

A **NEXUS** Approach to Professional Development
Regarding **Quality Education:**

'LEAVING NO ONE BEHIND' in UPSKILLING & RESKILLING



YEDİTEPE
UNIVERSITY



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ACTIVITY A. OPEN KNOWLEDGE PRODUCTS

2. Higher Education and the SDGs

2.3. SDG4: Progress, gaps, and options (role of higher education in improving the whole education system and teaching profession)

This white paper is elaborated and disseminated as a contribution to the 3rd World Higher Education Conference organised by UNESCO on May 18-20, 2022, with the purpose of enhancing the contribution of higher education institutions and systems world-wide, under the 2030 Agenda for Sustainable Development, its pledge to leave no one behind, and looking at the Futures of Education. The content of this publication does not necessarily express the views of UNESCO or its Member States.



YEDİTEPE UNIVERSITY



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for her contributions.

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1. Scope:

This white paper proposes an all-encompassing teaching and learning excellence model which addresses the professional development needs of three key university components, namely, ‘teaching and learning’, ‘research’ and ‘service and leadership’. The comprehensiveness of our approach resembles the nexus approach for SDGs in its form that emphasises the interconnections between the professional development goals and the needs of people in distinct roles, learner levels and departments.

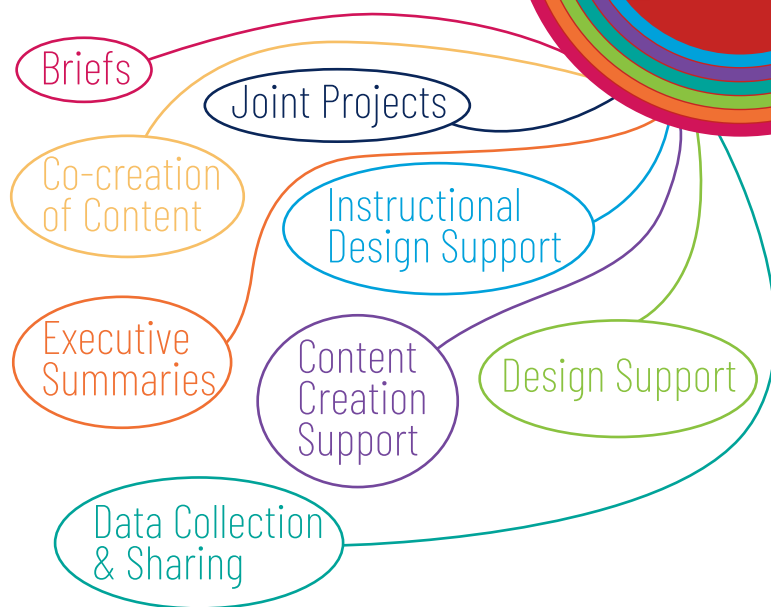
2. Introduction:

Long before the pandemic there were discussions regarding innovative ways of learning and teaching, new methods of evaluation and assessment, implementation of multiliteracy skills, activities of metacognitive learning competencies, delivery of transferable skills, digitally enhanced learning opportunities, flipped classroom, blended/ active/ participatory/ collaborative/ collective/ investigative/ inquiry-based learning, hybrid campus, hybrid teaching, research-led teaching, HyFlex models and many more. All these conversations and discussions around how to improve the quality of education have led higher education institutions to not only update the content of their curricula but also transform traditional teaching by reinvigorating the relationship between instructional design and design pedagogy in higher education. This in turn refers to a major cultural shift in our understanding of teaching and learning, that is moving from the chalk and talk method to multimethod teaching and learning models.

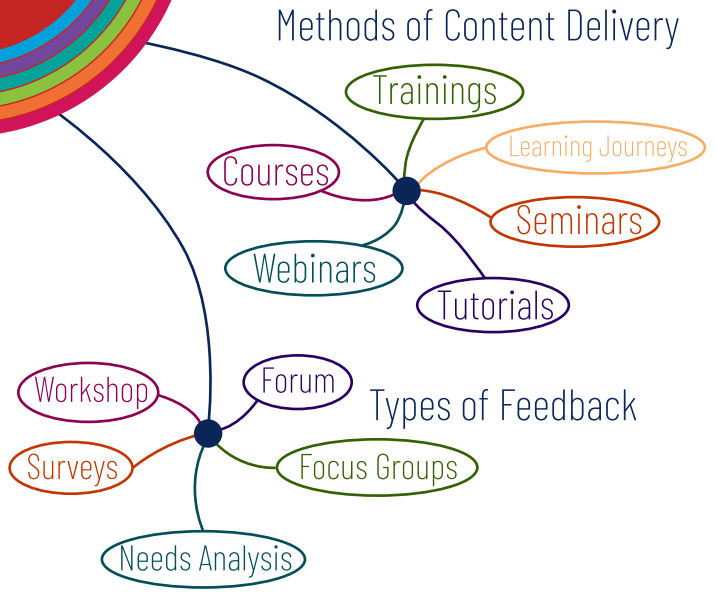
Departments & Divisions of Contact



Modes of Conduct



Channels of Communication



The renewed policies, strategies, roadmaps, and action plans which ensued from these prevailing discussions on the cultural shift and digital transformation of higher education institutions coupled with the emergency remote teaching the Covid-19 pandemic brought about both led to an acceleration of these ongoing conversations being put into practice immediately. This also meant universities were coerced into reflecting on and strategizing about the future of higher education while still navigating the pandemic. A cultural shift requires a change in mindset that, in turn, translates into change in everyday practices of all stakeholders from academic and administrative staff to students, alumni and even industry and governmental and non-governmental agencies.

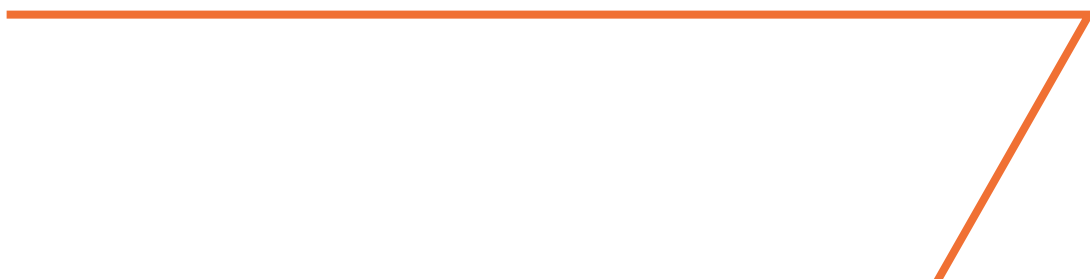
3. Context:

The “new normal” the world is redefining every single day makes change become more rapid and visible. Faculty members from the very beginning of the pandemic have found ways to deal with emergency remote teaching, then with fully online teaching and then the switch to hybrid teaching. In addition to being mentally and physically exhausting, this showed the agile and resilient features of higher education by constantly adapting itself to new learning modalities and models. It did not end here, however, and HEIs will have a lot of work to do to adjust themselves to what is coming next. The biggest problem to be dealt with now is the uncertainty of what “next” is going to be.

