

Yeditepe University
Learning and Teaching Implementation and Research Centre

YU-LEARNNT

LEARN - EXECUTE - ADMIN - RESEARCH - NETWORK - TEACH

Subunit
Trainings

EUA - TPG

Artificial
Intelligence

Community
Service

Coursera

January - December

2024 Activity Report



YEDİTEPE
UNIVERSITY



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YU-LEARNNT

Yeditepe University Learning and Teaching Implementation and Research Centre Annual Report January-December 2024

1. Introduction

Yeditepe University Learning and Teaching Unit Coordinatorship, established in 2021, has been transformed into the Learning and Teaching Implementation and Research Centre by approving its application at the Council of Higher Education Executive Board meeting on May 8, 2024 and publishing the relevant regulation in the Official Gazette on August 23, 2024. While continuing to fulfill its old responsibilities during this change process, operations commenced to continue its activities in the fields of research and implementation according to the new regulation. With the development observed in three years, the transformation from unit to a centre has been realised as a result of being intensively involved and leading various activities such as corporate, national and international trainings, webinars, events, collaborations and workshops. The centre has ensured that all its training, annual activity reports, videos, social media posts, website announcements, events and internal communications are presented in both Turkish and English since its inception in line with its dedication to aid the internationalisation goals of the university.

The centre consists of six basic sub-units and the remote learning technical support unit, also manages the corporate governance of Coursera, a massive open online courses platform. Behind the definition of the name of the centre as YU-LEARNNT is an acronym, the combination of the initials of the names of these sub-units related to their fields of activity. The centre aims to support all stakeholders of the university in improving themselves, updating their existing skills and acquire new skills through trainings aimed at students (Learn), leadership and communication trainings (Execute), trainings for administrative staff (Admin), trainings for the field of research (Research), trainings for social networks and social media use (Network) and trainings for teaching staff (Teach).



The centre focused on completing the ongoing online and hybrid education projects in the period of January-December 2024, made plans for new trainings, participated in international meetings, and continued its research and projects on the use of artificial intelligence in education, and gained support in the international cooperation partnership that it applied to for funding. The trainings completed during this period were assigned to different groups of learners (students and academic staff) according to their requirements. The feedback received from the online trainings carried out by the unit in previous years has provided valuable data in terms of designing new trainings, improving existing trainings and determining the direction of optimization strategies in some areas. The feedback provided through the surveys and face-to-face workshops enabled the needs analysis, aiding in determining the priorities of the centre and the planning of the projects.

The annual activity report prepared by the centre at the end of each academic year covers all activities in the previous year and outlines the plans for the next year. This report is presented in a concise manner at a meeting attended by the Rectorate and all members of the centre. These reports are then shared with the public on our website and social media platforms. The Centre will present and publish its works every six months from now on.

Within the scope of this report, information on the scope, content and participants of hybrid, online and face-to-face trainings carried out by the Centre as of August 23, 2024, the official date of establishment of the centre, and the targets for 2025 are included. Moreover, the activities of the international consortium within the Thematic Peer Groups of the European Universities Association, of which the centre has been a part for the last two years, and the framework of the Erasmus+ KA 2020 Cooperation Partnership in Higher Education project were presented. In addition, the centre carries out the processes of license distribution, follow-up and compilation of statistics for all learners of Coursera, the online open mass courses platform offered by the University to all learners free of charge. These analyses and evaluations are also included in the report. The university uses YULearn Moodle as a Learning Management System (LMS), technical support for which is provided by the Centre. Finally, information and statistics on LMS problem-solving processes for 2024 are also included in the report.



2. Hybrid Trainings

While most of our training programs are conducted entirely online, some take place in a mixed format. For example, our YU-Teach and YU-Research subunits organized hybrid trainings in 2024. As part of the training they completed online with the first participants of the five-module Educating the Educators program prepared by YU-Teach, they held a two-day face-to-face workshop and presented their certificates to the academics who completed the training program with a ceremony. The YU-Research subunit was included in the RSCH 410 and RSCH 411 research courses, which were carried out face-to-face at the University in 2024, as a pilot study, and was included in the "Fundamentals of Research: How to Conduct Research?" and the modules prepared by the Centre titled "Fundamentals of the Research: Plagiarism" were assigned to the students online.

