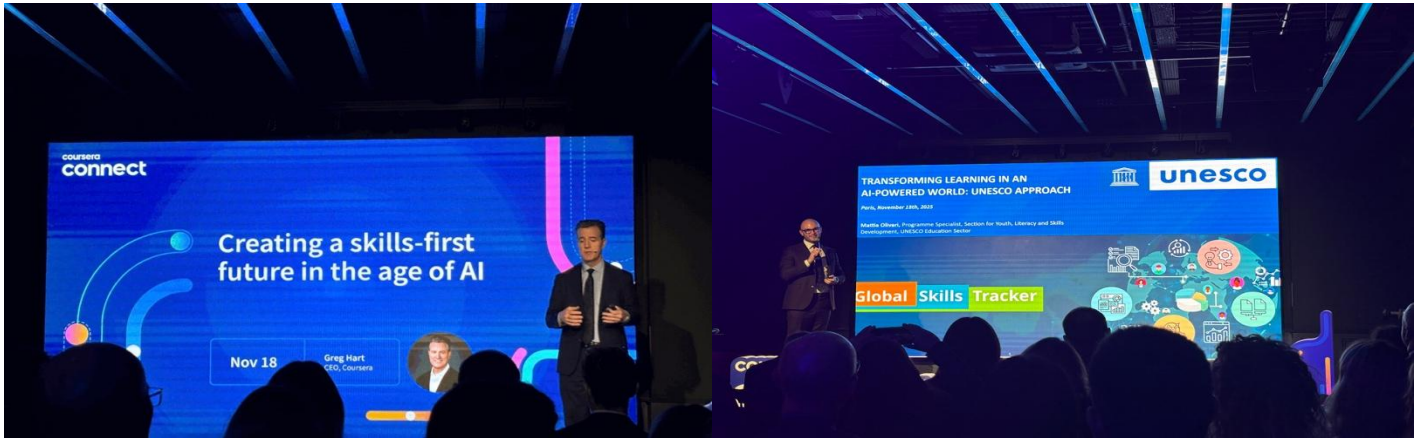


Coursera Connect Conference

At the “Coursera Connect” conference held in Paris, Yeditepe University was represented by Prof Berrin Yanıkkaya, Director of YU-LEARNT. The event brought together participants from around the world, including university representatives, private sector leaders, Coursera management, UNESCO, and officials from the OECD Directorate for Education and Skills. Panels, interactive sessions, and presentations were held on digital transformation in higher education and innovative learning models. Within the scope of the conference, strategic evaluations were conducted on the future of higher education and global trends in educational technologies. In particular, topics such as the integration of artificial intelligence and data literacy into educational and administrative processes, the expansion of university-industry collaboration, and the role of micro-credentials in the future of education in connection with an ageing population were highlighted. In addition, projections regarding the transformation processes of higher education institutions were shared. In this context, the following areas were emphasised:

- Supporting the professional development of academic and administrative staff through strategic and long-term planning
- Modernising evaluation and assessment and content delivery methods
- Increasing student participation in decision-making processes
- Managing innovation processes through agile approaches, including consulting, planning, implementation, feedback collection, and adaptation

The event concluded with the sharing of international good practice examples on the adoption of hybrid working models in institutional transformation processes and the establishment of results-oriented support systems.



QS Reimagine Education Awards: Jury Role and University World News Commentary

Prof Berrin Yanıkkaya, Director of the Centre, served as a jury member in the second round of evaluation for the third consecutive year at the QS Reimagine Education Awards, organised to support innovative projects in education at a global level. In addition, an article titled “How should universities respond to the age of polycrisis?” was published in the “Global” commentary section of the University World News website.



6. COURSERA / YU-LEARN Collaboration

The Coursera-Yeditepe University collaboration implemented by YU-LEARN was successfully completed in its fourth year. While a certain level of utilisation had been anticipated within Yeditepe University, the platform yielded positive outcomes throughout 2025 and continued to be used actively and consistently over the year. The collaboration further developed in 2025, with a notable increase observed in the number of academic staff and students using Coursera.

In addition, some courses offered at the University were supported with Coursera content, which contributed to increased awareness and use of the platform among both academic staff and students.

During the Fall and Spring semesters of 2025, Coursera content was integrated into selected courses across different faculties, particularly within the Faculty of Engineering, and incorporated as a compulsory component of course curricula. This implementation enriched course content and enabled students to obtain internationally recognised certificates upon completion of relevant courses.

Throughout 2025, requests from academic staff to integrate Coursera content into various courses continued during both semesters. In addition, voluntary participation rates were observed to be high.

Coursera in Numbers

	2021-2022	2022-2023	2023 Autumn	2024-2025	2025-2026
Students	202	283	113	383	374
Academic Staff	135	346	240	42	39
Alumni	12	4	3	0	2
Administrative Staff	1	0	0	0	2

Coursera usage data for 2025 indicate that the platform has become widely positioned as a learning tool across the University among students, academic staff, alumni, and administrative staff. In particular, the high number of student users demonstrates that the integration of Coursera into learning processes has been strongly adopted by students.

Data from 2025 indicate that Coursera usage is not limited to enrolment figures alone but reflects a more substantive learning process as evidenced by completed courses and earned certificates. The increase in course completion rates demonstrates that students use the platform actively and in a sustained manner, and that learning outcomes are translated into tangible achievements.

Total Student Programme Enrolments (All Time)	2.801
Total New Course Enrolments (Past Year)	1.520
Total Learning Hours (Past Year)	6.345
Active Users	437
Removed Users (accounts deactivated after two individual notifications due to inactivity exceeding one month, in order to make space for new users)	2.282
Courses Completed (All Time)	4.254
Courses Completed (Last 30 Days)	139
Items Completed	7.610
Participants Showing Progress (Past Year)	920
Total Course Enrolments (Past Year)	3.487
Items Completed (All Time)	48.491

Coursera Data for 2025 indicate that the platform is used as an active and sustainable learning environment within Yeditepe University.

Across all time periods, a total of 2,801 student programme enrolments and 4,254 completed courses demonstrate that Coursera has been widely adopted across the University. Over the past year, course enrolments have been recorded for 1,520 new platform users, with a total of 3,487 course enrolments and 6,345 hours of learning. These figures indicate that the platform is used regularly and intensively.

