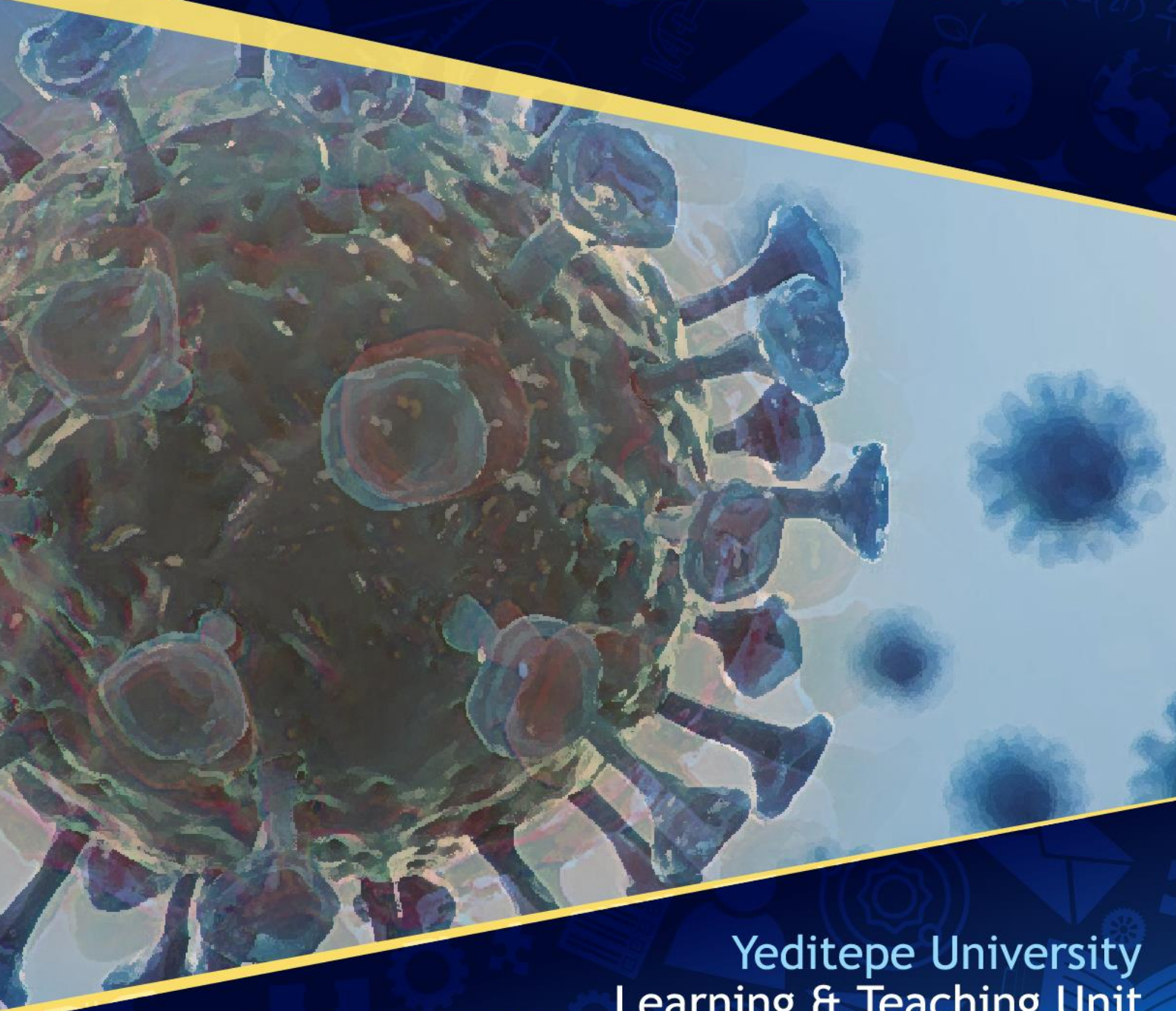# CORONAVIRUS / COVID-19
Pandemic Period Learning and Teaching Response Report 2
FALL 2021

Yeditepe University
Learning & Teaching Unit
YU-LEARNT

YEDİTEPE UNIVERSITY

25th year

YU-LEARNT

YEDİTEPE UNIVERSITY
LEARNING AND TEACHING UNIT / **YU-LEARNT**
CORONAVIRUS (COVID-19) PANDEMİC PERIOD LEARNING AND TEACHING RESPONSE REPORT 2
2021 - 2022 Academic Year Fall Semester

CONTENT

CORONAVIRUS (COVID-19) PANDEMIC PERIOD LEARNING AND TEACHING RESPONSE REPORT 2 2021 FALL SEMESTER

1. Introduction

The COVID-19 pandemic imposes the responsibility on higher education institutions to carry their education and training services to online education environments without sacrificing quality, the subsequent normalization process again imposes the responsibility to comply with the pandemic rules in face-to-face environments. This situation necessitates the transition from the online teaching practices of the pandemic period to more systematic, regular, and traceable hybrid education activities. In this context, Yeditepe University has been planned to support students to reach the competencies they need to gain during the graduation phase.

Due to the COVID-19 outbreak that has affected the whole world, formal education at Yeditepe University was suspended and distance education and training process was started in March 2020. In the 2020 Spring, 2020 Fall and 2021 Spring semesters, our departments belonging to different faculties throughout the university continued nearly 85% of their practical and theoretical courses mostly synchronously with live connections using applications such as Google Meet and Zoom Meeting. Within the scope of the normalization process in the Fall semester of the 2021 - 2022 Academic Year, education and training activities were completed with the joint realization of face-to-face and online education (hybrid). Again, in this period, the University used a 10-day period as a midterm exam week within the scope of assessment and evaluation by suspending the courses and the exams were held face-to-face (7-14 November 2021 (Sunday, Sunday), Fall Semester Midterm Exams in UNDERGRADUATE / ASSOCIATE DEGREE Programs). Between 3 January 2022 and 4 February 2022, the Finals and make-up exams were held face-to-face again. Students diagnosed with COVID in finals or make-up exams were given the right to make-up exams, which were held between 7-9 February 2022 after the make-up date and students were given grades before the course registrations of the next semester so that they did not have problems for the 2022 Spring Semester. There are 71

undergraduate programs, 4 associate degree programs, 87 Master's Degree Programs, 43 Doctoral and 2 Proficiency in Arts Programs in our university. In the design and approval of the program, the consideration of these field differences has been adopted as a priority, and it has been reported that the programs can be flexible according to their characteristics by not specifying a single model in all the application principles announcements made by our university regarding online and face-to-face education during the pandemic period. In the 2020-2021 academic years, due to the pandemic, graduation ceremonies were held on our campus on 8-12 September 2021 for all facultes and institutes, and during these ceremonies, the graduation ceremony that could not be held in the 2019-2020 period was included in these ceremonies.

2. Overview of Learning-Teaching Process in the Pandemic Period

During the pandemic period, the decisions taken by the Rectorate of Yeditepe University on 17 August 2021 for the 2021-2022 Academic Year, which started on 23 September 2021, were shared [Appendix-1]. According to these decisions, the decision that face-to-face and remote education will be carried out together as a teaching method has been shared with all students and academicians. The decisions taken by the university are again in line with the decisions taken ((https://www.yok.gov.tr/Sayfalar/Haberler/2021/yok-ten-COVID-19-tedbirlerine-yonelik-uygulama-rehberleri.aspx) on 3 September 2021 by YÖK determining the COVID-19 measures and educational processes in universities. In these decisions, it was emphasized that the priority was face-to-face education. All institutes, faculties, colleges and preparatory schools, along with the measures taken quickly and the arrangements that were made, are organized in such a way that all of our students have been included.

Following the start of hybrid education activities throughout our university, it has been announced that all employees and students should update their information in the family medicine system regarding education, training and research activities and measure their temperature before leaving home in the morning, those with cough and respiratory distress should not come to work and inform the workplace manager and workplace physician, they should wear their masks and apply to the nearest health centre and the

Safe Working Guide, which contains information, has been published [Appendix-2]. In addition, it is stated that HES codes will be meticulously queried on a daily basis and the indefinite HES code should be reported to the necessary units. At the same time, since the beginning of COVID-19 cases, our university has taken into account all the measures recommended by the Ministry of Health of the Republic of Turkey and YÖK and has implemented actions on the subject. In this context, our personnel working in all health centres were immediately informed and the necessary coordination was provided. Administrative and health advisory units to serve in necessary cases were established and contact addresses were shared. The necessary disinfection procedures were carried out regularly in the common vehicles and areas such as the services, and all scientific evaluations were made by our Infectious Diseases and Clinical Microbiology experts of our university and the actions deemed appropriate to be taken in this direction were implemented. Issues related to personal hygiene rules, one of the most important issues in the fight against COVID-19, have also been effectively announced throughout the university and online.

In line with the information received from the Higher Education Institution, an informative meeting was held for our academic staff on September 8, 2021, regarding the implementation of theoretical courses in the classroom within the scope of the Education - Training application principles determined by the Rectorate. Yeditepe University has bought a total of 250 web cams, 250 speakers and made computer improvements in order to conduct online lessons on 250 classroom and laboratory trainer computers throughout the university to make education and training both face-to-face and online from classrooms. The Moodle-based system, which is the learning management system of the university, and the Big Blue Button application, where live course connection is provided, have been activated and disruptions have been prevented by purchasing services within this scope. In addition, since wall-mounted whiteboards cannot be used, graphic tablets are provided so that the faculty member can teach effectively. At the end of the course registration process in the University Student Information System, the students enrolled in the course were automatically transferred to the teaching management system and it was ensured that the students and faculty members started the courses as if they were entering the class without the need to send any live course links. The necessary infrastructure has been prepared for the classrooms (Figure 1).