YU-Teach Subunit and 2024 Activities

YU-TEACH 2024 Activities

- ✓ One of the main responsibilities of the TEACH Subunit is the developing and delivering of Educating the Educators program for academic staff in the University. TEACH developed 5 online training modules for Educating the Educators program and their implementation has started in 2024. These programs are as follows:
 - Classroom Management
 - Planning in Teaching
 - Teaching Approaches
 - Technological Tools in the Teaching and Learning Process
 - Assesment and Evaluation
- ✓ All online modules of the Educating Educators program can be accessed through the YULearn Platform. The first group of academic staff (about 20 colleagues) completed the online program and 15 of them participated in the in-person workshop held for two days at Yeditepe University in September 2024.
- ✓ These workshops were realized by the moderation and coordination of the members of Faculty of Education who have had the roles of designer and developer in online training modules and participation of university members from various faculties who completed the online training modules. After the face-to-face workshop, the certificates were presented to the participants by our Rector and Vice Rectors at the ceremony held at the YU-LEARNT Centre Office.



- ✓ After the first group completed the online modules and the face-to-face workshop, the second group of academics enrolled in the online Educating the Educators modules as a larger group (approximately 150 people).
- ✓ Another important project initiated by the TEACH unit was the development of a new training module called "Students with Special Needs" for the Educating the Educators program. While the video shootings of the new module are being completed, the post-production process is currently underway for the training.

2024 YU-TEACH Members

The list of members of the YU-Teach subunit during 2024 is as follows:

Name	Role	Department
Asst. Prof. Dr. Onur Seçkin	Team Leader	Faculty of Education
Rsch. Asst. Denizalp Şimşek	Member	Philosophy

Faculty Members Involved in YU-Teach Activities and Studies

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



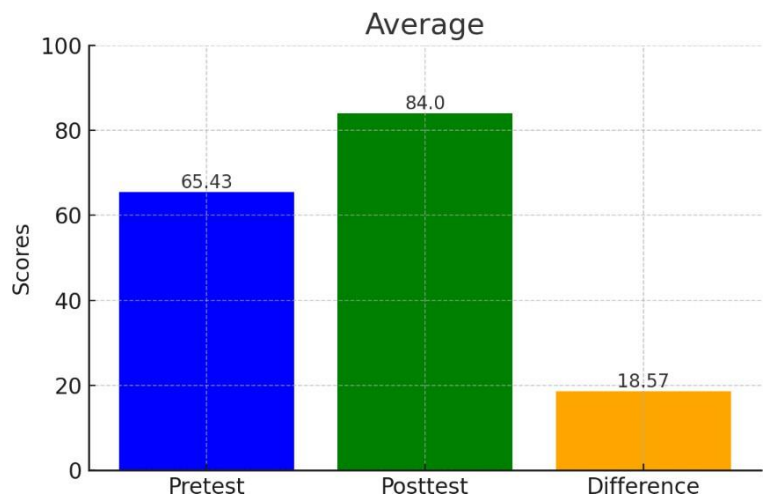
Educating the Educators

The main difference between 2023 and 2024 for the TEACH subunit studies was that our Educating the Educators online modules and face-to-face workshops prepared for university faculty were implemented for the first time. This can be considered as a pilot exercise. As members of the TEACH subunit and the Educating the Educators project team, we believe that the training program has successfully commenced and made an impact.