During the same period, 920 participants recorded progress and 139 courses were completed within the last 30 days, reflecting the continuity of learning processes and outcome-oriented use. To ensure the effective use of licences, 2,282 user accounts that had remained inactive for an extended period were deactivated, thereby creating capacity for new users.

Participant Engagement with Coursera Content

	2022 - 2023	2023 - 2024	2024 - 2025	2025-2026
Enrolments	2,721	2,314	2,386	3.487
Learning Hours	7,302	7,338	5,094	6.824
Participant Feedback	4.8	4.6	4.6	4.6

Data from 2022 to 2026 indicate that Coursera usage has followed a generally stable trend. Although a decline in enrolments was observed in 2023-2024, a significant increase was recorded in 2024-2025, reaching 3,487 enrolments. This increase suggests that the platform has reached a broader base of courses and users across the University.

Learning hours have fluctuated over the years, with a renewed increase to 6,824 hours in 2024-2025, indicating active use of the platform by participants. Participant feedback has consistently remained above 4.6 across all years, demonstrating that Coursera content is positively evaluated by users.

Coursera Licence Usage



The data indicate that Coursera licences have been used in a planned and balanced manner. There is a healthy conversion rate between invitations sent and learners who joined the platform.

45% of available licences have been actively used, while 66% of participating learners have engaged in active learning processes. These figures demonstrate that licence usage is not limited to access alone, but that learning processes continue in a sustained manner.

An analysis of cumulative usage data shows that 71% of a total of 925 licences have been utilised, with 609 learners actively present on the platform. This indicates that licences are managed efficiently and that learner engagement is maintained consistently.

In addition, efforts are planned to increase the visibility of the 400 licences allocated for Guided Projects, enhance outreach to target groups, and improve the utilisation rates of these licences.

Student Progress (All Time)

Öğrenci ilerlemesi

Kayıtlar ⓘ

2.801

Tamamlanan öğeler ⓘ

48.491

Alınan değerlendirmeler

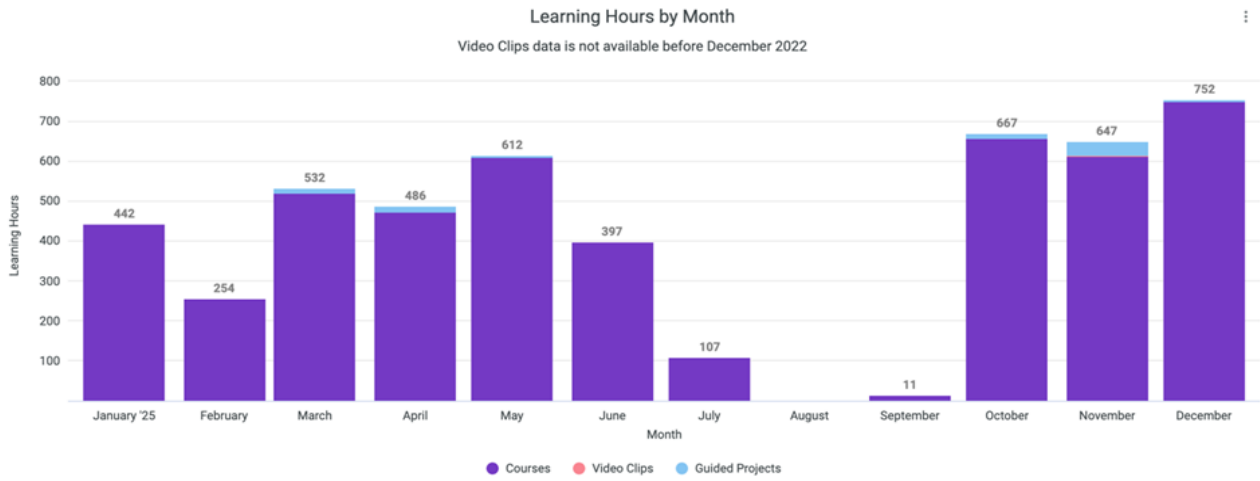
11.433

(Student Progress: 2,801 enrolments, 48,491 completed learning items, and 11,433 assessments completed)

Based on the student progress data presented above, Coursera is observed to function as a platform that supports high levels of engagement and continuous learning over the long term. These indicators show that learners not only enrol in courses, but also sustain their learning processes through regular interaction with the content.

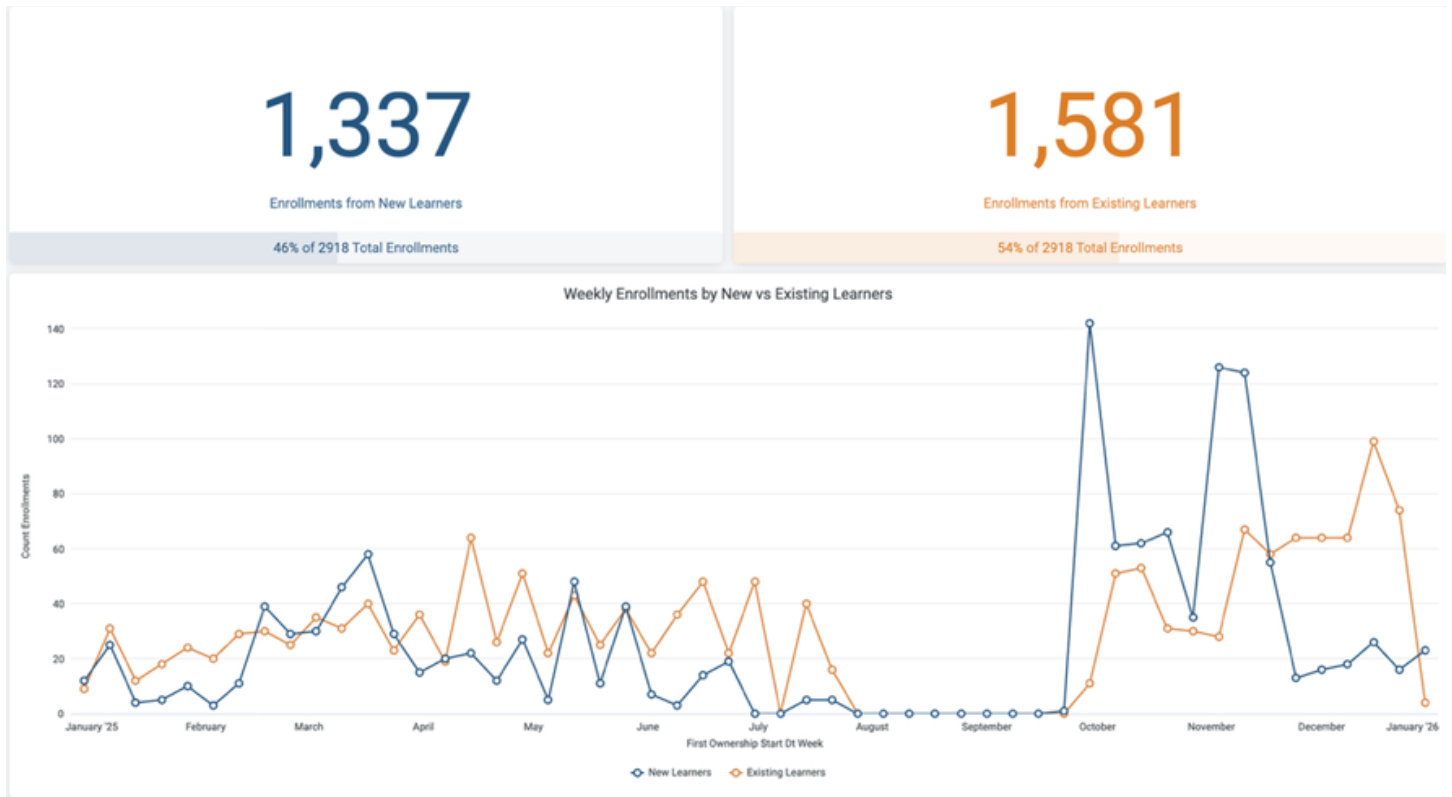
Monthly Learning Hours on Coursera Since January 2025