Figure 1. Educational computer, Web cam, graphic tablet layout for online education.
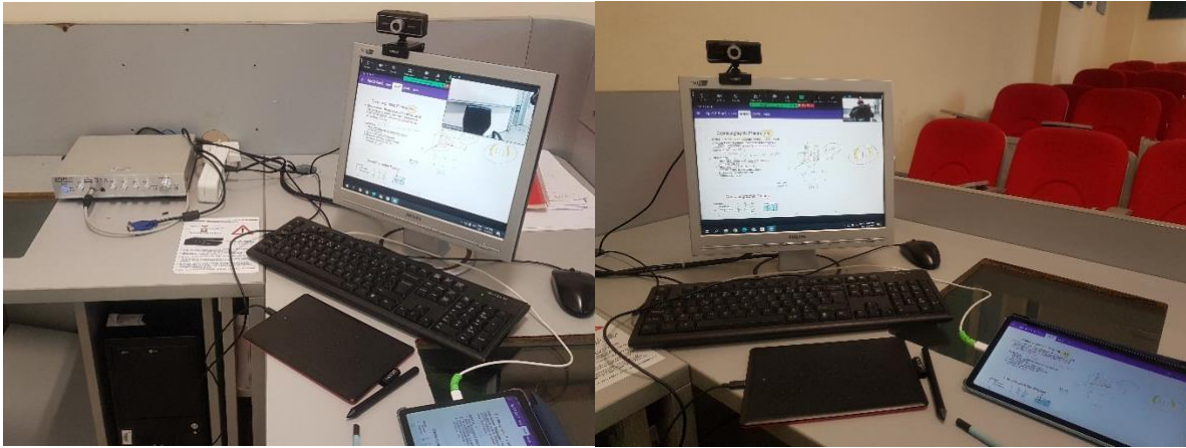
As a result of all the announcements and actions mentioned, after the transition to hybrid education in the fall semester of the 2021 – 2022 academic year at Yeditepe University, a total of 5495 courses were carried out to include different branches at undergraduate, graduate and doctoral levels, and 453 (10364 individual participation) of these courses were completed only online and 5042 (124816 individual participation) were completed using the hybrid system via live connection.

In just one week (13 April 2020 – 17 April 2020) in the relevant period, 53000 courses were attended, and 2380 materials were shared in 2464 courses. Numerical data on the educational activities carried out after the transition to remote education during the COVID-19 process are given in Table 1.

Table 1. Numerical Data for 2021 – 2022 Academic Year Fall Semester

	UNDERGRADUATE	GRADUATE	TOTAL
2021 Fall Semester Total Number of Courses	4216	1279	5495
Total Number of Courses Held in Hybrid Education	4022	1020	5042
Total Number of Courses Taken Online	194	259	453

On September 21, 2021, the University announced to all academics and students that the moodle-based course management platform, which is used as an instructional management system, has changed its current name to "YULEARN". The number of courses opened on the YULearn platform, and the number of users is shared in Table 2.

Table 2. YULearn Remote Education Statistics

Number of Courses Opened	11903
Number of Users	22404
Number of Sources	21787
Number of Questions	71066
Average Number of Participants	29.16

One of the most important points of all stakeholders in the academic environment in the remote education process is to clearly determine the principles related to measurement and evaluation and to share them in all their details and to apply them fairly and efficiently. In this context, Yeditepe University made a detailed announcement on October 01, 2021, and announced that it plans the date range of November 7 to November 14 as a mid-term week in the fall semester of the 2021 – 2022 academic year. During this date range, all classrooms were considered to be empty, and the classrooms were allocated for midterm exams [Appendix-3]. For the 2021 Fall Semester, the period between January 3 and January 16, 2022, is planned as the final exams of the fall semester for undergraduate and associate degree programs [Appendix-4]. Due to the unfavourable weather conditions, with the decision taken by the Governorship of Istanbul (Istanbul Governorship Press Release No. 2022-11), the make-up exams could not be held on the planned dates, so the make-up exams in the academic calendar were moved to later dates. The deadline for the submission of the grades of the fall semester make-up exams in the UNDERGRADUATE/ASSOCIATE Programs is set as February 4, 2022.

The University Administration and all relevant academics are invited to follow recent updates and guidelines about the COVID-19 pandemic with sensitivity. The number of

students who test positive for COVID-19 weekly has been announced throughout the university.

3. Actions Taken in Learning and Teaching Activities

## 3.1 Information and trainings for faculty members about hybrid education

In the 2021-2022 Fall Semester, the Rectorate held an informative meeting for university faculty members on Wednesday, September 8, 2021, about the implementation of theoretical courses in the classroom and the issues to be considered during the hybrid education application.

In order to conduct the hybrid education model without any problems, students were divided into two groups centrally according to their odd and even school numbers and they were allowed to start their education one week face-to-face and one week online.

Introduction of Yeditepe University Learning and Teaching Unit Coordinatorship (YU-LEARNT) (https://yulearnt.yeditepe.edu.tr/tr), which started its establishment activities as of March 2021 and will provide support and services for our academic staff and students on issues such as new and innovative learning and teaching techniques, measurement and evaluation methods, new tools for the field of research, increasing teaching competence, increasing leadership qualities in the classroom, and organizing certificate programs and workshops, was made on October 11, 2021. The unit has prepared written guides covering the answers to frequently asked questions for academic staff and short videos in Turkish and English with descriptions for the use of YULearn, the learning management system (LMS) used by the university. The Unit has also created guide documents and short videos on the use of the Student Information System (OBS) and YULearn for students who will use the platforms for the first time (Figure 2) (https://yulearnt.yeditepe.edu.tr/en/introduction-yulearn-students).

The unit has also started to prepare an Academic Advising Handbook in order to support academic advisors in a more effective communication and process with their students and has completed a study on issues related to academic advising in a wide range of areas, from technical rules to frequently asked questions. (https://yulearnt.yeditepe.edu.tr/tr/akademik-danismanlik-el-kitabi)

Figure 2.
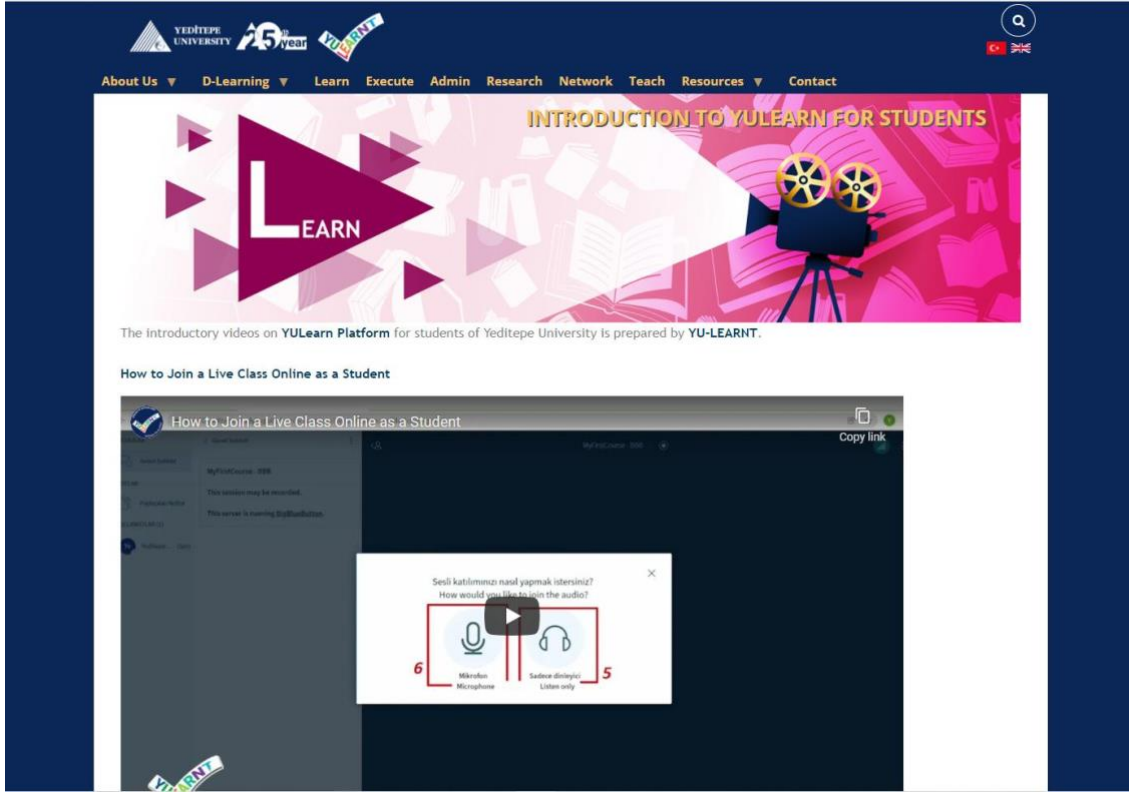
University and Coursera, an online mass learning platform, and we reached out to our managers, administrative personnel and even graduates who wished, mainly for the principles, and certificate programs were opened with YU-LEARNT internal executive usage licenses. In these programs, especially in order to support our academics, content for new and innovative learning and teaching methods in many subjects such as effective and participatory learning, researcher learning, peer evaluation, use of new digital tools in course design and expression, measurement techniques, formative and deterministic (summative) evaluation methods, classroom management, which are the requirements of the digital age and the conditions of distance and hybrid education, were presented. Within the studies prepared within YU-LEARNT, training videos and written videos of educators on the use of Yeditepe University YULearn training interface were prepared as a handbook in PDF format and published on YU-LEARNT website and YouTube page (Figure 3, 4) (https://yulearnt.yeditepe.edu.tr/en/yulearn-system-education-instructors).