Information about the participants

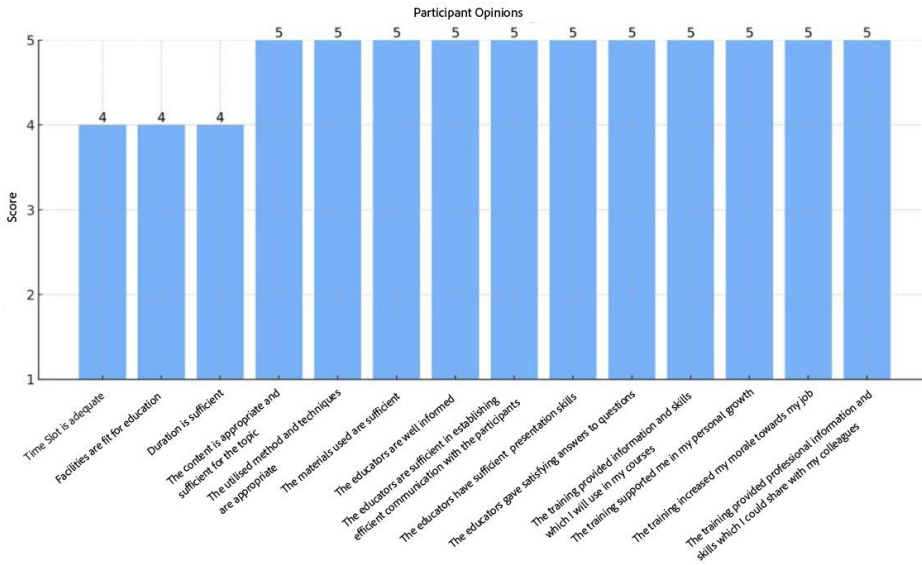
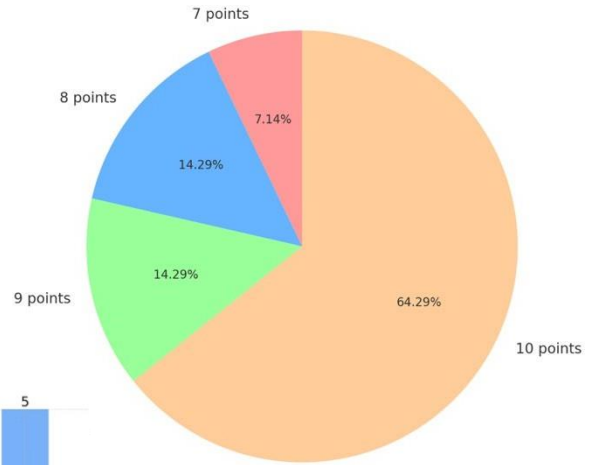
- ✓ Approximately 20 academic staff participated in the first semester of the Educating the Educators online modules and 14 of them attended the face-to-face workshops (23 - 24 September 2024, two-day program) after completing the online modules.
- ✓ Educating the Educators program was assigned to approximately 150 academic staff for its second group in December 2024.
- ✓ The following table shows the Pre-Test and Post-Test results for the first group of participants of the Educating the Educators program. As can be seen, each participant increased their total score in the post-test, increasing the average by 18.57 points (above 100 points).

Participant	Pre-test	Post-test	Difference
1	72	80	8
2	80	88	8
3	72	92	20
4	60	84	24
5	60	76	16
6	64	80	16
7	68	88	20
8	72	92	20
9	64	72	8
10	64	84	20
11	28	84	56
12	76	88	12
13	72	80	8
14	64	88	24
	65.43	84	18.57



At the end of the face-to-face workshops, the participants were asked some questions about their satisfaction levels with the Educating the Educators Program in general. The results show that the average Overall Satisfaction Level among the participants was 9.36 points (above 10 points). The graphs for the overall assessment and the assessment of each item of interest are presented below:

Participants' General Satisfaction



Related documents

For the participants who completed the online training modules in the Educating the Educators Program, a face-to-face workshop program was implemented on 23-24 September 2024. The workshop schedule is as follows:

✓ TEACH developed 5 online training modules for Educating the Educators program in 2023 and started to offer these programs in 2024. These programs, with respective YuLearn Moodle links, are as follows:

- [Classroom Management](#): Onur Seçkin
- [Planning in Teaching](#): Öykü Dulun / Aylin Yırtıcı
- [Teaching Approaches](#): Burcu Aykaç / Simay Vapurlu
- [Technological Tools in the Teaching and Learning Process](#): Gonca Kızılkaya
- [Assesment and Evaluation](#): Zeynep Pekin / Ayşegül Kılıç

2025 YU-TEACH 2024 Objectives and Projects:

Within the framework of the 2025 plans, the objectives are as follows:

- ✓ The online submission of training modules will continue in line with the demands of the Human Resources Directorate and various Faculties of our University.
- ✓ The "Students with Special Needs" module for the Educating the Educators program will be ready for implementation in the spring of 2025.
- ✓ After the online training modules, the face-to-face workshops of the Educating the Educators Program will continue in 2025.
- ✓ Educating the Educators Program will be evaluated every term.
- ✓ As a new module for the Educating Educators Program, the "Use of Artificial Intelligence in Education" module will be planned, designed and developed.