Data for the January-December 2025 period indicate that Coursera usage followed a pattern aligned with the academic calendar throughout the year. While learning hours remained stable between January and May, the decline observed during the July-September period is primarily attributed to the absence of new licence allocations during this time, due to the renewal process of the Coursera agreement.

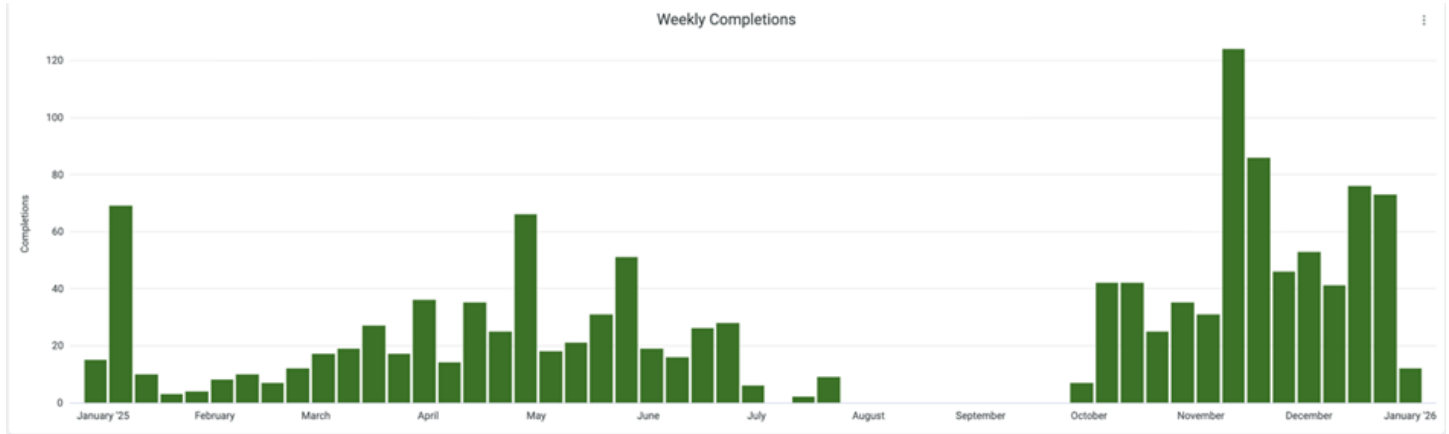


With the renewal of the agreement as of October and the resumption of licence allocations, a rapid recovery in platform usage was observed, with the highest learning hours recorded in November and December.

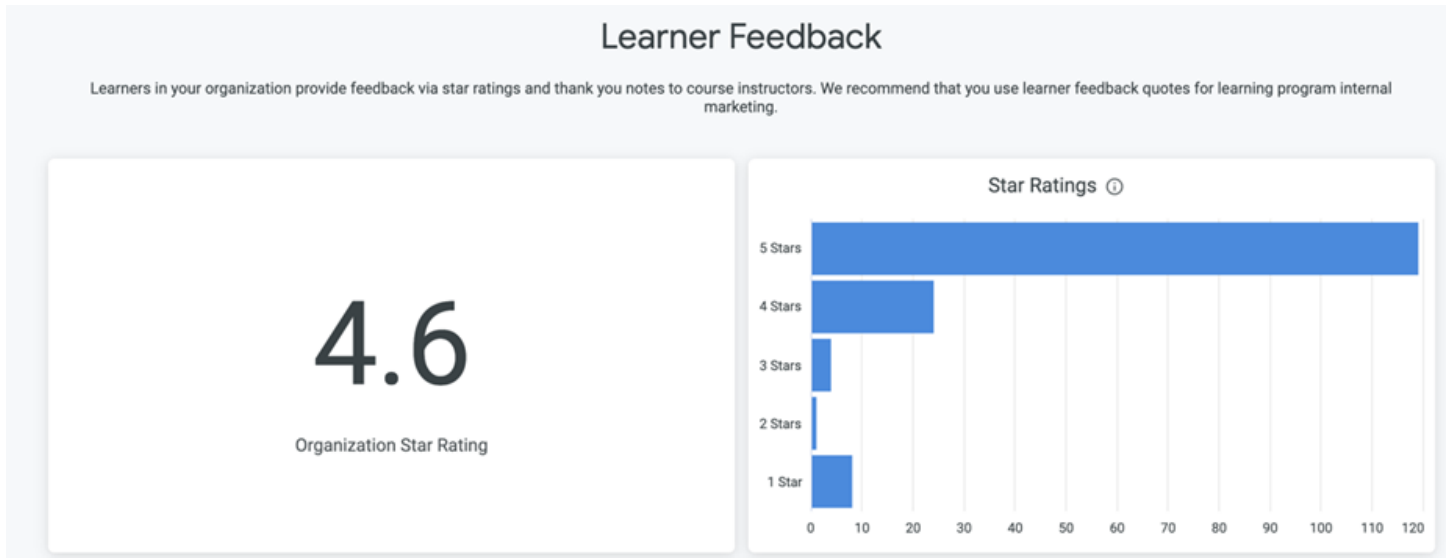
Of the total 2,918 course enrolments, 46% were from new learners and 54% from existing learners. This distribution indicates that, throughout 2025, the platform both attracted new users and sustained engagement among existing learners.