Figure 3.

Figure 4.

3.2 Monitoring student attendance in theoretical and online courses

In all the courses held as hybrid during the pandemic period, the attendance of the students was carefully monitored by Yeditepe University. As a requirement of the hybrid application, lists have been prepared for the students to be grouped according to the last digit of the student number that will be on campus that week so that the academics can easily follow the attendance on the OBS (student information system). In hybrid education, some of the courses conducted online were recorded and shared with students using different platforms in order to facilitate the access of students. Attendance at the lectures and attendance of the students were also recorded by the faculty members with different practices. As a general application, course attendance was tracked through browser add-ons (YULearn Big Blue Button) to cover the entire course and to include duration information. In this way, it is aimed that the participation of the students in the courses is at the maximum level and at the same time the attendance of the course is followed.

3.3 Developments in practical and applied courses

With the announcement of Yeditepe University Rectorate dated 17.08.2021 including the 2021-2022 Academic Year Fall Semester Planning, it was decided that the practical trainings (laboratory, application, project, workshop, small group teaching branches, student support training branches, problem solving hours, etc.) will be given face-to-face. Following the use of personal protective equipment and the possibility of continuing face-to-face by taking the necessary distance and hygiene measures, the classes started face-to-face on September 23, 2021. In order to process the practical courses, the disinfection procedures of the laboratories were carried out by the Yeditepe University Cleaning Directorate before each course, the HES codes of the students were checked every week before the lessons and the HES codes were checked for two weeks following the end of the experiments for each student. During the face-to-face practical lessons, the necessary protective equipment (mask and visor) was provided to the students, the students were programmed to work in small groups in laboratories and classrooms below the maximum number by paying attention to the distance, and an image from the applied computer laboratory course given in the Faculty of Engineering was shared in Figure 5.

Figure 5. Applied Computer Laboratory course

3.4 Applications for the adaptation of students to the renewed systems

Changes in education and training activities brought about by the pandemic period continued in all faculties in order to integrate students smoothly. Many platforms used in previous periods continued to be used in this period. Yeditepe University Learning and Teaching Unit Coordinatorship (YU-LEARNT) has assigned courses to students and academics using the Coursera platform in the Fall 2021 semester. YU-LEARNT has prepared short videos for OBS and YULearn (LMS) platforms that will enable students to meet the systems and use them more comfortably. (https://yulearnt.yeditepe.edu.tr/en/introduction-yulearn-students).

3.5 Continuation of student counselling

During the pandemic period, student academic advising was continued by our faculty members through the existing Yeditepe University Student Information System (OBS) without interruption. Student petitions and advisor signature approval processes have been moved online to meet the needs of all students who do not have physical campus access. In addition, meetings have been organized physically on campus or online on relevant platforms for students who wish to conduct interviews with their academic advisors.

3.6 Feedback from academicians and students about the process

Since the Hybrid education application was introduced at our University in the Fall 2021 semester, unlike the past periods when the pandemic was experienced, students participated in the course synchronously online for one week while being on the campus face-to-face for another week. The application of diluted face-to-face and online education carried out in this way has created differences compared to the past pandemic periods in terms of student needs and satisfaction. A questionnaire consisting of 9 questions was presented through the mobile application of Yeditepe University to receive student feedback. In addition, students were able to convey their opinions to the Rectorate of Yeditepe University as feedback through their student representatives.

Table 3 and Table 10 show the survey results applied to measure the satisfaction levels of students related to the hybrid education process at the end of the 2021 Fall semester. A questionnaire consisting of a total of eight questions was applied to the students and the students answered the question they wanted. Therefore, the survey answers were evaluated on the basis of questions as numbers.

The first question posed to students is: "Can you specify your attendance rates during the semester separately face-to-face and online?" In the table below, students have indicated the course rates they attend face-to-face and online considering all the courses in their course schedules.

Table 3. Face-to-face/online attendance rates of the courses students take in their programs during the 2021 Fall semester

	Attendance rate for face-to-face classes	Attendance rate of online courses
%25 and less	261	251
%30-%50	251	253
%51-%85	263	264
%85 and above	306	313
N= 1081		

In the fall semester of 2021, students participated in face-to-face and online classes at approximately equal levels. In terms of course attendance, it can be said that students do not have a particular preference online or face-to-face.

Directed at students 2. Question "What are the most difficult subjects/topics in the hybrid education period? You can mark multiple times." The expression "following the lesson" among the options of the question is defined as the provision of communication within the class.

Table 4. The subject(s) that students have the most difficulty with in the hybrid education process

	Number of Students	Percentage (%)
To follow the course during the weeks I am online	194	30%
To communicate via video conference during the weeks I am online (to have my own voice heard, to hear the voice of the teacher or the voice of my classmates, etc.)	176	27%
To follow my homework and course responsibilities during the weeks I am online	109	16%
Some teachers do all the lessons face to face	88	14%
To follow the lesson in the week I am face-to-face	84	13%
N= 651		

In the hybrid education period, it is seen that the most difficult issue for students is to follow the course in online course weeks. When it is examined that the second most difficult issue is to communicate on video conference, it can be said that students generally have difficulty in participating in the course in the week they are online.

The 3rd question directed at students is "What are the issue(s) that you have the most problems with the YULearn system? You can mark more than one.

Table 5. The subject(s) that students have the most problems with in the YULearn (LMS) system

	Number of Students	Percentage (%)
Connecting to a video conference during the weeks I'm online	118	26%
Communicate with other students in the class through the system	83	18%
Sending a message to the instructor	71	16%
Logging in and out to the system	68	15%
Uploading files, submitting assignments	64	14%
To view the materials uploaded through the system	49	11%
N= 453		

According to student satisfaction surveys, the most problematic issue with YULearn (LMS) seems to be the use of video conferencing. Communicating with other students through the system has been one of the issues that students have difficulty with.

The 4th question directed at students: Which of the software below will be beneficial for your education? (You can mark more than one)" In the hybrid education period, students stated that they needed training on Office programs the most. This result obtained from the survey is similar to the survey results for the past 3 periods. As a matter of fact, the second subject to receive training is cloud-based programs in terms of office programs.

Table 6. Software that students need to be educated

	Number of Students	Percentage (%)
Office programs (Word, Excel, PowerPoint vb.)	210	48%
Cloud Based Office Programs (Google Documents, Slides, Worksheet vb.)	114	26%
Using YULearn (Learning Management System)	59	14%
Web 2.0 software (online software for creating content on the web: video editing tools, Canva, Kahoot, Padlet, Penzu, etc.)	51	12%
N= 434		

The 5th question that was directed at students was "Compared to face-to-face education, how much difficulty did you have in meeting the course obligations in hybrid education?"

Table 7. Difficulty rates of students about course obligations in hybrid education

	Number of Students	Percentage (%)
I had no difficulty	50	15%
I had a little difficulty	58	17%
Undecided	78	23%
I had difficulty	105	31%
I had many difficulties	52	15%
N= 343		

In the Fall semester of 2021, students were asked how difficult it was for them to meet the course obligations in terms of hybrid education. When the survey responses examined, while 46% of the students answered as I had many difficulties or I had difficulties, 32% of students answered as I had no difficulty, or I had a little difficulty.

The 6th question directed at students was, "How successful do you find yourself in managing time in the hybrid education period?" In the fall semester of 2021, 45% of the students found themselves unsuccessful in time management, while 33% found them successful.

Table 8. Students' thoughts on time management in the hybrid education period

	Number of Students	Percentage (%)
Not successful at all	47	14%
Not successful	105	31%
Undecided	76	22%
Successful	86	25%
Very successful	29	8%
N= 343		

The 7th question in the survey was "How productive do you think the lessons were in the hybrid education period?" According to the results obtained in the student satisfaction survey, 50% of the students think that they are inefficient, while 29% think that they are productive.

Table 9. The students' thoughts on the efficiency of the lessons in the hybrid education process

	Number of Students	Percentage (%)
Not efficient at all	57	17%
Not efficient	112	33%
Undecided	75	22%
Efficient	77	23%
Very efficient	21	6%
N= 342		

Finally, the question of "How would you prefer the hybrid education process to continue?" was asked. When the results are examined, it is seen that the students mostly prefer some of the lessons to be done online and some of them completely face-to-face.

Table 10. Students' thoughts on the continuation of the Hybrid education process

	Number of Students	Percentage (%)
I would like to continue completely face to face	95	28%
I would like some of the courses I am registered to be completely online and some completely face-to-face.	117	34%
I would like all common courses such as HUM, HTR, TKL to be online	21	6%
I would like the whole class to be online on certain weeks and face-to-face on certain weeks at the same time.	39	11%

I would prefer it to continue as it is now.	71	21%
N= 343		

While 28% of the students want to continue completely face-to-face, 34% want some courses to be completely online and some courses to continue completely face-to-face. 21% of the students preferred to continue in the current situation.