The issue is multifold and complex; **Firstly**, many indexes predict that 85% of future jobs are currently unknown to us, thus the skills, knowledge and competencies students will need to acquire in higher education must be designed in a way to address this fact; simply put, students need to learn how to learn. **Secondly**, faculty will need to gain new skills and work on transforming the curricula to meet the requirements of this coming era, especially focusing on finding the best ways to deliver their subjects through blended learning or HyFlex learning in hybrid campuses by adapting interdisciplinary or transdisciplinary approaches. **Thirdly**, administrative staff also need to keep up with the changes in new technologies by having to learning how the digital tools faculty and students are using work, or directly learning how to use them. **Fourthly**, new academic performance schemes will be needed as, as the ways faculty perform change, the assessment criteria will need to be adjusted accordingly. **Fifthly**, networks across HEIs will have to be not only built or reinvigorated through cross-academic collaborations, but also reiterate the crucial role of universities as “ambassadors of cultural values and achievements”. **Sixthly**, diversity and inclusion strategies and action plans in higher education institutions along with those on climate change and SDGs will need to be part of everyday operations. **Seventhly**, universities will continue to fulfil their responsibilities to society as

the “critical conscience of the society”, by keeping their academic freedom as intact as possible depending on the political context they operate in. **Eighthly**, in the new paradigm measuring but not ranking will be far more important, thus qualitative data will need to be collected and analysed. **Ninthly**, students will be more included in the learning and teaching process, “co-learning” will be one of the new methods, and retention will be far more important than the recruitment of students (the same is true for academics). **Finally**, respectful dialogue will be the key to successful communication and “open” is going to be or perhaps already is the key word in learning and teaching in higher education.

Following the recent conversations and discussions, it is important to highlight the commonality of similar experiences regarding the challenges and the opportunities they bring about. As such a level of similarities hints that it is possible to work on these in a collaborative manner, this would also enable HEIs to work together on the priority action areas at the global scale which in return would help universities get closer in achieving the 2030 agenda’s goals and objectives. That said, it is also crucial to remember that those goals were set in a pre-pandemic world, which means they will need to be reinterpreted or at least adopted to the post-pandemic period’s “new normal”. One must also note that teaching staff are still in the middle of the process of finding ways to cope with too many changes and there is no time to step back and reflect. Therefore, it is important to encourage collective thinking on issues that are all affected at varying degrees. The challenges HEIs are facing and will apparently keep on facing in the near future revolve around self-assessment, quality assurance, student engagement and participation, tradition, culture, and the attitude of faculty and the digital divide between regions. To address these challenges and action the motto “leave no one behind”, signifying a comprehensive model of supporting all internal and external stakeholders as much as possible, would also mean not leaving anyone alone in their struggles to overcome those challenges and difficulties.



The challenges that are encountered are diverse and multifaceted. Thus, the solution to such a complex matter can only be a comprehensive and holistic one. As stated above, universities around the world need to adapt to the rapid changes in technology and their reflections on social, economic, and cultural dynamics. Digitization has become part of everyone's daily lives, and for the students the digital tools are their everyday devices -most of them have been born into a world with widespread use of Internet, digital games, social media, all-in-one cellular phones, and so on. That being said by taking the digital divide into a big parenthesis, of course. The future generation to come is not in the future anymore, they are already here on the university campuses.

Therefore, people in senior management positions have a big responsibility; that of not forgetting what universities are about but also dealing with challenges in the short, middle, and long terms. Just to recap, the following points which universities need to deal with seem relevant and valid for most of the higher education institutions globally:

- ✓ introducing new and innovative ways of learning and teaching,
- ✓ implementing formative feedback instead of a summative one,
- ✓ reskilling and upskilling of staff to support them in reaching their full potential,
- ✓ making the necessary arrangements for teaching and learning technology and digital tools,

- ✓ investing in the professional development of academic and administrative staff,
 - ✓ convincing higher education establishments that change may not be wanted but it is here, and it is a must,
 - ✓ updating curricula more frequently than before,
 - ✓ shifting the culture to one of a more participatory and active understanding of learning,
 - ✓ communicating and collaborating with all stakeholders,
 - ✓ collaborating rather than competing with other universities on innovation in education and research, multidisciplinary approaches,
 - ✓ environmental sustainability, academic freedom, and academic and non-academic cooperation
 - ✓ and taking all these strategic steps while at the same time running regular business operations on a daily basis.
-

4. A Holistic Model as an Institutional Response:

At Yeditepe University senior management and staff have been working on this cultural shift since 2018. Various departments have completed several projects and programs regarding change in modes of teaching and learning over the past 4 years. Apart from departmental and individual projects and program-based efforts to meet the needs of the higher education today, a learning and teaching unit operating under the Rector's Office has been recently established to address and deal with the crucial issues summarised above .

The Unit, **YU-LEARNT** was officially established in March 2021 and since then it has been working on delivering its operational and strategic tasks as a Teaching and Learning hub while at the same time creating its unique identity as a support centre serving the distinct and varied needs of all components of the institution. Its motto is “**always learning something new**” and after each course learners are ensured of their accomplishment by seeing the affirmation “**now yu-learnt something new**”. The logo is a checkmark composed from the letters that make up the unit's name refer to the completion of a learning outcome/ piece/course, indicating the learning goal has been achieved.



4.1 What is **YU-LEARNT**?:

YU-LEARNT, or Yeditepe University Learning and Teaching Unit, is an academic initiative inspired mainly by the Sustainable Development Goal of Quality Education, the Nexus Approach and Holistic Approach, which focus on the improvement of academic life in all its constituents, from its students to graduates, academics and administrative staff. YU-LEARNT's mission is to “**Leave No One Behind**” in all components of higher education, correlating between the concepts of “**Learning How to Learn**” and “**Lifelong Learning**”, promoting personal and academic skill learning, allowing to upskill qualities, or reskill them if necessary.

YU-LEARNT is a proposed model for reaching and enhancing Quality Education in institutions of higher education. It is a model systematization of educational practices, working in unison and collaboration with diverse and/or related units and institutions according to necessary approaches.

4.2 What does **YU-LEARNT** mean?:

Primarily the Unit prepared its Terms of References, which can be found in the Annex, clarifying its missions and objectives, while building a flexible structure to successfully execute such a holistic approach. The structure is made of interconnected, interactive and interdisciplinary subunits that make up the acronym “LEARNT”. These subunits can be identified and summarised as:

The letters 'YU' are rendered in a large, bold font. The 'Y' is blue and the 'U' is green. They are set against a background of orange and yellow diagonal stripes. A small globe icon is visible behind the 'U'.

YU stands for the starting point of the whole Unit, Yeditepe University. Founded in 1996, Yeditepe University offers an education that is necessary for people of the age of information. This mission became an inspiration and reason in the creation of **YU-LEARNT**.

The letters 'LEARN' are rendered in a large, bold font. The 'L' is purple and the 'EARN' is pink. They are set against a background of pink and purple geometric shapes and icons representing books and learning.

Focusing on students, aiding them to become curious and passionate learners and helping them in their academic journey through presenting solutions and broadening their horizons via online education while also bolstering face to face education.

The letters 'EXECUTE' are rendered in a large, bold font. The 'E' is orange and the 'XECUTE' is brown. They are set against a background of orange and brown gears and mechanical parts.

Preparing and presenting training sessions in areas such as communicative skills, active listening, teamwork and project management skills in order to develop qualities in leadership and management.