An analysis of weekly enrolment data shows that participation by new learners was particularly concentrated in October and November, while existing learners demonstrated a more stable usage pattern in the second half of the year. Overall, 2025 was a year in which Coursera was used actively and sustainably, in alignment with periodic administrative processes.



Learner Feedback



An analysis of learner feedback indicates that overall satisfaction with Coursera content is high and consistent. An institutional average rating of 4.6 demonstrates that the content provided is positively evaluated by users in terms of quality, accessibility, and learning experience.

A large proportion of the feedback consists of 5-star ratings, with particular emphasis on the clarity of introductory-level courses, the well-structured nature of the content, and its supportive role in

the learning process. Some 4-star feedback highlights areas for improvement, particularly regarding the need for more detailed coverage of practical and laboratory components.

Overall, the feedback data indicate that Coursera provides a positive learning experience within the University, while also offering a constructive basis for the further development of course content.

Course Completion Numbers

Sort by Completions											
Course Name	Course Domain	Course ID	Course Type	First Enrollment	Most Recent Enrollment	Enrollments	Active Enrollments	Completions	Completions %		
1 Ethics, Technology and Engineering	Physical Science and Engineering	P480mTxiEea3LQ6P_ZHapQ	Course	2024-09-30	2025-12-29	171	171	163	95.3%		
2 Foundations of Project Management	Business	fxgotcbTEeqZOA5eKDHL-w	Course	2024-11-03	2025-12-23	116	106	85	73.3%		
3 Present with Purpose: Create/Deliver Effective Presentations	Personal Development	wtpywlkEeyOjwqcMrh_EQ	Course	2024-11-28	2025-12-29	82	80	78	95.1%		
4 C for Everyone, Part 1: Programming Fundamentals	Computer Science	yzal66h4EeeDkArsR_C2QA	Course	2024-10-30	2025-09-30	76	76	71	93.4%		
5 Writing your World: Finding yourself in the academic space	Language Learning	13cxmIVmEeaSuApRnRH4ww	Course	2024-03-25	2025-12-29	70	67	64	91.4%		
6 Using Basic Formulas and Functions in Microsoft Excel	Business	DBu4AgarEeySzQ4LqE3elQ	Guided Project	2024-10-30	2025-12-18	60	60	59	98.3%		
7 Ethics in Engineering	Physical Science and Engineering	10zAa9f-Ee2_vw4ejszVZQ	Course	2024-11-01	2025-12-23	84	83	54	64.3%		
8 Essentials of Entrepreneurship: Thinking & Action	Business	zKZY59dIEeSQOCIAcOELFw	Course	2024-12-09	2025-12-24	54	54	52	96.3%		

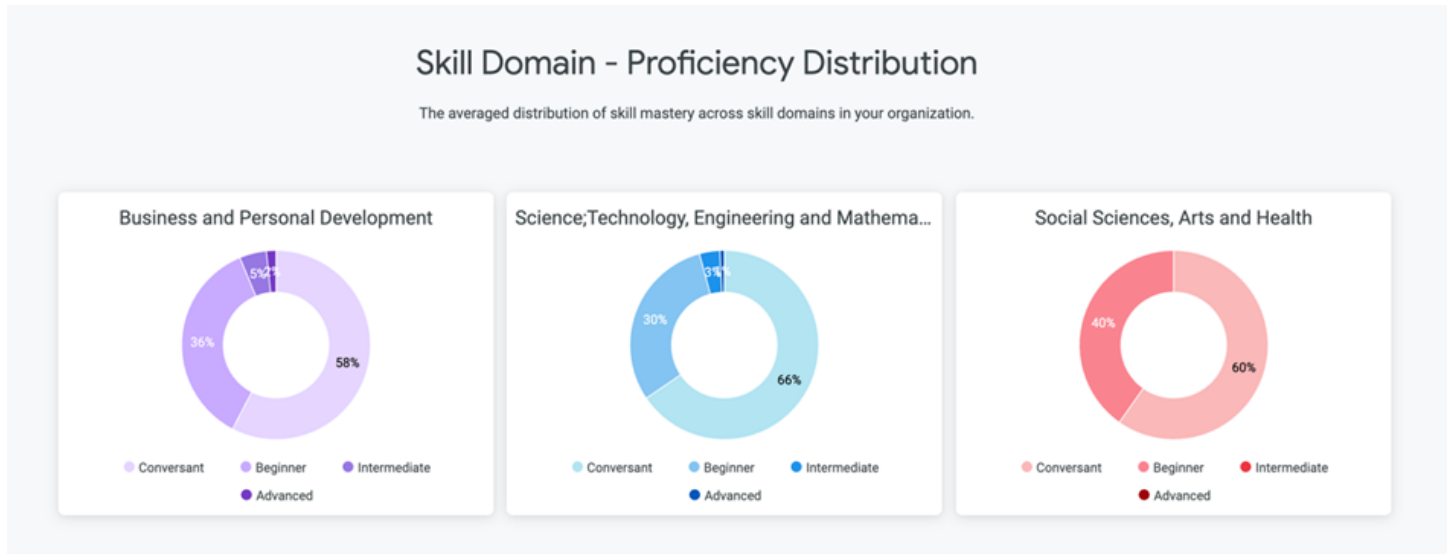
Based on completion data, several courses attracted strong learner interest and were successfully completed. The course *Ethics in Engineering* stands out with 163 completions, followed by *Fundamentals of Project Management* with 85, *Present with Purpose: Create/Deliver Effective Presentations* with 78, and *C for Everyone: Programming Fundamentals* with 71 completions.