During the process, the opinions of the academics were also received by the Yeditepe University Rectorate. Along with the surveys, feedback was received on the methods used in online lessons, the platforms used for the exam, ensuring exam security, the status of applied courses, and recommended systems and software.

Special feedback meetings were also organized on the basis of faculties related to the process. As an example, 11 meetings were held with the Dean's Office of the Faculty of Arts and Sciences and the departments within the faculty. In these meetings, where the feedbacks conveyed by the faculty students to the faculty members in the courses or office hours were indirectly expressed and the feedback obtained by the faculty members as a result of their own observations were expressed, evaluations were made, and they were enabled to participate in the decision-making mechanisms. As an example, in terms of feedback from the Mathematics and Physics Departments, the company that receives services in terms of the applications of the service courses with a large number of students has been contacted through the Rectorate and the number of trial exams has been increased and more effective assessment and evaluation has been ensured.

3.7 Methods and training materials developed within the scope of hybrid education and training activities

During the pandemic period, preclinical studies in the faculty of dentistry were modified and all our students participated in the studies. Preclinical studies are extremely important activities that the students of the faculty of dentistry perform in phantom jaws and apply dental treatments in a simulation environment. These applications, which constitute an important stage of the clinic preparation process, were continued by applying a hybrid technique during the pandemic process. In this context, while some of our students continued their studies in the laboratory environment where social distance was appropriately maintained with a supervisor teacher, students who could not

participate in the laboratory environment participated in preclinical studies by connecting to the internet from home. Therefore, without interrupting the education process and simultaneously, it was ensured that students benefit from the same education system. Portable motors and model teeth were supplied for our students who participated remotely, our students completed the tasks requested from the home environment and had the opportunity to show their applications to the faculty member through the camera. In the same way, the faculty member in charge had the opportunity to convey all the information and feedback he conveyed to the laboratory students to our students who participated online. Thus, preclinical studies, which are a very important stage of the transition to the clinic, have been completed completely and in such a way that all students are evaluated under the same conditions. In the 2021-2022 academic year, all preclinical students participated in face-to-face classes, and attention was paid to the full implementation of social distance in the studies carried out in groups. 4th And 5th years are the periods when dentistry students do internship on a patient and patient treatment must be carried out. In full compliance with the COVID period patient care and infection control program implemented throughout the Faculty of Dentistry and in an environment where clinics are constantly disinfected, our students provide health services to patients safely and improve their clinical skills under the control of faculty members.

The departments in the Faculty of Economic and Administrative Sciences have started their own Podcast broadcasts with the participation of Faculty Members, assistants and students within the scope of the Podcasts initiated within the University. In the appropriate courses of the Department of Business Administration, the course formats have been revised so that the participation of the students in the course, their learning motivation and performance can be adapted to online education in the most effective and active way by using business simulations. Activities involving different stakeholder groups, such as the alumni meeting day, were again shared live on social media. The number of courses to which participants from the sector are invited and the number of Entrepreneurship courses and programs attended by guest speakers have also been increased. Within the scope of bachelor's and master's degree, it has been organized in many webinars with international speakers open to general participation. In the 2021 Fall hybrid course period, classes were held in face-to-face classes but supported online with the rotational participation of students according to student numbers. All classrooms within the faculty have been adapted for hybrid education.

During the pandemic period at Yeditepe University Faculty of Medicine, our faculty benefited from the following reference points while carrying out its educational activities;

A. Regulations and instructions issued by YOK on the subject,

B. TEPDAD's suggestions,

C. Studies of other faculties in Turkey that reached our faculty as a result of the Deans Council meetings,

D. Studies of other faculties in Turkey that reached our faculty,

E. Studies on the subject in medical faculties around the world,

F. Instructions given to the faculties by Yeditepe University Rectorate Pandemic Board.

Based on the references mentioned, our faculty has adopted the following principles for education during the pandemic period:

1. Constant Communication Principle (Announcement of all changes regarding the education program to both students and faculty members quickly)

2. Continuous Support Principles (Supporting both students and faculty members in remote education and remote exams)

3. Online/Offline Balance Principle in Remote Education (Using remote education methods synchronously and/or asynchronously, not interchangeably, but in a way that supports each other)

4. Principle of Protection of Competencies at Graduation (Planning the education program of the pandemic period in a way that supports students to reach the competencies they need to gain at graduation)

5. Principle of Protection of Usefulness in Measurement and Evaluation

    a. Making measurement and evaluation using appropriate methods and tools

    b. Ensuring exam security in assessment and evaluation applications

In line with these principles, in order to plan and carry out the education program during the pandemic period, it was established as a "supreme council" in which the representation of all boards, commissions and coordinators for education in our faculty was provided and the faculty members of the Department of Medical Education (Educational Management Emergency Board – EYAK) took part. The decisions of this board were communicated directly, according to their interest, to the Faculty Board and/or the Administrative Board.

The first three semesters of theoretical courses in the 2021-2022 academic year program of Yeditepe University Faculty of Medicine were continued in the concurrent, face-to-face and online (hybrid) education model with the decision of the Rectorate. All theoretical and practical courses and exams in the clinical period were held face-to-face.

In order to continue the theoretical courses in the first three semesters simultaneously, face-to-face and online, the Semester Coordinators divided the class into two groups and shared with the students on which dates the groups should attend the classes face-to-face or simultaneously online in the classroom. While half of the class determined by the Coordinator Office listened to face-to-face lectures in the lecture hall, the other half participated in this course simultaneously online.

In the Implementation Guide for Education and Training Processes in the Global Pandemic published by YÖK in August 2021, it is reported that course materials should be shared with the student before the courses. For this reason, before all courses, the course link and related course materials (presentation, video, etc.) It is shared with students through YULearn/Classroom.

All courses are recorded and shared with students via YULearn/Classroom after the course. All applied courses and exams in the Faculty of Medicine were held face-to-face.

The Department of English Language and Literature, Faculty of Arts and Sciences, shared its first Undergraduate Blog in June 2021 (The BA Blog, 'Student Essays from Yeditepe English Literature,' URL: https://studentessays-yeditepeenglit.blogspot.com/ The aforementioned undergraduate blog is dedicated to the academic research, essays, creative writings and reviews of undergraduate students, again with a group of editors selected from the students, publishes on the basis of blind-peer-review, thus deepening the knowledge and interests of its students in the field and gaining publishing and editing experience as a vocational training. In addition, on the same blog, our graduates introduce the works they publish, and our students are encouraged to write introductory and review articles of these works. BA Blog also has a podcast series; In the first part of the podcast series 'Pathways and Possibilities', the blog was introduced and our lead student editor and the student who published were chatted. In the second one, our 2019 graduate was chatted with and talked about the poetry book he published and his life experiences after graduation. In the same way, it has been decided to continue this series and podcast links are available on the blog.

In our department, for the first time this semester, Digital Humanities course has started to be given within the scope of Literature Research Methods and Ethics course at MA level and efforts have been started to make the basic methodological approaches of this course applicable to undergraduate level courses. In many departmental courses, our professors enrich their courses by creating learning-based self-awareness processes such as group work, reading reports, journaling by directing students to the activities of producing their own epistemological processes with various methods, and also create digital materials such as podcasts, YouTube videos and courses of leading institutions in their field such as Royal Shakespeare Company, Harry Ransom Centre (UT Austin), British Library, The Royal Court Theatre in areas such as poetry, theatre and translation. Using various digital platforms, activities that prioritize digital literacy based on examining and evaluating each other's work were designed and generally positive feedbacks were received. After this production, sharing and evaluation processes, most of the works (midterm and final articles) are directed to BA Blog by our professors and organize their preparation there with the student editorial assistants. In addition, a podcast series titled 'Yeditepe English Language and Literature Theatre Talks' is being published; With national and international guests, the 3rd episode of this podcast series on theatre and performing arts has recently been released.

(https://open.spotify.com/episode/5CfmhZ3Q6HItuB8ax321nt?si=7baCOgr4Rke5rDOK-82qPQ&utm_source=copy-link)

In October, a conference titled 'The Prof. Süheyla Artemel Lectures: Memory in Literature and Culture' was held over Zoom in memory of our founding professor Prof. Dr Süheyla Artemel. In addition, Dr Ruth Murias Roman's speech titled 'Talking with hands: Are the Turkish and Spanish cultures so different' in a linguistics webinar in May, Jacques Derrida's biographer Peter Salmon's speech in the webinar titled 'Derrida: Not my cup of coffee?' and the speeches of Assoc. Prof. Dr Barbara Dell'Abate Çelebi, a faculty member of Istanbul University, titled 'The thought of sexual difference', provided our students, faculty and our schools in general with the opportunity to in depth learning / discussing in the field of literature.

In the Department of English Language and Literature, a weekly course diary opened on YULearn in ELIT 343 course was kept and they had the chance to edit it until the deadline given. Thanks to the weekly feedback, an online review process was carried out to reinforce the topics in the course content. In CPLT 287, the aim of peer-reviewing each

other online through the padlet.com program, which is used as a group activity as specified in the curriculum (Figure 6), focuses on the development of academically original thinking capacities and socialization and learning. (Figure 7).

Figure 6.