ADMIN

Focusing on the administrative staff by preparing training sessions and seminars that will enhance their professional skills, thus improving their productivity and effectiveness.



RESEARCH

Focusing on early career researchers, post grad and undergrad students, planning training sessions to broaden the horizons and enhance the quality of theoretical research, creativity, and production by providing courses particularly on research tools and research design.



NETWORK

Planning, formulating and designing workshops, short training sessions and events to weave a network of communication between students/alumni with national/international NGOs and/or private/public/institutions.



TEACH

Focusing on educators in institutions of higher education, designing interconnected training sessions to prepare them for the new information and skills required by the contemporary learning, e-learning and hybrid education systems.

4.3 What is the makeup of the **YU-LEARNT** team?

Volunteering academics align with a subunit according to their interests, wishes and skill sets, providing the subunit with the tasks decided within its own systematic structure. Each subunit has a Team Leader, who may continue in this position as long as desired and who coordinates the subunit according to the projects and tasks decided in Unit Meetings. However, as all the subunits of **YU-LEARNT** are aligned both vertically and horizontally with each other, the members may work in projects of other subunits, according to the needs decided by the respective subunit. This structure produces an interconnected, multi-tasking and flexible quality to the Unit.

The Unit is formed by members who represent three diverse qualities that are required for creating such a holistic formation of academic learning. These are members with:

1 - Production, Postproduction and Design Skills,

2 - Educational Design Skills,

3 - and Content Creator Skills for each Respective Discipline.

The Unit Structure is formed according to such needs, with Coordinators that oversee Production & Visual Design, and Instructional Design to support and monitor the contents created by each Subunit. The Unit coordinator is responsible for the delivery of operational and strategic tasks and reports to the Rector directly. The working principle is simple and mainly involves 2 methods. **First**, based on the results of staff and student surveys and needs analyses, the Unit members suggest course content, have an internal discussion, and then prioritize the areas of focus, decide on the calendar, form the project working group, pick the project leader and put it all on the instructional design and visual design and production phases. **Second**, senior management, a department, a division or a unit suggest a course or training topic, invite the person in charge to a Unit meeting, get the brief, have an internal discussion, decide whether the project is within the scope of the Unit's work, and then prioritize the areas of focus, decide on the calendar, form the project working group, pick the project leader and put it all on the instructional design and visual design and production phases.

Since it was formed, the **YU-LEARNT** Unit has undertaken several projects, finalised and published some, continues to work on others and plans to commence new ones. As explained above, each project can be taken on either by requests given to **YU-LEARNT** or decided internally according to the perceived needs of higher education. A subunit may take on a project, and a Project Leader will be decided. Subunit Team Leaders don't have to be Project Leaders themselves. The Project Leader/s may ask for assistance from other subunits and members, to better spread the workload, or request the help of a member on a specific topic regarding the project. An example would be for content creators to request an educational design member to go over the content, and then for production and design members to create the content. Owing to the versatile structure of the Unit, such interunit movement and project-based flexibility allows extensive projects to be taken on and finalised in a professional manner.

4.4 What have **YU-LEARNT** done thus far?

A number of projects have been initialised, and while some were finalised, others are in production and some are still in the creative process. The Unit has taken on the following projects:

Launch Webinar

The Unit started its activity in Yeditepe University in October 2021 through a launch webinar, presenting an introductory video to demonstrate its claim to professionalism, internationality and flexibility as a unit.



The Website

The website has been designed to represent the energy, international quality and productivity of the Unit. Resources, videos, published materials, projects and more are constantly uploaded to the website in order to create a medium where all the projects are reachable to interested parties.

YEDİTEPE UNIVERSITY 25th year YU-LEARN

About Us ▾ D-Learning ▾ Learn Execute Admin Research Network Teach Resources ▾ Contact

YU-LEARN

LEARN **E**XECUTE **A**DMIN **R**ESearch **N**ETWORK **T**EACH

Announcements

11 Mar 2022 Friday	C ovid-19 Report Fall 2021 is Published!
09 Feb 2022 Wednesday	I ntroduction to YULearn for Students
06 Feb 2022 Sunday	YU-Teach ile YULearn Moodle Egitim Videoları You may find our educational videos on Yeditepe University's YULearn Moodle program by our YU-Tea
30 Nov 2021 Tuesday	YU-LEARN January 2022 News