In addition, *Writing Your World: Academic Writing Skills* recorded 64 completions, while *Using Basic Formulas and Functions in Microsoft Excel* reached 59 completions, demonstrating consistent performance. This distribution indicates that learners actively complete content across technical, personal development, and business-oriented domain

<input type="checkbox"/>	[Link]	Katılma	4 Eki 2025	16 Oca 2026	18
<input type="checkbox"/>	[Link]	Katılma	13 Kas 2025	12 Oca 2026	13
<input type="checkbox"/>	[Link]	Katılma	8 Eki 2025	19 Eki 2025	13
<input type="checkbox"/>	[Link]	Katılma	6 Kas 2025	26 Oca 2026	13
<input type="checkbox"/>	[Link]	Katılma	6 Kas 2025	15 Oca 2026	12
<input type="checkbox"/>	[Link]	Katılma	6 Kas 2025	15 Oca 2026	12
<input type="checkbox"/>	[Link]	Katılma	6 Kas 2025	14 Oca 2026	10

Overall, completion data indicate that Coursera content is well aligned with the target audience and that learners demonstrate a high level of motivation to complete courses.

Skills and Proficiencies



An analysis by skill development areas indicates that the highest concentration is in the field of business. This is followed by computer science, personal development, and social sciences. This

distribution shows that learners primarily focus on skills related to the professional domain, digital competencies, and personal development.

Trending Courses by Skill Domain

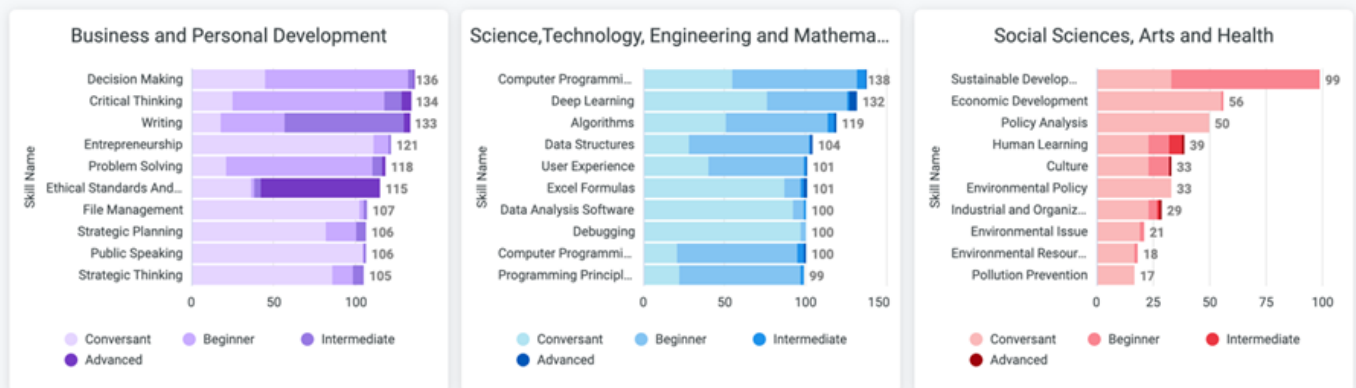
The top courses your learners have taken that contribute towards gaining skills in each skills domain in the last 90 days.

Business and Personal Development - Top 10 C...		Science, Technology, Engineering and Mathem...		Social Science, Arts and Health - Top 10 Courses	
Course Name		Course Name		Course Name	
1	Writing your World: Finding yourself in the academic space	1	Introduction to Deep Learning & Neural Networks with Keras	1	The Sustainable Development Goals – A global, transdisciplinary...
2	Ethics, Technology and Engineering	2	Introduction to Neural Networks and PyTorch	2	Circular Economy - Sustainable Materials Management
3	Create a Simple Gantt Chart using Microsoft Excel	3	AI Capstone Project with Deep Learning	3	Modern Art & Ideas
4	Using Basic Formulas and Functions in Microsoft Excel	4	Ethics in Engineering	4	Fashion as Design
5	Writing and Editing: Revising	5	Deep Learning with Keras and Tensorflow	5	Design Fundamentals with AI
6	Writing and Editing: Word Choice and Word Order	6	Deep Learning with PyTorch	6	Principles of Sustainable Finance
7	Present with Purpose: Create/Deliver Effective Presentations	7	Excel Skills for Business: Essentials	7	Introduction to Image Processing
8	Writing and Editing: Structure and Organization	8	Excel Skills for Business: Intermediate I	8	Instructional Methods in Health Professions Education
9	Foundations of Project Management	9	Artificial Intelligence: An Overview	9	Learning How to Learn: Powerful mental tools to help you maste...
10	Entrepreneurship Strategy: From Ideation to Exit	10	Ethics of Artificial Intelligence	10	Issues in Supply Chain Management

An analysis of the courses that stood out over the past 90 days indicates a preference for practice-oriented courses in the fields of business and personal development, particularly in areas such as writing, presentation skills, Excel, and project management. In STEM fields, courses focused on artificial intelligence, deep learning, and programming have been prominent, while in the social sciences and health domains, there is notable interest in sustainability- and environment-focused content.

Skills - Learner Proficiency Distribution

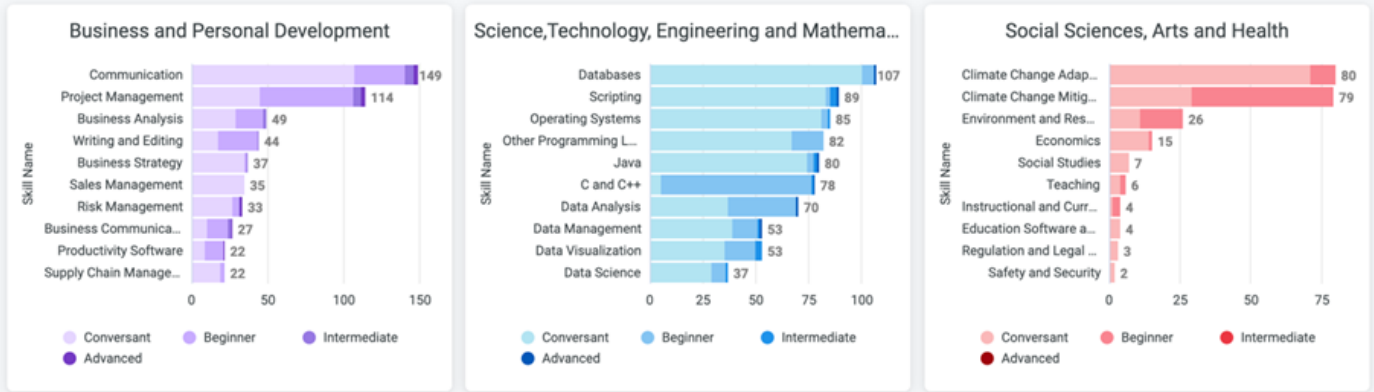
The distribution of learners and their skill mastery for the top 10 skills across domains.