YEDİTEPE UNIVERSITY OF THE REPUBLIC OF TURKEY
Educating the Educators Workshop Program Flow

September 24 Tuesday

09:30-10:30 Breakfast
10:30-11:00 Opening and Program Introduction
11:00-11:30 General Evaluation of Training Modules
11:30-11:45 Coffee Break
11:45-12:45 Classroom Management- Asst. Prof. Dr. Onur Seçkin
12:45-13:45 Lunch
13:45-14:45 Planning in Teaching- Rsch. Asst. Aylin Yırtıcı
14:45-15:00 Coffee Break
15:00-16:00 Teaching Approaches - Asst. Prof. Dr. Burcu Aykaç
16:00-16:30 Evaluation of the Day

September 25 Wednesday

09:30-10:30 Breakfast
10:30-10:45 2nd day opening and Program of the Day
10:45-11:45 Technological Tools in the Teaching and Learning Process - Rsch. Asst. Melih Kamarat
11:45-12:00 Coffee Break
12:00-13:00 Artificial Intelligence and our Courses- Classrooms - Rsch. Asst. Melih Kamarat
13:00-14:00 Lunch
14:00-15:00 Measurement and Evaluation -
15:00-15:15 Coffee Break
15:15-16:00 General Evaluation
16:00-16:30 Last Test Application and Certificate Ceremony

Note:

- Workshop sessions will be held at "Kıl Çadır" (Technology Transfer Office).
- Breakfast and lunch will take place in Social Facilities, "Yeditepe Sofrası".
- The Certificate Ceremony will be held at YU-LEARN Headquarters.

YU-Research Subunit and 2024 Activities

YU-RESEARCH 2024 Activities

The objective of the YU-Research subunit is to plan and conduct trainings on tools and programs to improve the research capacities of learners and to support them in their research processes. In line with the 2024 goals, it was aimed to strengthen the academic and research capacities of faculty members and graduate students.

2024 YU-Research Members

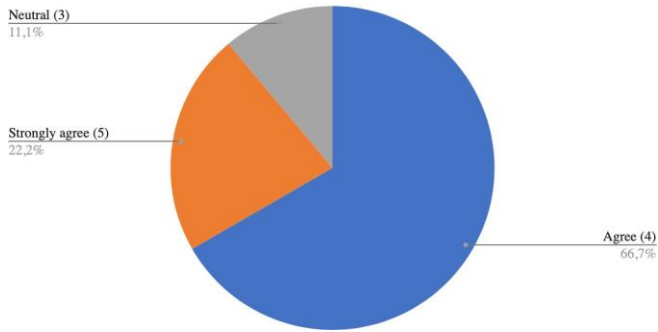
The list of members of the YU-Research subunit during 2024 is as follows:

Name	Role	Department
Asst. Prof. Burcu Ünlütapak	Team Leader	Psychology
Asst. Prof. Zeliha Cansu Canbek Özdil	Member	Materials Science and Nanotechnology Engineering
Lec. Gökmen Kaya	Member	Radio, Television, and Cinema
Ege Ediboğlu	Member	(MA Student) English Language and Literature

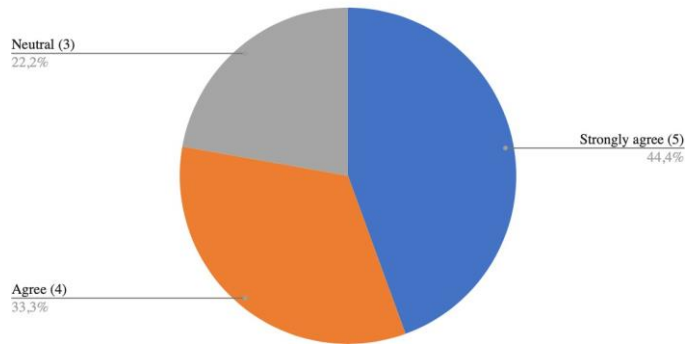
Within the scope of the RSCH 410 and 411 University Research courses, the modules RESRCH.101.01 - Basics of Research: How to Conduct Research and RESRCH 101.02 - Basics of Research: Plagiarism, developed by the Centre, were integrated and made available to students through YuLearn Moodle. These modules were graded with a bonus of 2.5% each towards the students' overall averages. A total of 389 students enrolled in the modules; however, only 11 students completed them, and 9 students filled out the feedback survey. Participants rated their opinions about the training on a scale from 1 to 5. This scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey results are presented in the graphs below.