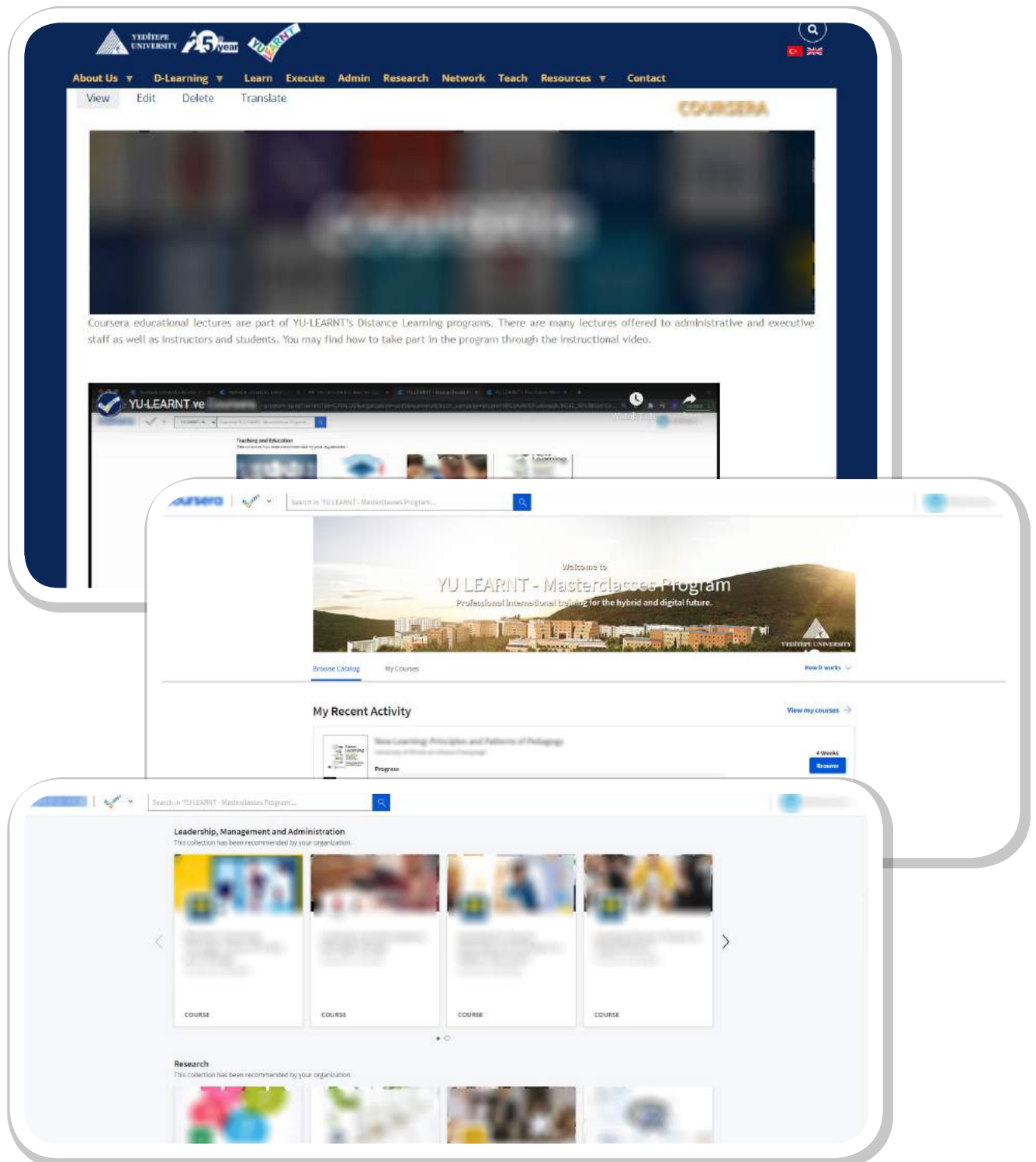
Events

06 Feb 2022 Sunday	E ducator's Education - Module I
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[View all >>](#)

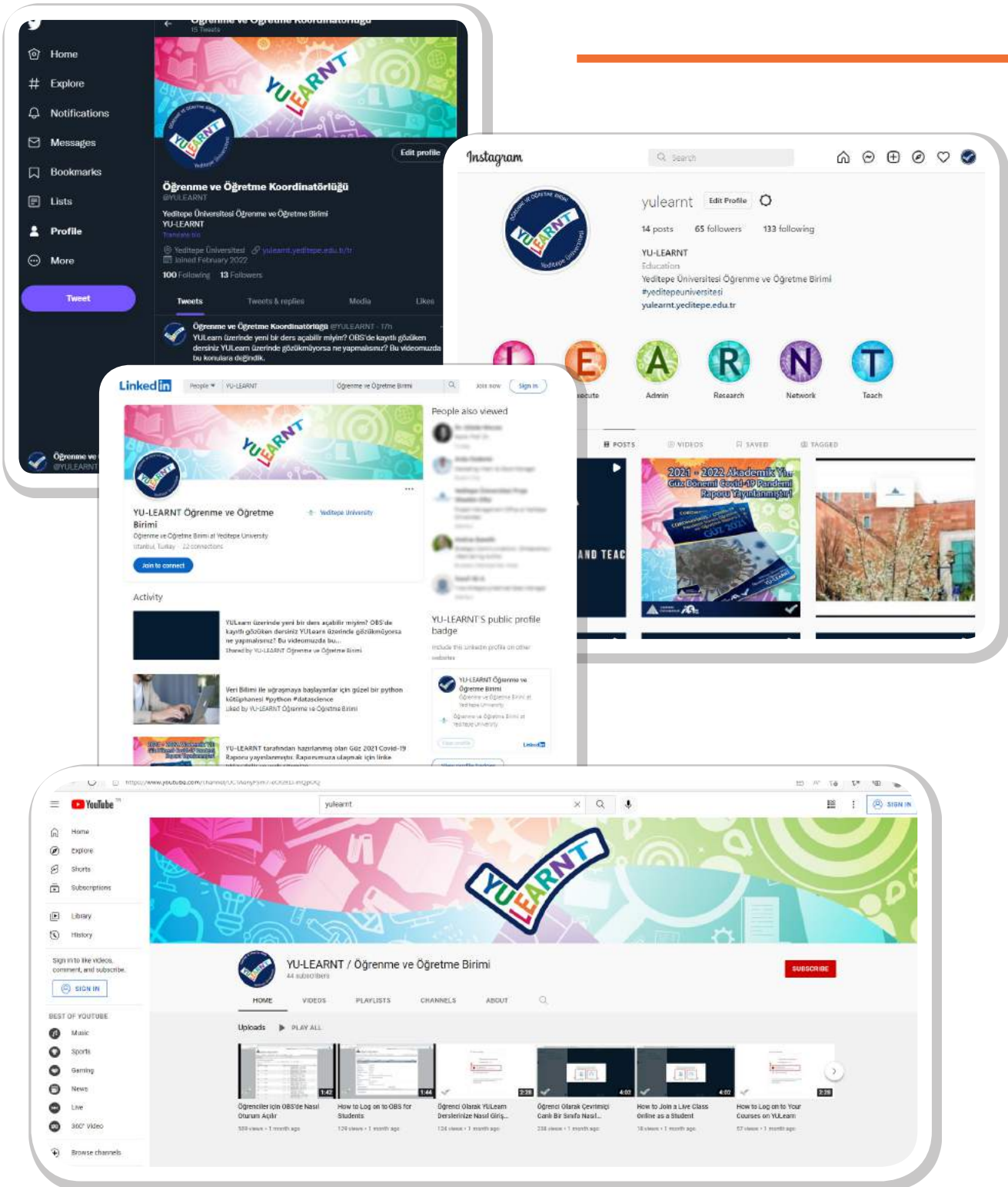
A MOOCs platform

A collaboration with a MOOCs platform has been active since July 2021, giving the Unit a number of open applications for online classes. Since January all the available spots in YU-LEARNT's Master Classes Programs allocated to faculty members are filled and new applicants are waiting for their appointed time to start taking courses.



Social Media

As new projects are getting finalised; the social media platforms have begun to take shape. At this point YU-LEARNT is actively using and uploading content on YouTube, Instagram, Twitter and LinkedIn.



Covid-19 Learning and Teaching Response Report I & II

As the Covid-19 Pandemic period brought about a forced entry into e-learning and hybrid education as alternative methods, it has been essential for YU-LEARNT to follow how Yeditepe University responded to these problems in order to see which solutions worked and which require further revisions. The reports contain student surveys, numbers of online classes, precautions taken and results achieved during this period of education. Both projects, namely, the Covid-19 Pandemic Teaching and Learning Response Report Spring 2021 and the Covid-19 Pandemic Teaching and Learning Response Report Fall 2021 have been completed and published, and are available on the Unit's website.



Advisor's Handbook

One of the most important part of a student's academic life is his/her relationship with an academic advisor, who both mentors their students and also takes on active duty in their registration periods. The Handbook, a project which evolved in collaboration with the Student Centre of Yeditepe University, contains rules on registration and graduation, tips on being a good advisor, possibilities granted to Yeditepe University students, frequently asked questions and more. With the foreword written by our Rector Prof. Dr. Canan Aykut Bingöl to all the academic advisors in Yeditepe University, it is designed to inspire and inform academic advisors to enable them to form a greater bond with their advisee students, an area which has been tested especially during the hybrid era of higher education. The project has been completed and published both in online PDF format and a print version .



ÇAP ve Yan Dal Öğrencilerinin Mezuniyet Ön Koşulları Nelerdir?



- ✓ Çift ana dal yapmakta olan öğrencilerin ikinci ana dal programından mezun olabilmek için ikinci ana dal genel not ortalamasının en az 2.70 olması ve her iki programın mezuniyet koşullarını yerine getirilmesi gerekmektedir.
- ✓ Yan dal sertifikası alabilmek için ana dal genel not ortalamasının en az 2.30 olması gerekir.
- ✓ Çift ana dal veya yan dal programına devam eden öğrenciye ikinci ana dal diploması veya yan dal sertifikası, devam ettiği birinci ana dal programından mezun olmuşa verilir.
- ✓ Çift ana dal ve yan dal programlarının azami eğitim süreleri "Yeditepe Üniversitesi Önlisans ve Lisans Eğitim-Öğretim Yönetmeliği"nde detaylı olarak açıklanmış olup, gerekli bilgiler akademik danışmanları tarafından öğrencilere aktarılmalıdır.