> **Peer-reviewed group assignment**: (2x5 points possible) This is a group activity. Work with your already chosen group of peers with whom you get together in your group gatherings. Write your response on your chosen topic considering these questions. Make it a short paragraph between 150 to 200 words. Try to use mixed media sources to support your content (visual, auditory, textual, animated). As you write your padlet entry, try to answer following questions:
>
> - How do you relate to this/these play(s)– why did you choose it/them?
> - Make a very brief introduction of the historical, generic and thematic backgrounds for the playwright's possible/known intentions in writing this piece.
> - What specific artistic conventions and themes do you admire in it?
> - What is the best moment in the play for you? How would you imagine that moment on the stage if you were the director or the designer or an actor?
> - Give at least two details on how your group would emphasize the world of the play if you were staging it.
>
> I will post further instructions for peer review activities on YuLearn, if necessary.
>
> First peer-review link: https://padlet.com/baharkarlidag/15vhtjuxnlmxnesp
>
> Second peer-review link: https://padlet.com/baharkarlidag/mn7gq75hfgq0wmmb

Figure 7.

In the Department of Translation Studies, studies were carried out in which joint examinations were carried out with examination studies as a group activity, where students would see each other as academic peers, to gain new perspectives, to create healthy and productive discussion environments, and the process was supported by

sharing goals with the students at the beginning of the semester (Figure 5). Written group and question documents of group work can be seen in Figures 8, 9, 10, 11, 12 and 13.

Figure 8.

Group Works

As well as individual work and assignments, groupwork is also of great importance and has a number of benefits. It allows students to engage with and learn from one another and allows them to take on new viewpoints and new perspectives. It also stimulates healthy and productive debate as students see each other as peers and are therefore more open to discussion with one another. Group work often also allows more introverted or hesitant students to become active in class, while also giving the instructor an opportunity to observe student interactions in a new setting rather than the standard teacher-student channel. Below I will share with you some of the guided group work materials I use in my courses.

Figure 9.

Response Sheet Presentations

A) Write the names of the presenters and the titles of the novels they are discussing?

Group 1:

Group 2:

Group 3:

Group4:

B) What is the main argument ? How is the argument defended? (Error analysis or descriptive analysis?)

Group 1:

Group 2:

Group 3:

Group4:

Figure 10.

C) Do they refer to the articles we have covered so far?

Group 1:

Group 2:

Group 3:

Group4:

D) Overall evaluation of the presentation (Strengths and Weaknesses):

Group 1:

Group 2:

Group 3:

Group4:

Figure 11.

Weekly Reading Assignments

A) What are the main ideas of this week's readings?

B) What are the recurring concepts and terms? Choose three and explain why they are significant.

C) What is the main argument? How is the argument defended and with what evidence?

D) What are the problems with the defence of the evidence?

E) Which texts are referred to and how?

F) What conclusion does the writer draw?

Figure 12.

Analysis and Comparison of ST-TT pairs

A) Give brief but relevant information about the author. What are the main themes of this specific novel?

B) Accuracy and Consistency

Does the translation succeed in conveying the content of the source text? Why/Why not?

Does the translation convey the stylistic features of the source text accurately? Explain why it does or does not.

C) How well has it been expressed in Turkish (eg, fluidity, readability, smoothness, etc.)?

D) Overall evaluation of the translation (Strengths and Weaknesses):

Figure 13.

Translation Response Sheet

A) Overall evaluation of the translation process:

B) Accuracy and Consistency

What challenges did you encounter in conveying the content of the source text?

Explain how you translated certain concepts and terms and why you chose to deal with those terms/concepts in this manner.

How did you manage to convey the stylistic peculiarities – if any – of the source text?

C) Evaluate your translation in terms of fluidity, readability, smoothness, etc.

Figure 14.

Revising- Editing- Proofreading

A) Overall evaluation of the translation (Strengths and Weaknesses):

B) Accuracy and Consistency

Does the translation succeed in conveying the content of the source text? Why/Why not?

Does the translation convey the stylistic features of the source text accurately? Explain why it does or does not.

Is the terminology accurately and consistently transferred? Explain why it does or does not.

C) How well has it been expressed in Turkish (eg, fluidity, readability, smoothness, etc.)?

D) Punctuation and Spelling mistakes

Does the translation contain punctuation mistakes?

Does the translation contain spelling mistakes?

Interactive online solutions were sought in the courses of the Department of Physics, technological solutions were worked to provide maximum gain for the students participating online in hybrid courses, and professional shots and simultaneous experiments were made for laboratory lessons.

In PHYS102 Physics II course, both face-to-face and online office hours were applied throughout the semester and by organizing online interview hours before the exams, students were provided with the opportunity to ask questions they did not understand and

to solve the problems they could not solve together, and a very productive result was obtained. (Figure 15, 16, 17, 18).
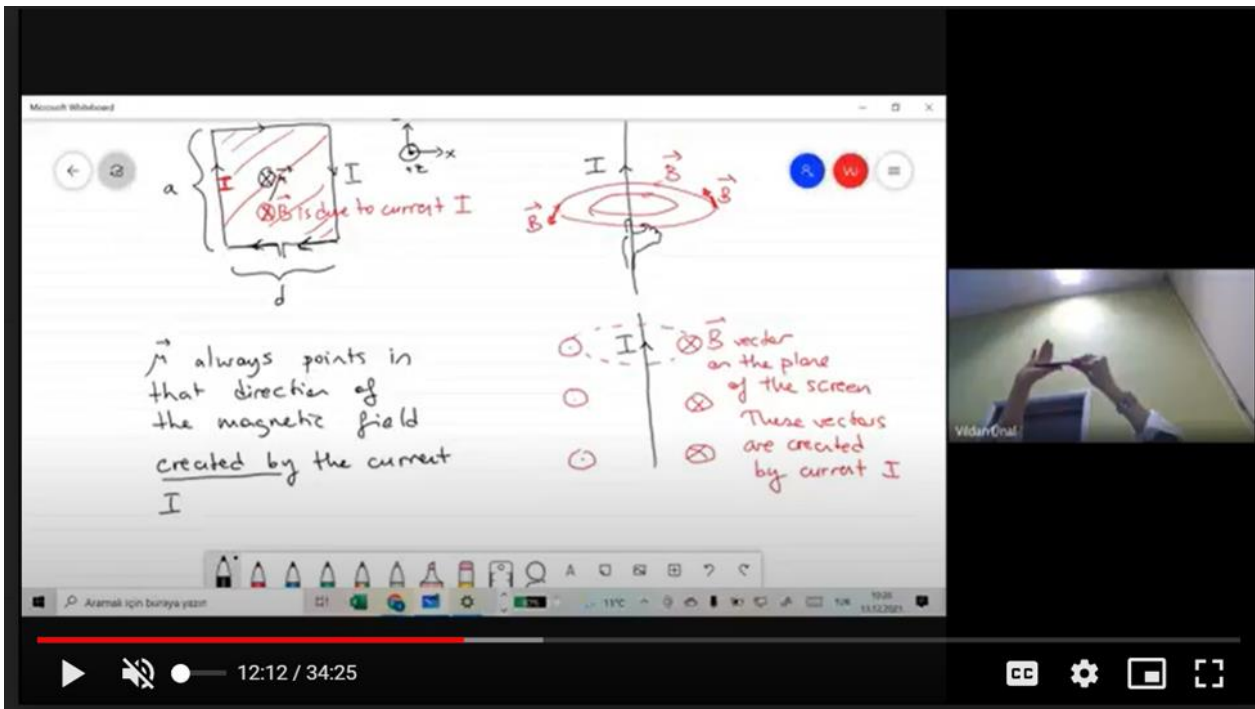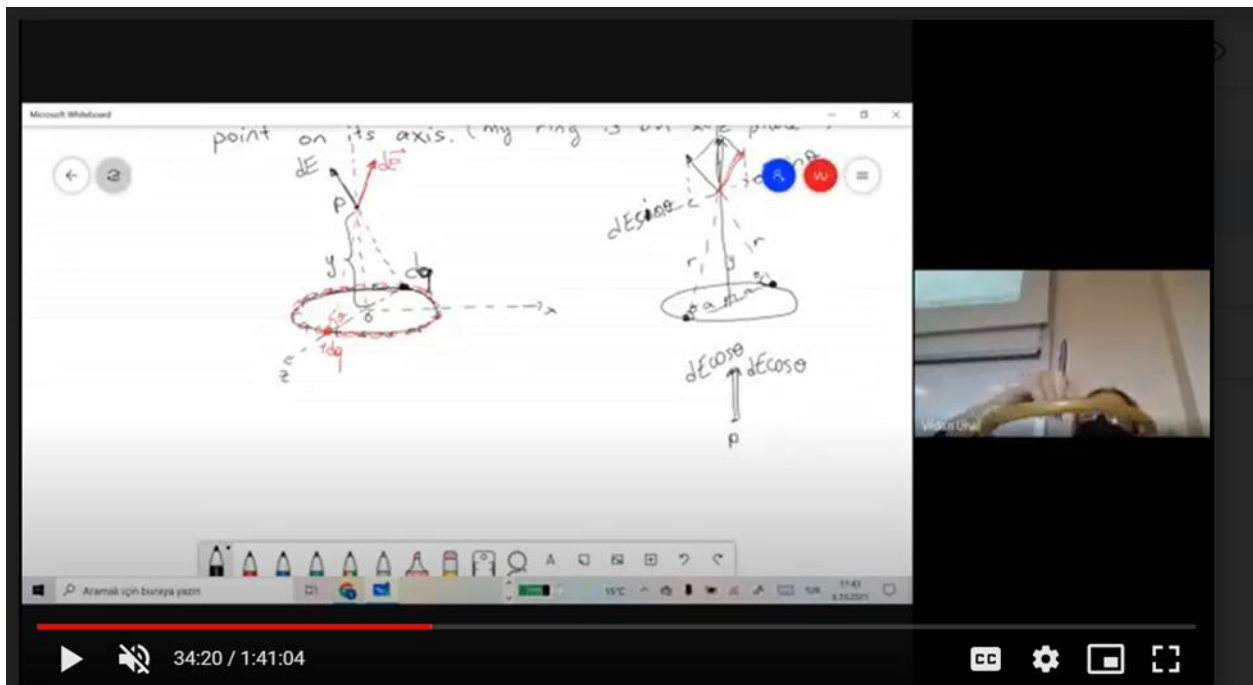
Figure 15.