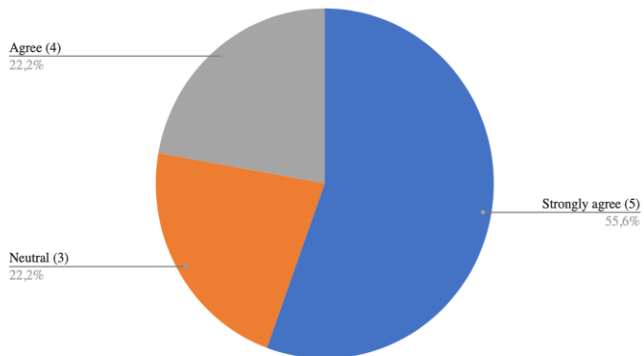
1. The training was effective in developing professional knowledge, skills, and attributes.



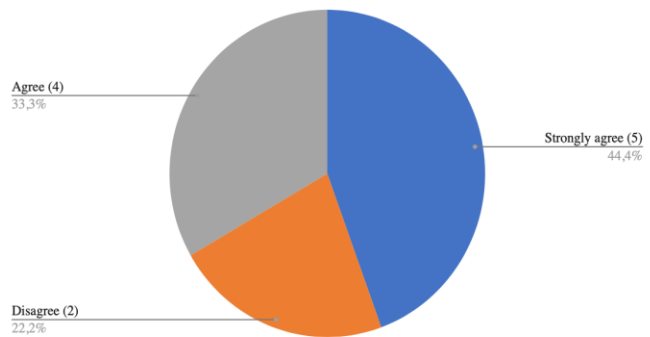
2. The duration of the training was sufficient to acquire the new information presented in the content.



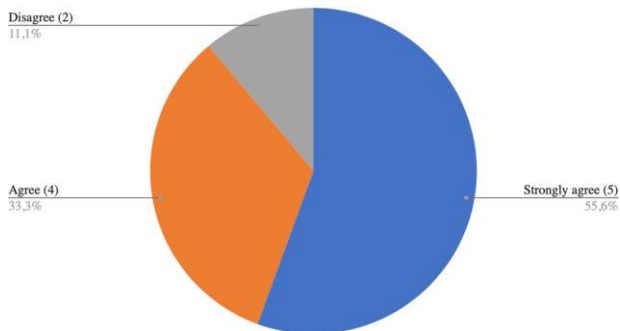
3. The topics within the training content were presented effectively.



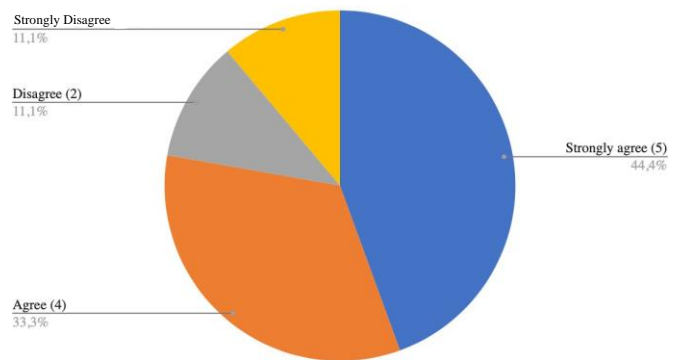
4. The materials used during the training (videos, lecture notes, assessments, etc.) were adequate.



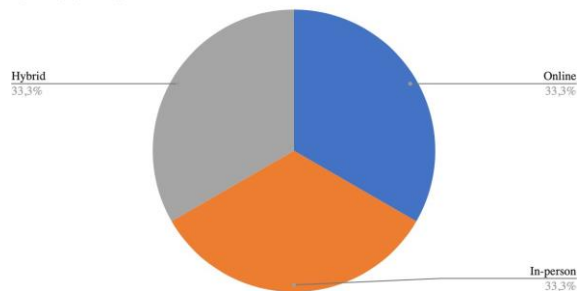
5. There were sufficient interaction opportunities during the training.