Akademik Danışmanlık Teknikleri ve Becerileri



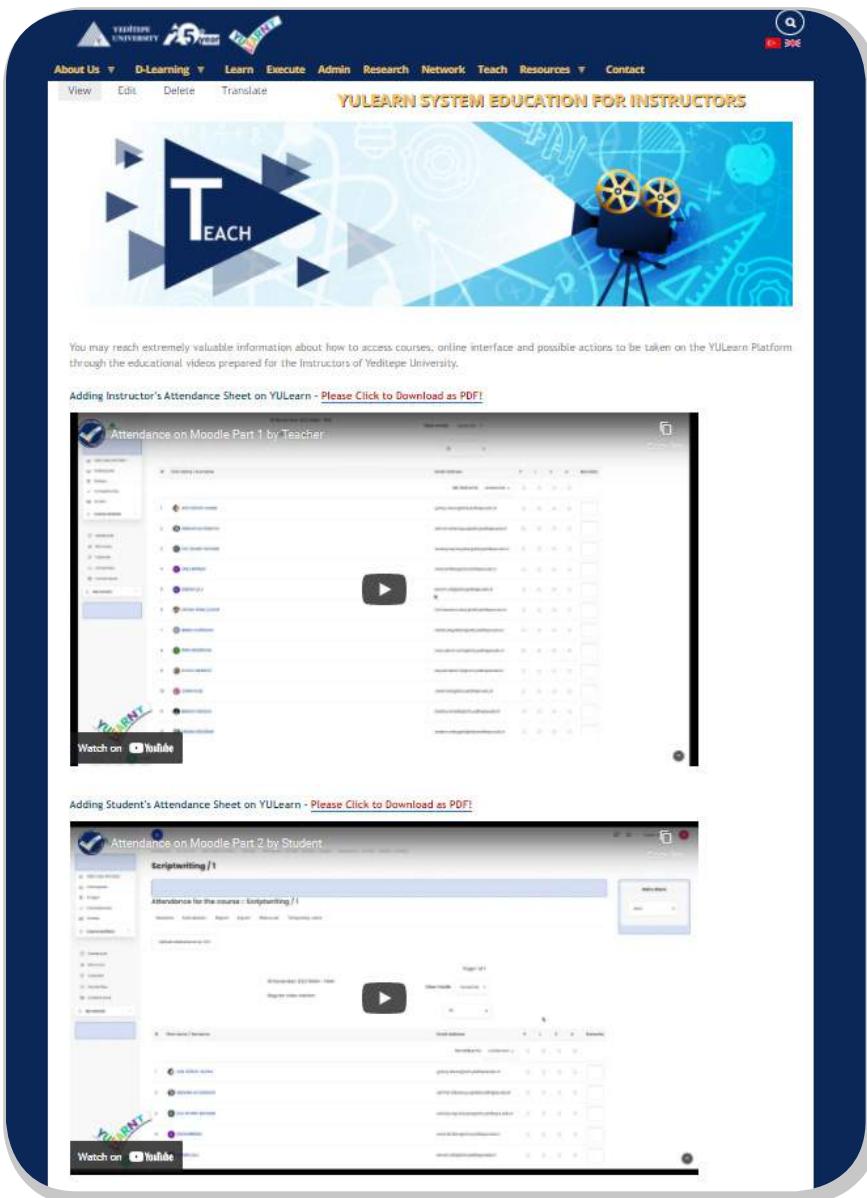
Hazırlıklı Olmak:

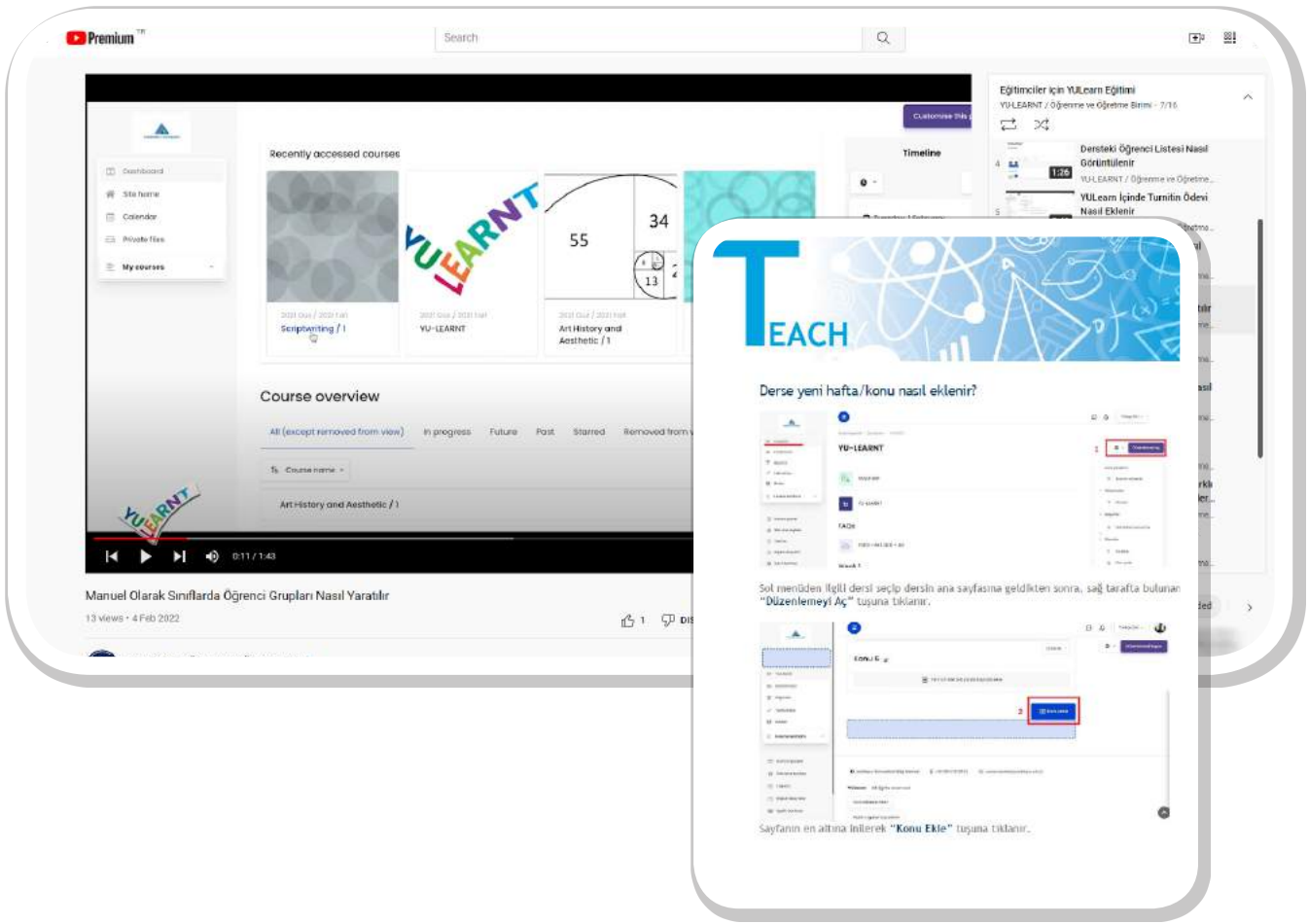
Danışmanın hazır bulunuşluğu hem ders kayıt dönemlerinde hem de eğitim sürecinde öğrencilerin akademik takibinin nitelikli bir şekilde sürdürülebilmesi ve kurum içi işleyişin sorunsuz devam edebilmesi açısından son derece önemlidir. Danışman, kayıt sürecinde danışmanlık yaptığı öğrencinin transkriptine hâkim olmalı, intibak sürecinde yaşanmış bir hatayı ya da öğrencinin yanlış tercihi yüzünden oluşabilecek bir sorunu teşhis ederek, fakülte kurullarına gelmeden çözülebilmesini sağlamalıdır. Danışman, her dönem başında ilan ettiği ofis saatlerine riayet etmeli, ders programını ofis önu ceptliğine koymalı ve