Figure 16.

Figure 17.

Figure 18.
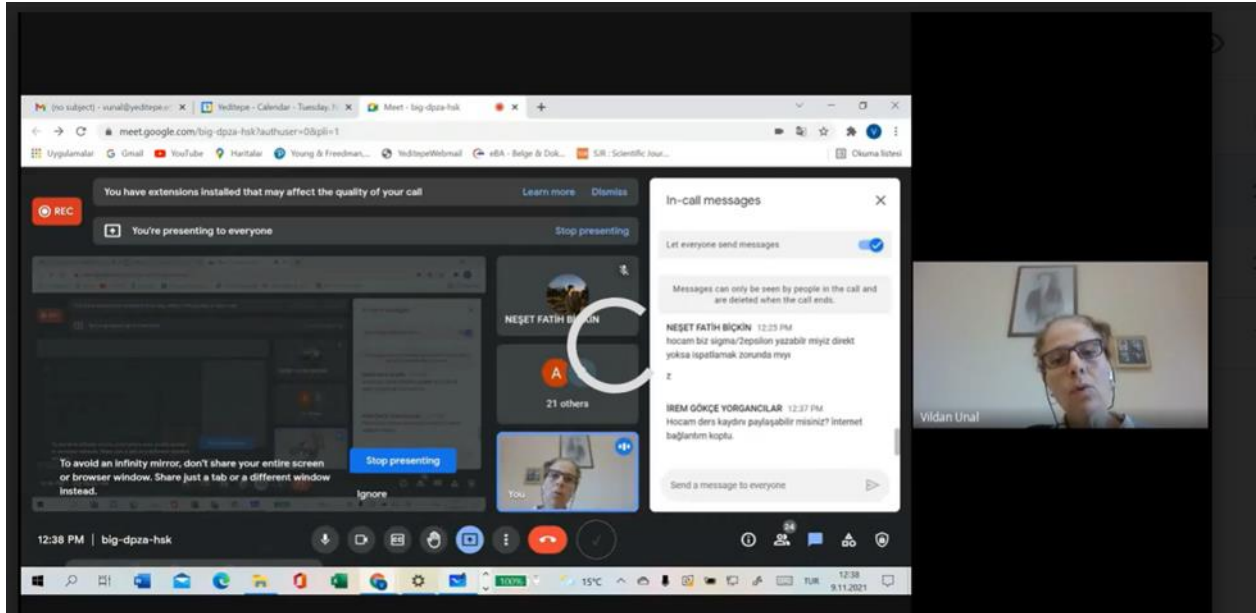
In the common courses of PHYS 101 Physics I, hybrid education was carried out in the classroom with a special camera system established in the Engineering Building of our University this semester, and while the lecture was given on the whiteboard, our students were able to follow the lecture on the board through professional camera systems.

In addition, in the Department of Physics, our faculty members in hybrid education have used their own tablets or digital drawing instruments to best support education in classrooms.

Two podcast studies have also been prepared to support the education process.

These are:

1. Physical principles in musical sounds, 2021.
2. Poincare and Boltzman, 2021.

In addition, during the periods when the training could only be done online, professional shots of all laboratory experiments were completed, and online simultaneous laboratory lessons were held with the students using these shots. In the Spring 2022 semester, these shots are planned to be shared with the students in the "YULearn" laboratory classes, allowing each student to watch video recordings for preparation before coming to the laboratory. With this application, it is expected that the success rates will increase in the quizzes to be held at the beginning of the laboratory hours.

In the Faculty of Pharmacy PHAR 121 "Physics for Health Sciences" course, students' assignments have been changed to support hybrid education. Students took two Coursera Guided Project courses from Coursera Learning Programs. These lessons are:

Create Infographics using Piktochart: In this Coursera course, students were trained in the preparation of infographics, and after taking this course, they prepared an infographic from a topic of their choice in physics. Students have achieved very successful results.(https://www.coursera.org/programs/yeditepe-university-on-coursera-13iyr/browse?currentTab=CATALOG&productId=KPEIJHKgEeqXNQ6gnyzyaQ&productType=course&query=Create+Infographics+using+Piktochart&showMiniModal=true)

Overview of Data Visualization: The goal of this Coursera course was data visualization. (https://www.coursera.org/programs/yeditepe-university-on-coursera13iyr/browse?collectionId=&currentTab=CATALOG&productId=yQJFWMR8EeugXw4tj4 205w&productType=course&query=data&showMiniModal=true). In the light of the training, they received after this course, they presented the visualized data with the techniques they learned by choosing the data on the https://www.worldlifeexpectancy.com/ page.

In the PSY 463 course of the Department of Psychology, all students took part in teams in the international X-Culture project and experienced virtual collaboration and teamwork. In this international experiential learning experience, in which 6288 students from 171 universities in 47 countries participated in the fall semester, students carried out their

studies in 1132 teams of 5-6 people. The most successful 10 teams were selected from 1132 teams and one of our students who took PSY 463 course took part in one of the 10 most successful teams. Detailed information can be found at www.x-culture.org and https://x-culture.org/for-students/ addresses. A sample certificate is shown in Figure 19.

Figure 19.

The change of educational environment needed during the pandemic period for TKL Turkish Language, HUM History of Civilization and HTR Atatürk's Principles and History of Turkish Revolution courses, which are the mass courses of our university, has been realized rapidly. In order to plan these courses, which are taken by an average of 2500-3000 students every semester, to be taken together with the department courses, the courses have been moved online and spread over six days a week and some of the weekday courses have been moved between the hours 20:00 and 22:00. In this way, students who followed the hybrid program were able to continue their online mass classes.

YULearn, which is used as a digital information and document sharing environment throughout our university, has also been actively used in mass courses and the Big Blue Button interface, which has been included in the YULearn system, has been functionalized as the basic program for online courses. The lessons recorded here were shared with the students when necessary. The lecturers who teach the course were directed to the trainings given at regular intervals in order to use the YULearn platform and BBB interface

efficiently, and the problems experienced by the students and instructors in the department/unit meetings were regularly followed.

In line with the needs of the university, the exams of the mass courses are planned centrally both face-to-face and online. In the online exams held in the YULearn environment, both the YULearn exam interface and the Turnitin program, which is also included in the system, have been successfully used.

In addition to the information and documents shared in the YULearn environment, podcast programs have also been prepared to support the content of the courses. TKL Turkish Language Podcast program Radio TKL: Language, Culture and Literature, Apple Podcast lists are among the 40 most listened programs in the education category. Apart from the students taking the course, the content of Radio TKL, which is 24 programs and has been created for the public about the topics covered, can be accessed from the following website. An example image of the website content is shown in Figure 20.

https://www.podpage.com/radyo-tkl-dil-kultur-ve-edebiyat/

**Figure 20.**

4. IT Improvements for Online Activities

Since education and training activities took place online and remotely, some innovations and arrangements have been made in order to increase the activities of Yeditepe University stakeholders and to facilitate the process. In order to support the distance education process due to the pandemic, G-Suite membership was continued, and off-campus access was made more effective at the academic, administrative and student levels. In terms of data security, G-Suite products have been made closed to external access by determining the list of reliable addresses. In addition, in order to support remote education, especially in courses where the number of students is high, the use of licensed Zoom accounts taken in previous semesters has been defined to the deanships of the faculty and the personal accounts of our academics, thus making it possible to carry out large-scale activities online without time and participant limitations. In order to make the transfer of knowledge more efficient in the hybrid education process of the instructors, Wacom brand graphic tablets were provided and shared with all the instructors who requested them. Updates have also been provided to Moodle, the education management system that was put into service and continues to be used in our university before the pandemic conditions, and the name of the platform has been changed from "COADSYS" to "YULEARN". Through YULearn, progress has been made in students' access to course contents and resources in the hybrid education process. With the Big Blue Button (BBB) platform within the YULearn platform, online courses are also offered through YULearn. The use of polling, quizzes and similar modules in YULearn has become widespread. In addition, during the COVID-19 period, students were provided with access to the Coursera platform, and as of February 2022, 7854 unique users registered for the courses and participated in 16779 individual courses, and they spent a total of 11838 hours of training in these courses. In order to improve the distance education competencies of academic units, distance measurement and evaluation trainings were carried out intensively along with the education of the education management system, which started to be actively used and revised during the pandemic period, and the relevant visual records and documents were kept online for all academicians to access. Related trainings are also continued in line with the needs.

5. Measures Taken on the University Campus Regarding the Coronavirus Outbreak

With the revision of the educational activities carried out during the COVID-19 outbreak, all opportunities have been used to bring all administrative, academic, social and cultural areas to appropriate conditions and to offer a healthy working environment to all stakeholders within the university campus where these activities will be carried out.