The distribution of skill-based proficiency levels indicates that the majority of learners are at the beginner and intermediate levels. This suggests that the platform is used across the University as a learning environment that supports the development of foundational and intermediate-level skills.

Skill Competencies - Learner Proficiency Distribution

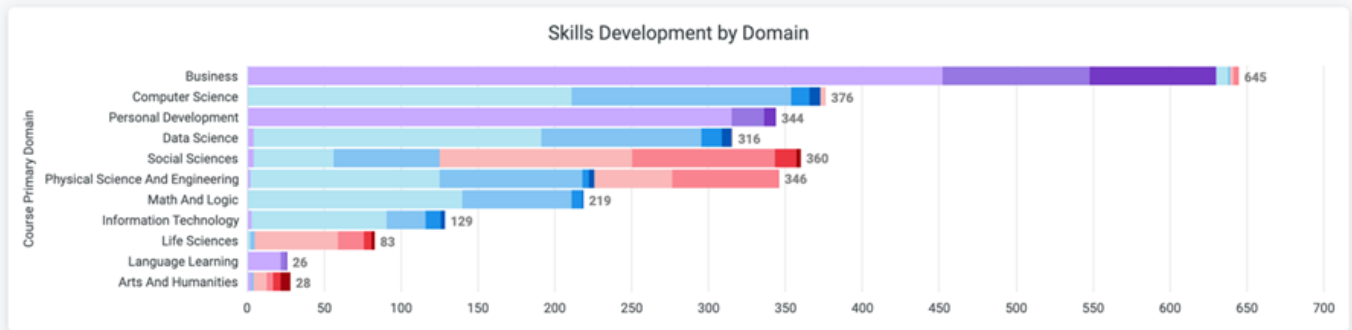
The distribution of learners and their skill mastery for the top 10 competencies across domains. Competencies are broad skills in the Coursera skills taxonomy.



From a competency perspective, transferable skills such as communication, decision-making, and project management are particularly prominent in the fields of business and personal development. In STEM fields, data-, programming-, and systems-oriented competencies stand out, while in the social sciences, competencies related to the environment and sustainability are more prominent.

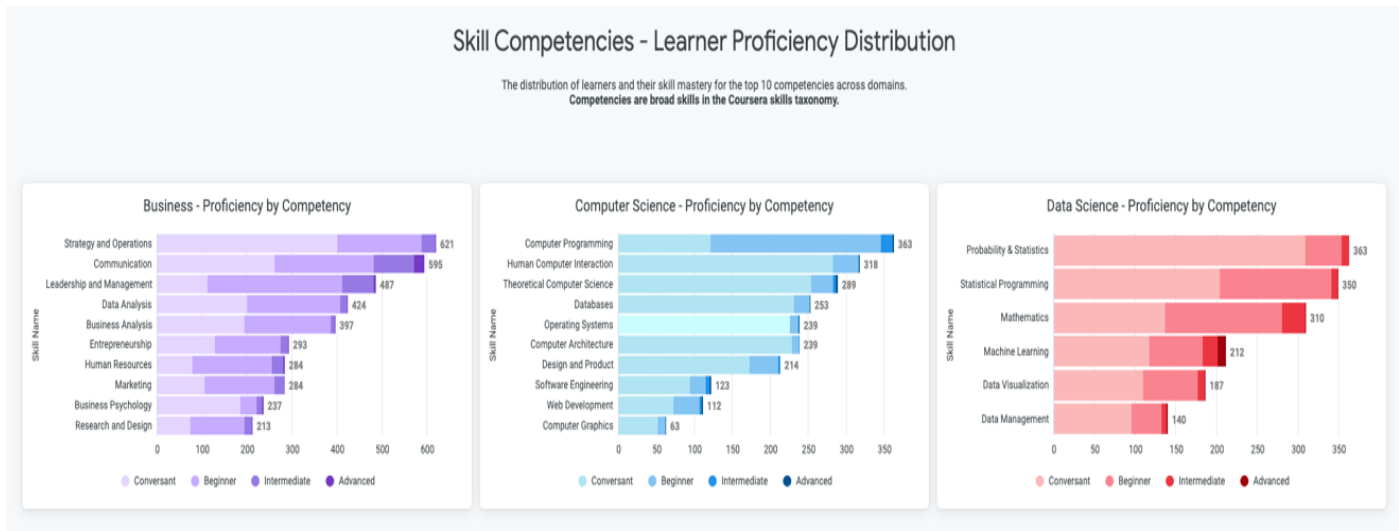
Skills Development Summary

An overview of skill development across your organization.



Skill Development Summary data indicate that skill development across the University is concentrated yet balanced across specific areas. In particular, high levels of skill acquisition are observed in the fields of business, computer science, and personal development.

This suggests that learners tend to select courses primarily in areas related to the professional domain, supporting digital competencies and contributing to personal development. Overall, the data show that Coursera is used within the University as an effective learning tool that supports skill development across different disciplines.



Coursera Objectives and Plans for 2026

In the final quarter of 2025, content offered on the Coursera platform was filtered and four distinct programmes were developed to be delivered to students in 2026. The programmes were designed in line with innovation and contemporary requirements, shaped according to students’ needs and expectations, and selected from a range of learning content. They were specifically categorised for the fields of social sciences and STEM. The programmes were also designed in alignment with ECTS requirements, taking into account the processes of “Recognition of Prior and Concurrent Learning.” The main programme titles are as follows:

- Artificial Intelligence and Big Data: Social Sciences and Humanities Students
- Artificial Intelligence and Big Data: STEM Students
- Competencies for 2025-2030: Transferable Skills
- Guided Projects: Micro-credential Aligned

7. YULearnMoodle Annual Report

The 2025 YULearnMoodle Annual Report includes data tracked throughout the year by the technical specialist assigned within the Centre, relating to the most frequently encountered requests and issues.