Yeditepe YULearn Moodle Training for Instructors & Students

Yeditepe University has its own Moodle System, Coadsys which was later renamed YULearn during the hybrid era. Although the system was designed according to the needs of instructors in Yeditepe University, the technical part proved difficult to many academics who were still unfamiliar with e-learning or hybrid systems. In order to ameliorate the relationship between the instructor and the system, YU-LEARNT's YU-Teach subunit worked in order to create a handbook for YULearn Moodle System. This document was prepared both in Turkish and English to better communicate with Yeditepe University's international staff. The

content was also screen recorded while explained on the system, again in both languages. A similar content was prepared for the students who had to follow their lessons on the same moodle system. The project has been finalised and uploaded on the Unit's website and social media platforms.





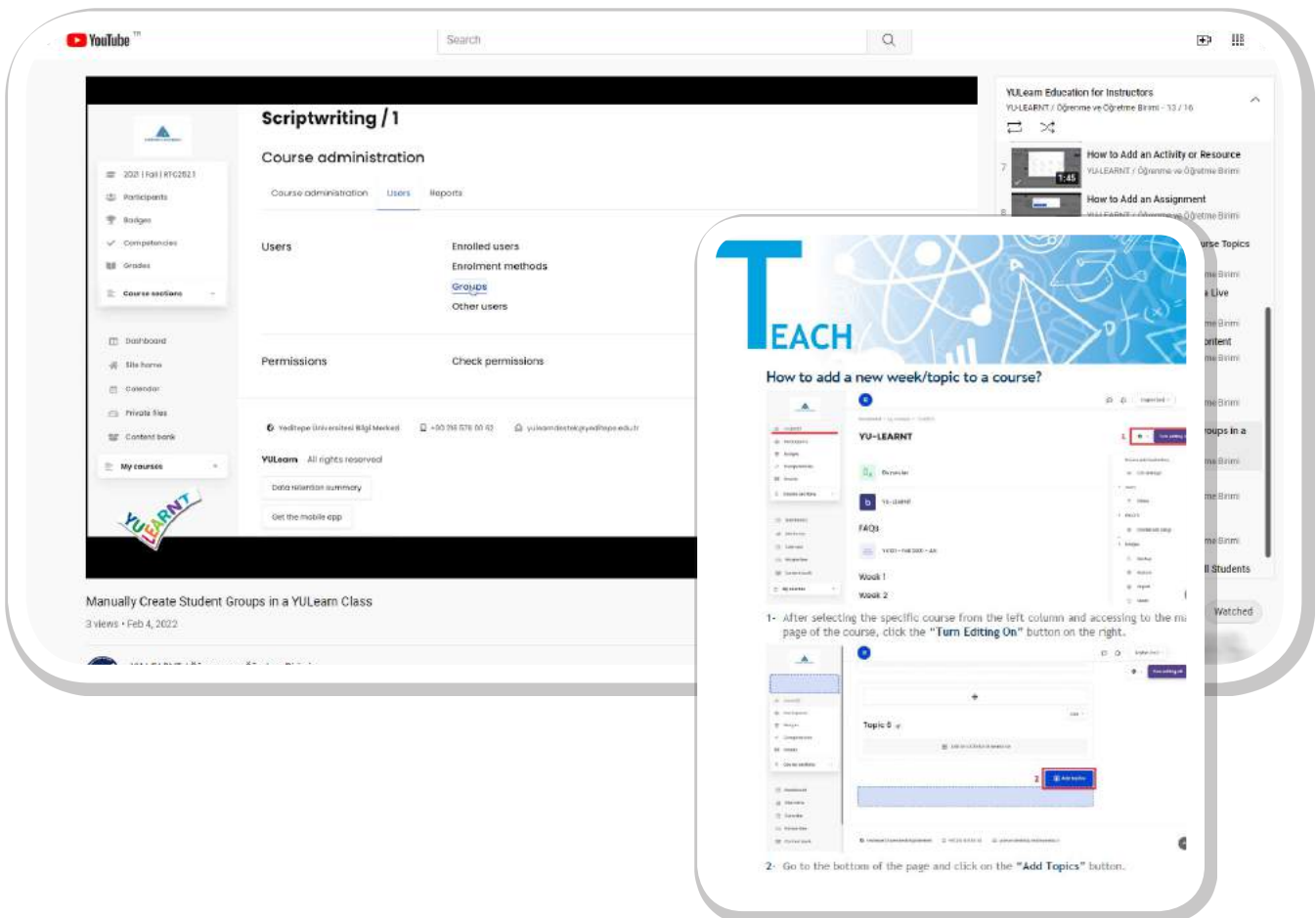
Manuel Olarak Sınıflarda Öğrenci Grupları Nasıl Yaratılır
13 views • 4 Feb 2022

TEACH

Derse yeni hafta/konu nasıl eklenir?

Sol menüden ilgili derisi seçti derisin ana sayfasına geldiikten sonra, sağ tarafta bulunan "Düzenlemeyi Aç" tuşuna tıklayınız.

Sayfanın en altına inilerek "Konu Ekle" tuşuna tıktınız.



Scriptwriting / 1
Course administration

Users

Enrolled users
Enrolment methods
Groups
Other users

Permissions

Check permissions

Manually Create Student Groups in a YU-learn Class
3 views • Feb 4, 2022

TEACH

How to add a new week/topic to a course?

1- After selecting the specific course from the left column and accessing to the main page of the course, click the "Turn Editing On" button on the right.

2- Go to the bottom of the page and click on the "Add Topics" button.

YU-Teach – Teacher Training Modular Courses

The YU-Teach subunit prepared a modular training course titled Training the Teachers, focusing on instructors and new ways of educational mastery. The first module, “Class Management” was filmed and went into the postproduction phase. The rest of the module will be finished within March 2022, the second module in April 2022 and the third in May 2022. The last two will be finished within the Summer of 2022. This modular course is designed using HyFlex learning, which will allow faculty to engage with the online course content in a flexible manner; watch the lecture videos, read class material, participate in fora and upload assignments on the LMS and to complete the course attend a 2-day workshop where afterwards they will receive the relevant modules’ certificate of achievement.