Activities carried out by ISGB: In the training program organized by the Student Centre Coordinatorship in the first week of September for peer advisors aiming to enable newly registered students to get to know the campus, COVID-19 Information and safe life on campus (including emergency situations that will occur on campus) awareness training was provided. Occupational Health and Safety of Employees education, since the trainings were not given face-to-face due to COVID, was taken to the distance education system (LMS) and given through the system and continues to be given.

Figure 21.
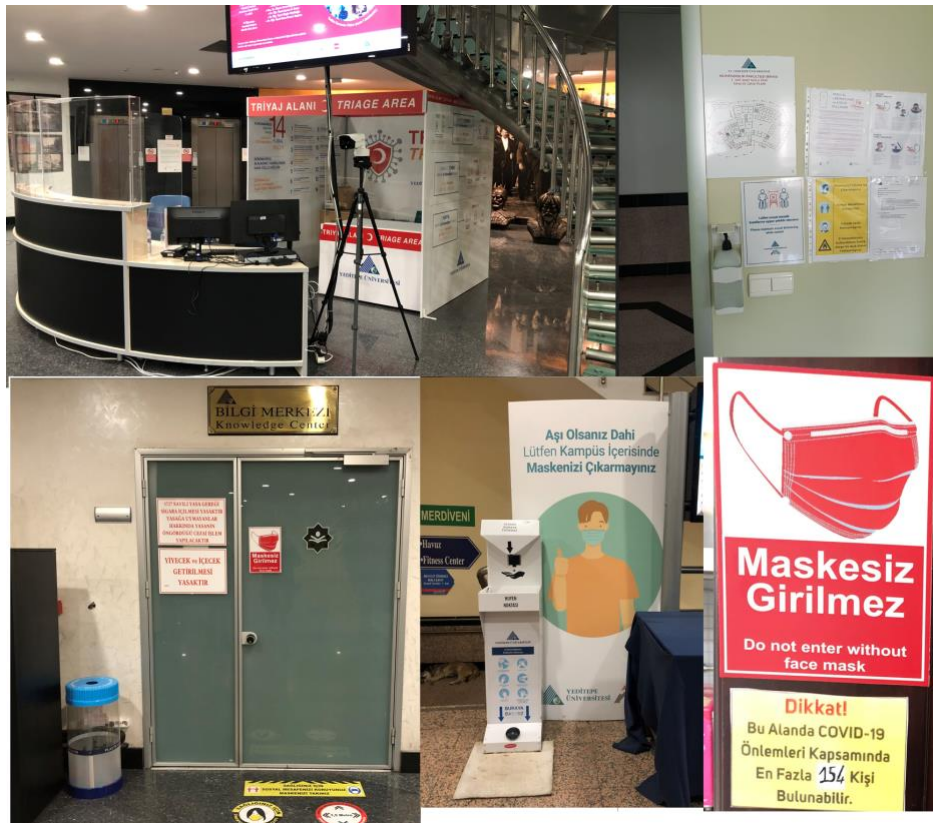
Activities carried out by the Student Health Centre: With the 2020-2021 Fall Semester, the hybrid education model was switched to, and the applied courses of the undergraduate programs were continued face-to-face by ensuring that the students used their personal protective equipment and taking the necessary distance and hygiene measures. At the entrances to the campus and at the main entrances of all buildings, temperature measurement with thermal camera and HES query at campus entrances have been made and continue to be made. With the Infirmary Monitoring Unit and Building Triage Teams we established on campus, we carried out the entire epidemic process with responsibility and coordination. A 'Vaccination Centre' in the Infirmary Unit for the vaccination of students and employees with chronic diseases or in the risk group, Influenza and Pneumonia; A 'COVID-19 Testing Centre' has been established to take PCR samples in line with the guidance of Triage Teams and the request of Infirmary Physicians for symptomatic cases. (Figure 21)

Necessary arrangements have been made throughout Yeditepe University in order to reduce the risks brought by the pandemic that has affected the whole world, and necessary information and updates have been published on the University website by opening a separate page in order to manage communication with stakeholders. https://yeditepe.edu.tr/tr/COVID19. In this context, infographics, visuals and videos related to all the measures and developments taken as a priority were also prepared. https://www.youtube.com/watch?v=8hcCf-3sPrg&t=303s).

TSE Secure Campus Certificate was obtained as a guarantee that the university acts in accordance with COVID-19 measures in all systems and operations.

6. Psychological Support Provided to Stakeholders During the Pandemic Period

In order to minimize the psychological effects of the pandemic on humanity, all our students, academic and administrative staff are supported by Yeditepe University Psychological Counselling and Guidance Unit (YÜRES) and Yeditepe University Psychotherapy Centre (YÜPEM) if they need it. While YÜRES provides free support for 10 sessions to the relevant students, YÜPEM provides psychotherapy support with variable conditions.

During the COVID-19 period, which has affected the whole world, online psychological counselling services have been provided to our students. During the Fall semester of the 2020 – 2021 academic year only, 76 students were interviewed.

7. Social and Cultural Activities Conducted During the Pandemic Period

With all these changes in the COVID-19 process within Yeditepe University, it is aimed to continue social and cultural activities. With the intense interest of our students and all our stakeholders, many online activities have been organized. The Fazıl Say - Serenad Bağcan open-air concert held on October 6, 2021, achieved 5000 views. Other activities are given in Table 11.

Table 11. Activities carried out in the fall semester.

Etkinlik Adı	Etkinlik Tarihi	Katılımcının & Konuğun Adı ve Soyadı	Katılan Öğrenci Sayısı
Açıkhava Konser	06-10-21	Fazıl Say - Serenad Bağcan	5000
Nisan Ceren ile Yaratıcı İşler	04-11-21	Ozan Açıktan - Yönetmen	350
Nisan Ceren ile Yaratıcı İşler	11-11-21	Nil Karaibrahimgil - Müzisyen, Yazar	300
Nisan Ceren ile Yaratıcı İşler	18-11-21	Engin Günaydın - Oyuncu, Yazar	400
Nisan Ceren ile Yaratıcı İşler	09-12-21	Demet Evgar - Oyuncu, Yapımcı	350
Nisan Ceren ile Yaratıcı İşler	20-12-21	Mehmet Ergen - Şehir Tiyatroları Genel Sanat Yönetmeni, Arcola Theatre Genel Sanat Yönetmeni, Londra	50
Nisan Ceren ile Yaratıcı İşler	23-12-21	Kerem Çatay - Ay Yapım CEO	150
Oryantasyon Programı	20-21-22. 09.2021	Yeni Girişli Öğrenciler	2300
Yoga çalışmaları	15-10-21	Sedenter Öğrenci ve Personel	68 kişi
Zumba çalışmaları	15-10-21	Sedenter Öğrenci ve Personel	34 kişi
Kültür, Çevre ve Davranış: Japonya'dan Örnekler	24-12-21	Dr. Öğr. Üyesi Mari Ito Alptürer	69

8. General Evaluation and Epilogue

Due to the COVID-19 outbreak, within the scope of the normalization process in the 2021 - 2022 Academic Year Fall Semester, education and training activities were completed with face-to-face and online education together (hybrid). In faculties such as Pharmacy, Dentistry and Faculty of Medicine, where practical trainings are predominant, theoretical information has been effectively transferred with a hybrid study system. The necessary trainings, especially in clinical environments and laboratories, have been completed face to face in order for practical trainings to be unaffected and for students to gain the targeted competencies. Again, in this period, the University used a 10-day period as a face-to-face midterm exam week within the scope of assessment and evaluation by interrupting classes. Finals and make-up exams were held face-to-face. Students diagnosed with COVID-19 in finals or make-up exams were given the right to make-up exams, which were held after the make-up date and entered into the student information system before the students' course registrations for the next semester. In the hybrid education application, when face-to-face and online education are done together, student feedback was received from students who participated equally in both of them, questioning their needs and satisfaction. In these feedbacks, it was seen that the most difficult issue for the students in the hybrid education process was to follow the course in the online course weeks. Students again found themselves unsuccessful in time management by 45%. The proportion of students who want hybrid education to continue remained at 21%. Given the current developments related to the pandemic across Europe, it is becoming increasingly clear that face-to-face interaction is a stronger choice among students.

APPENDIX-1 YEDITEPE UNIVERSITY REMOTE EDUCATION PRACTICE PRINCIPLES

Dear Students, Lecturers and Administrative Staff,

First of all, we would like to start our words with our greetings and love for the whole Yeditepe University family.

As you know, we had to complete half of the Spring Semester of our 2019-2020 Academic Year and the majority of our 2020-2021 Academic Year remotely due to the COVID-19 pandemic that affected the whole world.

In the context of the current situation all over the world and in our country, we have worked on intensive planning and arrangements as a whole university about the implementation of our 2021-2022 academic year, which we will start on September 23, 2021, and we continue to work. Regarding the issues we have agreed upon, we take the necessary decisions in our authorized boards and implement them and share them with you.

In this context, we would like to give you the following information about the arrangements we have made and are making:

- As a teaching method, we have adopted face-to-face and distance education together.

- Our indoor areas for education and training are evaluated according to social distance rules and our class plans are made face-to-face and distance in groups. Weekends will be included in the use of our campus areas for face-to-face education and the hours of use during the day will be expanded to 09.00 – 22.00.

- As a basic principle, it has been adopted to centrally plan the period in which each of our students will participate in face-to-face distance education after course registration. Accordingly, weekly programs will be shared with you when determined.

- ✔ Completely theoretical courses will be planned according to the number of class sizes in a way that they will be completely face-to-face or some of them will be face-to-face and some of them will be remote.