Technical Issues and Requests

BBB Recording Issues

Over the course of the year, seven issues were reported concerning the inability to display live session recordings conducted via BigBlueButton (BBB) on the system. Requests and complaints were forwarded to the service provider to enable the review and uploading of the recordings. The recordings were subsequently uploaded to the system within the same day.

External Database Updates and Synchronisation

At the beginning of each term, data transfer processes were carried out, while a total of 10 requests were submitted to the Information Technology Centre and the external IT service provider (DT Bilişim) for data synchronisation during the term.

Academic Requests

Course Merging and Meta Link Integration

In line with incoming requests, a total of 851 courses were merged within the system, and user lists were transferred into the merged courses through meta link integration.

Teaching Assistant Assignments

Based on the requests received, 233 teaching assistants were assigned to the relevant courses.

Academic Calendar and Course Duration Adjustments

The terms and course durations of 66 courses that were requested to remain continuously open throughout the year were adjusted within the system.

New Course Setup

A total of 10 courses requested to be opened due to the absence of data flow or for other reasons were created in the system, and the relevant academic staff were assigned as instructors.

Requests for Access to Previous Terms

A total of 52 individuals requested the reopening of previous terms in order to access course materials. The relevant terms were reopened for teaching staff based on their availability, and support was provided accordingly. Students were informed that access to previous terms is restricted in accordance with institutional policy.

Turnitin Usage and Account Updates

A total of seven emails were sent to academic staff regarding assignment settings, and support was provided through screenshots. Five academic staff members who were unable to access their Turnitin accounts or view files uploaded by students were referred to the Information Technology Centre for account updates.

System Access and User Issues

Course Visibility Issues

Throughout the year, a total of 99 users reported that they were unable to view their courses. Support was provided to 57 users through screenshots explaining how to access their courses. Eleven users were referred to the Directorate of Human Resources to complete their NetSIS account access. Eight users who experienced issues due to not being assigned to courses by their faculties were directed to their respective faculties. Requests from 11 users to update their email addresses, which were registered with outdated domains, were processed. Students were referred to their faculties, while academic staff were referred to the Directorate of Human Resources.

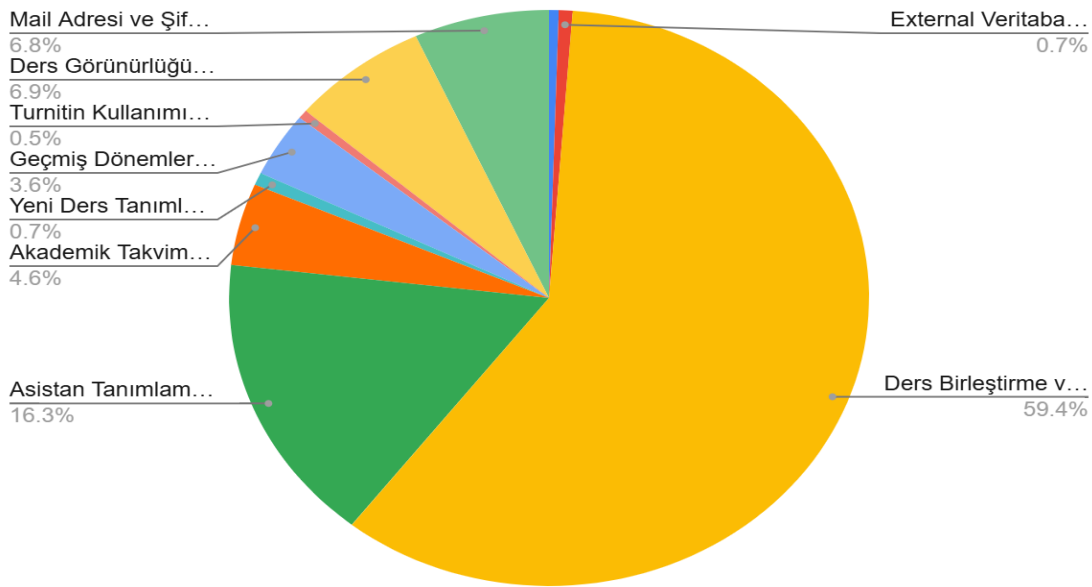
Four users whose records were not visible in the Moodle integration screen of the Planning Department were referred to the Directorate of Planning. Two students awaiting petition approval were directed to the relevant course instructors. Following the add/drop period, five students who had dropped courses but continued to see them in the system, as well as one academic staff member who was unable to view courses in which they were assigned as a manager, were supported through data updates and synchronisation, with cases forwarded to the Information Technology Centre and the external IT service provider (DT Bilişim).

Most technical issues were resolved within one working day, while more complex cases requiring additional time were resolved within three working days.

Email Address and Password Issues

A total of 98 users experiencing email address and password issues contacted the Centre. Of these, 71 users were referred to the Information Technology Centre due to forgotten passwords or incorrect password warnings, 19 users due to issues accessing security codes following phone number changes, and one user due to the absence of a Yeditepe email address. Seven users who were unsure how to log into the system were provided with guidance on the login process.

Category	Subcategory	Total	Resolution
Technical Issues and Requests	BBB Recording Issues	7	Technical support was provided by the service provider.
	External Database Updates and Synchronisation	10	Issues were resolved through coordination between the IT Centre and the external service provider.
Academic Requests	Course Merging and Meta Link Integration	851	Requested courses were merged within the system, and user lists were transferred via meta link integration.
	Teaching Assistant Assignments	233	Teaching assistants were assigned to the relevant courses based on requests.
	Academic Calendar and Course Duration Adjustments	66	Relevant course adjustments were implemented within the system.
	New Course Setup	10	Requested courses were created within the system.
	Requests for Access to Previous Terms	52	Terms were temporarily reopened, and academic staff were provided with access.
	Turnitin Usage and Account Updates	7	Guidance on Turnitin settings was provided, and account update requests were referred to the IT Centre.
System Access and User Issues	Course Visibility Issues	99	Cases were referred to the Directorate of HR & Planning, and the support was provided through screenshots.
	Email Address and Password Issues	98	Cases were referred to the IT Centre.