2006

EVERTSON & WEINSTEIN

sadece akademik öğrenmeyi değil, aynı zamanda sosyal-duygusal öğrenmeyi destekleyen ve kolaylaştıran bir ortam yaratmak için, eğitimcilerin ortaya koydukları eylemler olarak tanımlamaktadır.

the educators in order to create a space for supporting and easing social-emotional learning.


YU-Admin – Computer Skills and Programs Trainings

The **YU-Admin** subunit was created in response to the requests from the Human Resources for computer skills and programs training and initiated a modular training project. Primarily the project begins with preparing spreadsheet training sessions as it is the most extensively used administrative program within the University. The project aspires for the administrative staff to use such programs with a higher level of mastery in order to allow them to better use their time, prevent mistakes and achieve higher quality documentation. The project's content is ready, and it is in the process of instructional design, it is expected to be finalised by the end of May 2022.



YU-Research – Mind Mapping, Concept & Plagiarism Training Sessions

The **YU-Research** subunit came up with a modular training course focusing on students and graduates to help them in their academic endeavours such as conceptualising an academic topic, writing an academic paper, avoiding plagiarism and its ethical connotations. The project is in the content creation process and is soon to be taken into the instructional design process, as it is expected to be finished within the Summer of 2022.



YU-Execute – Communication & Leadership Trainings

The **YU-Execute** subunit prepares a modular training course on bolstering communication skills, teamwork and management skills and leadership for students. The first module of the project has passed the instructional design process and will be taken into production design, filming and postproduction. The project will have three separate modules and all are expected to be finished within the Summer of 2022.

Modular Training Certificates and Workshop

A workshop is being planned for September 2022 in which seminars will be held, workshops will be planned and certificates will be given to those who finish their modular training sessions created by **YU-LEARNT**.

Student Survey & Responses

Extensive surveys were prepared by **YU-Learn** to evaluate the general needs of students and the training they require. The results show a general interest in Digital Skills Training, which coincides with the training sessions prepared for the administrative staff. A similar version, a simplified or focused version can be prepared for the needs of students, adding diverse programs to improve presentation and textual skills on top of those prepared for using data analytics skills.

Academic Orientation & Treasure Hunt

Stemming from a request brought to YU-LEARNT a project on University Orientation has entered a research period. Eventually, it was decided to expand a pre-existing orientation program under the Student Centre with the contribution of YU-LEARNT, which, in contrast, will focus on academic skills and university life as a student. Some examples would be the use of the library for research purposes and the writing of emails in correspondence with advisors and instructors, petitions, etc.




5. Conclusion:

At YU-LEARNT the members have been working on various models to support the faculty, administrative staff, students, and alumni. Starting from July 2021 the Unit has begun offering MOOCs that would earn the learners' certificates upon completion. Students and graduates and academic and administrative staff have enrolled in various courses to advance their skills in several domains and/or gained new skill sets and competencies, allowing them to earn certificates. This covers one side of the matter at hand, and it needs to be integrated into the holistic approach presented here in a complementary fashion. The courses, training sessions, webinars, workshops, and handbooks that are prepared or being prepared by the Unit are responses to the unique needs of the stakeholders here and now, and the agile character of this proposed model makes it possible to make the necessary adjustments in the support courses accordingly in a short period of time.

The underlying point that has been made throughout this white paper is that every single component of a higher education institution needs to move forward harmoniously and without leaving anyone behind. When this is translated into reality and practice it would mean equipping and supporting every single learner from different trajectories, age, gender, occupation, seniority level, and discipline according to their needs in terms of knowledge, skills, and competencies. Therefore, instead of imposing standard training programs, courses, and certificate requirements onto everyone, presenting the options and allowing learners to choose those that best fit their interests and needs seems to be the best solution. That said, following up evaluation of these training sessions and courses in key performance indicators also forms part of measuring the effectiveness of the programs offered by the Unit.

As a final note, dealing with complex issues in these times of transition requires collaborative approaches that tackle different parts of the problems. Academics are life-long learners by occupation. Therefore, they need to be open to learning new ways of doing things in the higher education “sector” and allow young academics to take part in decision making processes and participate in the current discussions. Also, supporting all academics as much as students and graduates in their professional development opportunities, certificate programs, research trips, industry collaborations, NGOs and public sector relations, start-ups, enterprises, and so on is essential if the aim is to improve the quality of education holistically. Thus, by widening the scope of the activities, engagements, and collective works HEIs will be able to better understand the needs and wants of society and, of course, industry. Therefore, understanding the constantly evolving economic, social, and cultural scenes would feed into the application of relevant changes and updates to curricula. Apart from this, supporting faculty with the necessary information on predictions about the job market in the next 10 to 15 years, identifying the skills needed and required for the current and upcoming student cohorts is essential. Thus, both academic and administrative staff will come to realize that what universities are offering to assist them in developing their professional skills is much needed to help them make their jobs easier.



Annex

Terms of Reference

YEDITEPE UNIVERSITY LEARNING AND TEACHING UNIT COORDINATORSHIP TERMS OF REFERENCE

SECTION 1

Objective, Scope, Basis and Definitions

Objective

ARTICLE 1 - (1) The objective of this document is to lay out the organizational structure, management and terms of reference of the Learning-Teaching Unit Coordinatorship which was established under the authority of Yeditepe University.

Scope

ARTICLE 2 - (1) This terms of reference document contains the provisions related to the aims, areas of operation, governing bodies, duties and working basis of the Learning-Teaching Unit Coordinatorship.

Basis

ARTICLE 3 - (1) This directive has been prepared based on the sub-clause (2) of the clause (d) of the first paragraph of the 7th article and the 14th article of the Higher Education Law No. 2547.

Definitions

ARTICLE 4 - (1) Some terms mentioned in this document represent the following:

- a)** the Coordinatorship: Learning-Teaching Unit Coordinatorship of Yeditepe University,
- b)** the Coordinator: Coordinator of the Unit,
- c)** the Rector: Rector of Yeditepe University,
- d)** the Rectorate: Rectorate of Yeditepe University,
- e)** the University: Yeditepe University,

- f)** Educational Design Coordinator: Person in charge of educational content design,
- g)** Visual Design and Production Coordinator: Person in charge of educational material's visual design and production,
- h)** Subunit: Subunits created within the Coordinatorship,
- i)** Subunit Team Leader: Person in charge of work and follow-ups in each Subunit,
- j)** Distance Learning Unit: Unit that ensures coordination of distance learning processes,
- k)** Distance Learning Team Leader: Person in charge of Distance Learning Unit's activities to work in coordination.