- ✔ Practical courses (laboratory, practice, project, workshop, small group teaching branches, student support training branches, problem solving hours, etc.) will be given face-to-face.

- ✔ As implemented in the fall semester of the 2020-2021 academic year, the education of our foreign language preparatory programs will continue to be carried out face-to-face on certain days of the week and remotely on certain days.

- ✔ The use of learning management systems, distance education platforms and classes that can both broadcast live and video recording will continue to be used at our university.

- ✔ Our assessments and evaluations will be carried out face-to-face.

- ✔ Since the beginning of the pandemic, all our closed areas, teaching areas, social facilities, dormitories and services have served by taking all kinds of precautions and have been entitled to be given the "Safe Campus Certificate" by the Turkish Standards Institute and all measures will continue to be implemented.

The golden key to achieve the educational goals we have set; students, instructors and administrative staff will be fully compliant with the determined measures. With the measures to be taken on this occasion, we wish you to have a summer holiday full of health, happiness, and peace for all of us with the hope of providing a face-to-face and interactive education and training environment.

Yeditepe University Rectorate

APPENDIX-2 COVID-19 Safe Working Guide

The COVID-19 pandemic, which has affected the whole world, is gradually increasing its effect with the mutation of the virus.

As from the very beginning of the process, the necessary measures are taken in accordance with the sectoral regulations to be prepared by the Ministry of Health, the Scientific Board or the Ministry of Family, Labour and Social Services, and they are updated at regular intervals and shared with you.

We kindly inform you that it is mandatory to fully comply with the following measures for the safety and health of you, your colleagues and your family.

1. Measure your temperature before leaving the house in the morning. If your temperature is above 37.8 degrees, if you have a cough, respiratory distress and you do not feel well, you should not come to work and inform your workplace manager and workplace physician. You should wear your mask and contact the nearest health centre.

2. In case of having a patient in the family or in your close circle or someone with COVID-19 findings (weakness, fatigue, muscle aches, etc.), you should not come to work and inform the workplace manager and workplace physician that you have been in contact.

3. Remembering that the course of the pandemic is intense during this period, you should not be in any mass organization (wedding, engagement, crowded mass dinner, funeral, etc.). If it is necessary to be present, you should stay in isolation at home for 5 days by informing your manager and you should not come to the workplace. Again, in this risky period we are in, you should take care not to be in crowded environments while performing religious worship.

4. You must inform your manager after a mass trip by plane or bus. Individual symptom follow-up is important for at least 5 days after return for precautionary purposes. You should plan your permits accordingly. When there is a change in the process according to the course of the pandemic, information will be provided again. You should postpone such trips to a later date unless it is absolutely necessary.

5. HES codes are meticulously questioned on a daily basis. When sharing your HES code, you must share your HES timeless code.

6. If your fever is below 37.8 degrees, you should leave the house wearing your mask.

7. When using public transportation, you should pay attention to maintaining social distance and wear your mask during the trip.

8. If you are using the service, your temperature will be taken when you get on the service and people with a temperature above 37.8 degrees will not be taken to the service vehicle. You must sit in the same place every day in the service and wear a mask throughout your trip. You should not consume food or drink in the services and should not talk unless necessary. After getting off the bus, you must keep a distance of 1.5 meters while walking to the workplace.

9. If you are traveling with passenger cars, you should wear a mask during your trip and open the windows and prefer natural ventilation.

10. While using revolving door, there should be one person in each department.

11. At the entrance and exit of work; You should have the PDKS registration system scan your card in such a way that it does not touch the reader.

12. You should wash your hands by rubbing them with soap and water for at least 20 seconds before going to your work area. If you can't find soap and water, you should use hand sanitizer.

13. You should keep your mask worn at all times at work. You should change your mask when it gets wet, dirty, or damaged. You should not touch the front of your mask when changing and straightening it. You should dispose of the masks and gloves you use in the waste bins specially reserved for masks and gloves at the entrances of the building. When the mask is not used or the mask is used incorrectly, you will be warned by the Human Resources Directorate.

14. You should frequently disinfect your workspace and especially your personal office items at your desk. You should reduce the number of personal items on your tables as much as possible to make cleaning more effective.

15. You should avoid sharing office items. You should use your own office phones and direct the call to your own phone when your office mate's phone rings.

16. You should not accept external visitors as much as possible.

17. You should conduct your meetings online as much as possible.

18. You should not use the chairs in front of the desk in offices and should not have face-to-face meetings for more than 15 minutes. You should carry out the interviews and meetings in the rooms in such a way that, by considering the size of the rooms, there should be no more than 1 person per 4 m2.

19.   You should wash your hands frequently by rubbing them with soap and water. You can use hand sanitizer if you can't access soap and water.

20.   You should not touch your face, eyes and nose.

21.   You should avoid touching common area surfaces with your hands as much as possible. When you have contact, you should try to wash your hands first, and if you cannot wash, you should use hand sanitizer.

22.   You should use the glove only during the cleaning of a certain area at work and after you finish your work, you should remove the glove immediately and throw it in the mask-glove waste bins at the building entrances.

23.   You should not use elevators unless it is necessary. You should use the stairs instead of the elevator whenever possible. When you need to use the elevator, you should use it with a maximum of two people.

24.   During this period, infirmary and workplace medicine will be the areas where the risk of transmission is highest. You should not visit the infirmary and workplace medicine unless you have to. When you need to communicate with health personnel, you should first choose remote connection methods such as telephone, mail, etc. or appointment method.

25.   Until the end of this process, the water dispensers in the working areas are closed for use. You can provide your water needs with pet bottles distributed at work.

26.   You should help recycle pet bottles by disposing of your pet bottle wastes in the Mixed Packaging Waste Bins in your working areas.

27.   Deliveries of non-commercial personal cargoes to the place of business are restricted. You should not direct your personal cargo to the workplace.

28.   You should not make office visits at work unless it is necessary.

29.   The items you will use in the dining hall are offered in disposable packages. You should pay attention to social distancing rules in the areas where you consume your food.

30.   During this period, you should pay attention to eating foods that strengthens your immune system. When you need it, you can get information and help from our institutional dietitian on the subject.

31.   You should keep air conditioners and fan coils in your work areas closed. You should take advantage of natural ventilation as much as possible by keeping windows and doors open in your workspace or closest to your workspace. You should try to ensure constant circulation of fresh air in your office.

32.   The number of people to be in the working areas is arranged as 4 m2 to 1 person. If there is not enough social distance in your work areas, you should inform your manager and request for a plan to find a solution.

33.   You should not consume food and drink if there are two or more people in your work environment.

34.   You should comply with the rule of having at least 2 meters of social distancing when smoking in open areas.

35. You should follow the current announcements and guides on our COVID-19 page in detail.

See you on healthy days, with our best regards.

APPENDIX-3 YEDITEPE UNIVERSITY PLANNING OF MID-TERM WEEK

For the 2021 Fall Semester, the date range of November 7 – November 14 is planned as the mid-term week. During this date range, all classrooms will be considered to be empty, and classrooms will be allocated for midterm exams.

In order to avoid conflicts during the midterm exams, the exams should be planned according to the following items.

1. In order to reduce the overlap of the exams with each other and to facilitate the day/time changes, it is necessary not to go beyond the created time blocks. (Time blocks: 09.00-11.30/11.30-14.00/14.00-16.00/16.00-18.00/18.00-20.00/20.00-22.00)

2. Mid-Term information for all courses must be entered from the "dp.yeditepe.edu.tr" address Exam Processing Panel.

3. If your exam will take more than 2.5 hours, you can combine the blocks with each other.

4. determining the exam days/hours, it is necessary to pay attention to the days/hours of the mass exams whose information is shared below.

The mid-term dates for the HUM, HTR, TKL and Foreign Language exams are determined as follows.

HUM103: 7 November 2021 Sunday 09.00-11.30

TKL201: 7 November 2021 Sunday 11.30-14.00

Language Exams: 13 November 2021 Saturday 09.00-14.00

HTR301: 14 November 2021 Sunday 14.00-18.00

APPENDIX-4 YEDITEPE UNIVERSITY PLANNING OF FINAL WEEK

For the 2021 Fall Semester, the date range of January 3 – January 16 is planned as the final exams of the fall semester for undergraduate and associate degree programs. During this date range, all classrooms will be considered to be empty, and classrooms will be allocated for the final exams.

In order to avoid conflicts during the final exams, the exams should be planned according to the following items.

1. In order to reduce the overlap of the exams with each other and to facilitate the day/time changes, it is necessary not to go beyond the created time blocks. (Time blocks: 09.00-11.30/11.30-14.00/14.00-16.00/16.00-18.00/18.00-20.00/20.00-22.00)
2. Exam information for all courses must be entered from the "dp.yeditepe.edu.tr" address Exam Procedure Panel until the end of workday on 17.12.2021 at the latest.
3. If your exam will take more than 2.5 hours, you can combine the blocks with each other.
4. When determining the exam days/hours, it is necessary to pay attention to the days/times of the mass exams whose information is shared below in the academic calendar.

STAT410: 3 January 2022 09.00-11.00

STAT411: 3 January 2022 14.00-16.00

School of Foreign Languages English Exams: 4 January 2022 09.00-11.30 School of

Foreign Languages Other Language Exams: 5 January 2022 09.00-13.00

TKL: 8 January 2022 09.00-11.00

HUM: 8 January 2022 14.00-17.00

HTR: 9 January 2022 09.00-18.00

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YEDİTEPE UNIVERSITY

25th year