The distribution of requests shows that course merging and meta link integration account for the largest proportion (59.4%), followed by teaching assistant assignments (16.3%). Other categories, including course visibility issues (6.9%), email address and password issues (6.8%), and academic calendar and course duration adjustments (4.6%), represent smaller shares, while the remaining categories constitute relatively limited proportions.

8. Outreach and Publicity Activities

Within the scope of the 2025 University’s “Open Days”, YU-LEARNT supported promotional activities by preparing 12 videos in Turkish and English under six main themes and sharing them through its social media accounts. The videos were produced under the following headings:

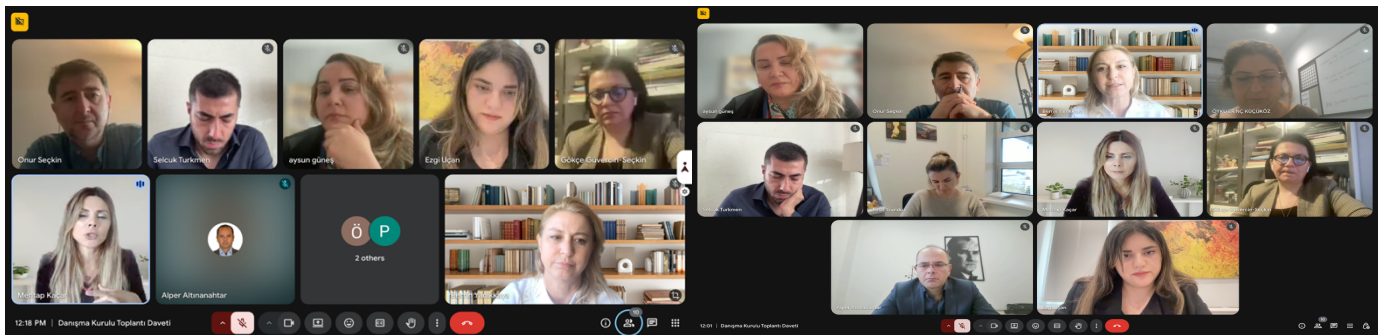
- How Do We Support Our Academics?
- How Do We Support Our Students?
- International Collaborations
- Produced and Contributed Reports
- Guides Prepared by the Centre
- Events Organised by the Centre

In addition, videos of the training programmes designed by the Centre are shared with the public via the [Centre’s YouTube channel](#) within the framework of its community engagement approach.

9. Advisory Board Meeting

The Centre Advisory Board Meeting was held online on 28 November 2025, with the participation of internal and external stakeholders. The views and recommendations presented during the meeting will be evaluated at the first Centre Management Board meeting to be held in 2026.

Prof Berrin Yanıkkaya	Yeditepe University / Director of YU-LEARNT Centre
Asst Prof Onur Seçkin	Yeditepe University / Department of Guidance and Psychological Counselling
Asst Prof Selçuk Türkmen	Yeditepe University Faculty of Education / Department of Preschool Teaching.
Prof Alper Altınanahtar	Yeditepe University / Faculty of Economics and Administrative Sciences / Director of the Graduate School - Director of the Lifelong Learning Centre
Prof Mehtap Kaçar	Yeditepe University Faculty of Medicine / Department of Physiology - Vice Dean
Asst Prof Emrah Pelvanoğlu	Yeditepe University Faculty of Education / Department of Turkish Language and Literature Education - Head of Department - Vice Dean
Asst Prof Gökçe Güvercin Seçkin	Medipol University / Faculty of Educational Sciences
Instructor Aysun Güneş	Anadolu University Instructor / Vice President of the Micro-Credentials Association
Instructor Pınar Gündüz	Sabancı University School of Languages Instructor / Yeditepe University MA Graduate in Curriculum and Instruction, Yeditepe University

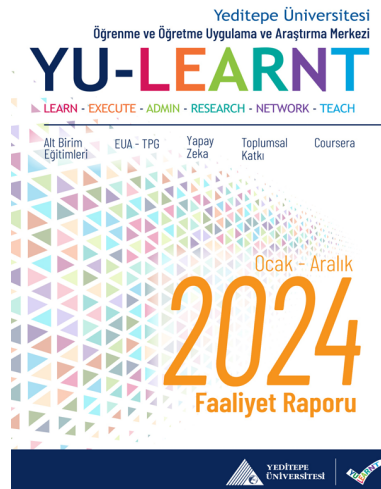
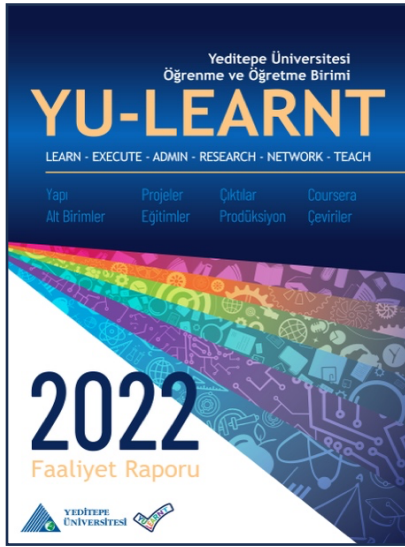


10. Annual Activity Reports

YU-LEARNT annual activity reports are prepared in both Turkish and English. The 2022 Activity Report, the 2022-2023 Interim Report, the 2023 Activity Report, and the 2024 Activity Report can be accessed via the Publications section.

<https://yulearnt.yeditepe.edu.tr/tr/yayinlar>

<https://yulearnt.yeditepe.edu.tr/en/publications>



The YU-LEARNNT Learning and Teaching Implementation and Research Centre team concluded 2025 productively through its institutional and international activities, including training programmes, research projects, collaborations, publications, conferences, and meetings. We extend our sincere thanks to the members of the Advisory Board and the Executive Board, as well as to our academic staff with whom we collaborated on various training programmes and projects, for their valuable contributions and support.

We wish all learners an enjoyable and productive learning experience in 2026.





YEDİTEPE
UNIVERSITY

30th
year