SECTION 2

Objectives and Activity Areas of the Unit

Objectives of the Unit

ARTICLE 5 - (1) In order to contribute to the improvement of learning processes and teaching, the Learning-Teaching Unit Coordinatorship provides the services below:

- a)** To implement programs which aim to support the students' academic and social developments,
- b)** To offer programs which aim to enrich and improve teaching for faculty members and instructors,
- c)** To organise programs for adapting junior faculty and research assistants to the profession, to prepare training and certificate programs on course preparation, assessment and evaluation, teaching, innovative teaching techniques, and accreditation and administrative processes,
- d)** To prepare and conduct certificate and training programs on refresher trainings, new abilities, digital presentation techniques, methods of data visualisation and the use of visual and audio materials in lectures and research,
- e)** To carry out quality research which aims to improve learning and teaching processes, to support the planning and execution of regulations which will improve learning and teaching through publications and inter-unit sharing of research results with relevant divisions of the University,
- f)** To organise training courses/sessions and seminars which support the professional development of administrative personnel aimed to increase their professional efficiency and effectiveness, and/or to contribute to separately organised training courses/sessions,

- g)** To offer consultancy services within the scope of the activity areas of the Unit,
- h)** To perform regular evaluations of the trainings and programs prepared and implemented by the Unit, to share the evaluation results with the relevant divisions of the University and to use them as a part of the continuous improvement process for the future.

ARTICLE 5 - (2) The Unit makes sure that online education processes are carried out in coordination.

ARTICLE 5 - (3) The Unit gives particular importance to the fact that all the services it provides are in line with the mission and strategic plan of Yeditepe University, adhering to professional and ethical principles, open to development and innovation on the basis of equality, diversity and participation in accordance with the needs of students and lecturers.

Areas of Activity of the Unit

ARTICLE 6 - (1) To achieve the purposes set in Article 5 of this directive, the Unit, in cooperation with the relevant academic and administrative divisions, conducts training, research and evaluation activities aimed at improvement of learning and teaching.

ARTICLE 6 - (2) With the aim of supporting and informing the faculty members who wish to improve their teaching abilities or attain new ones, the Unit conducts the following activities :

- a)** To prepare booklets for the newly hired faculty members, introducing the University, its systems and tools used in the management of certain processes, as well as to organise meetings for introducing the learning and teaching methods of the University and seminars on effective teaching,
- b)** To offer seminars aimed at the faculty members on certain topics such as effective communication with students, academic counselling, assessment and evaluation, use of technology in teaching and innovative teaching methods,
- c)** To offer personal or group counselling to faculty members to improve their teaching methods,
- d)** To organize mentoring programs that bring together experienced faculty members and new faculty members who are beginning their professional lives,

- e) To organize trainings and certificate programs both for academic staff and students to enhance their leadership qualities in class
- f) To provide a virtual library environment with online resources for learning and teaching,
- g) To create learning environments where faculty members from different disciplines come together and share their knowledge and education and teaching experiences while encouraging joint project development processes with their colleagues.

ARTICLE 6 - (3) In order to support students' academic development, the Unit supports students on certain topics such as achieving their academic goals, developing the learning skills required at the University, and increasing their success. The Unit carries out the following activities to support and inform students:

- a) To provide individual or group guidance and counselling on academic issues,
- b) To give seminars on skills and strategies needed by students to improve their learning like time management, preparing for exams, coping with exam anxiety and overcoming the behaviour of procrastination.
- c) To organize peer-supported study programs and study groups,
- d) To provide for the orientation program that will enhance academic and social adaptation of the new students in the University,
- e) To present a virtual library with online resources to support students' academic growth.

ARTICLE 6 - (4) The Unit provides the administrative personnel with training and seminars on subjects such as corporate culture, inter-institution communication, process management, efficient communicative devices, application of technological innovations to work environment, time management and information security in order to enhance corporate and career development.

ARTICLE 6 - (5) The Unit runs the processes below for carrying out research-publications in learning, teaching and perfection, giving consultancy service and self-evaluating its own activities:

- a) Carrying out research at regular intervals to determine the structure, characteristics, demands, needs and satisfaction of instructors and students,
- b) Evaluating all the services provided by the Unit,

- c) Following the academic growth of students and doing research on the factors which affect the students' growth in positive or negative ways,
- d) Doing contrasting research on novelties in learning and teaching presented by the Unit before and after they are launched,
- e) Helping to design practices for the enhancement of students' academic growth and enriching of the learning environment by sharing the findings and outcomes of research carried out by the Unit with administrators, instructors and students,
- f) Sharing all the research findings and turning them into national and international academic publications ,
- g) Publishing books, brochures, bulletins and similar publications in the scope of the Unit's research interests,
- h) To host seminars and academic meetings in the scope of the Unit's research interests,
- i) Giving consultancy services to public, private, national and international institutions and organizations, and working with them in collaboration within the direction of the Unit's fields of activity and objectives.

SECCION 3

Unit's Managing Bodies and Duties

Unit's managing bodies

ARTICLE 7 - (1) The managing bodies of the Unit are:

- a) Coordinator,
- b) Educational Design Coordinator and Visual Design and Production Coordinator
- c) Subunit Team Leaders
- d) Distance Learning Team Leader

Coordinator

ARTICLE 8 - (1) Coordinators have experience in research, application and education in the Unit's fields of activity and objectives. They are entrusted with the task for 3 years by the Rector. The coordinator whose period of office ends can be entrusted with the same position more than once. Coordinators are responsible for the planning, execution and regulation of the Unit's operations.

Coordinator's duties

ARTICLE 9 - (1) The Coordinators duties are:

- a)** To represents the Unit,
- b)** To provide for the Coordinatorship's coordination and supervision, manages the Unit's administrative work,
- c)** To assures that all the services provided by the Unit are relevant, scientific and bound to ethical principles, evaluated, enhanced and continually improved,
- d)** Being responsible for all the members of the Unit to work systematically, efficiently and in coordination,
- e)** To provide for the Unit to work in communication and coordination with the academic-administrative Units in the University, the Dean of students, student representatives and student organizations,
- f)** To enable the Unit to present the Rectorate with a yearly working report, next year's working program and activity drafts by the end of each operating cycle,
- g)** To be directly responsible to the Rector for the Unit's activities to be administered in coordination, developed and always improved,
- h)** To provide for the Unit's participation in national/international academic and career activities relating to the Unit's objectives and activities,
- i)** To create and conduct joint projects within the Unit's area of activity in collaboration and/or coordination with people, Units, institutions and organizations in and outside the University,
- j)** To designate the need for academic, administrative and technical personnel to perform duties in the Unit and forward proposals for their assignment to the Rectorate.

Educational Design Coordinator and Visual Design and Production Coordinator

ARTICLE 10 - (1) There are two Coordinators in charge of Educational Design and Visual Design and Production in the Unit. The coordinators are appointed from within the Unit. They are tasked with fulfilling their duties in their own areas of responsibility as well as assignments given to them by the Coordinator.

Subunit Team Leaders

ARTICLE 11 - (1) Subunit Team Leaders are tasked with preparing needs analysis, planning, assuring coordination with respective units and application of all educational designs prepared by the Unit according to the diverse needs and activities of the University. Subunit Team Leaders are chosen by the Subunit for 1 year in rotation of its members, Team Leaders whose term times have finished can be tasked with the same position more than once by the Coordinatorship.

Distance Learning Team Leader

ARTICLE 12 - (1) The Team Leader is tasked with maintaining coordination of all the processes carried out by the University regarding distance teaching and learning needs and activities. The Distance Learning Team Leader is chosen by the Coordinatorship and can be tasked with more than one term.



YEDİTEPE UNIVERSITY

25th year