6. Overall, the training met my expectations.



7. Would you prefer a different format for this training? If yes, please specify your preferred format.



3. Face to Face Trainings

YU-Research Subunit and 2024 Activities

YU-Research 2024 Activities

The YU-Research subunit leader organized two training sessions on project application and management and research design and methodology in behavioural sciences, which were carried out with the support of TÜBİTAK 2237-A - Grant Program for Scientific Training as an educator on behalf of the Centre. The first of these trainings, the TÜBİTAK 2209-A Research Projects Training was organized under the Faculty of Arts and Sciences Academic Publications and Activities Committee (AYEK), with support from TÜBİTAK 2237-A Scientific Education Event Funding. This training was designed for undergraduate students in the field of social and science sciences, and was held face-to-face in the YUTTO Event Tent on October 14-16. In the event, a 2-hour session on "Creating Research Questions" and "Project Writing" was held. The training aimed to improve participants' ability to prepare and execute research proposals. Topics covered in the training included creating research questions, designing appropriate methods (including work packages, timelines, risk management), critically reviewing the literature, and collecting data, analysing, and article publishing processes.

The second training, "Project and Article Writing Training for MEB YLSY (Selection and Placement Program for Students to be Sent Abroad for Graduate Studies under the Ministry of National Education) Scholar Recipients", was held online on December 11. The program aims to guide participants in choosing interesting and applicable research topics, creating research questions based on theoretical frameworks, and addressing ethical issues in the social sciences.

The YU-Research subunit organized a workshop titled "Artificial Intelligence Integration in Education" on December 19, 2024. A total of 15 people participated in the workshop, including faculty members and graduate students. After the event, 10 participants filled out a feedback questionnaire and shared their evaluations and suggestions. The workshop raised awareness of the potential applications of AI in education and provided valuable information to participants. Participants' feedback highlights the need for more comprehensive workshops on this topic in the future. This event was organized as a pilot workshop and made a significant contribution to the Research Unit's 2024 goals.



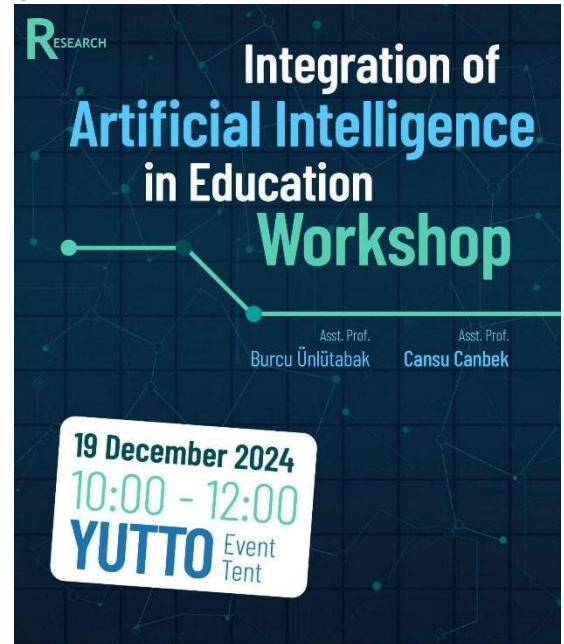
Artificial Intelligence Integration in Education Workshop

Below are the details of our "Integration of Artificial Intelligence in Education" Workshop:

- ✓ **Date:** Thursday, December 19, 2024
- ✓ **Time:** 10:00 - 12:15
- ✓ **Venue:** YUTTO Tent

The workshop was planned as a half-day interactive activity. The program details are as follows:

- ✓ **10:00-10:15** Opening Remarks
- ✓ **10:15-10:45** Artificial Intelligence in Education & AI Tools for Personalized Learning
 - ✓ **Speaker:** Dr. Burcu Ünlütabak
- ✓ **10:45-11:00** Coffee Break
- ✓ **11:00-11:30** Automated Assessment and Feedback
 - ✓ **Speaker:** Onur Bal
- ✓ **11:30-12:00** AI-Assisted Course Development
 - ✓ **Speaker:** Dr. Cansu Canbek
- ✓ **12:00-12:15** Evaluation and Closing



During the event, there were three presentations with the titles "Artificial Intelligence in Education & AI Tools for Personalized Learning", "Automated Assessment and Feedback", and "AI-Assisted Course Development" by Asst. Prof. Burcu Ünlütabak, Onur Bal, and Asst. Prof. Zeliha Cansu Canbek Özdil respectively. The presentations discussed how AI can transform educational practices, learning theories such as active learning, cognitive engagement, and the role of social interaction in meaningful learning, critical cognitive skills such as attention, memory, and executive functions for learning, and how these skills can be associated with AI to support educational outcomes. The presentation also discussed the functioning of large language models (LLMs) and their implementations in personalized learning environments in detail, showed examples of language learning tools, speech practice tools and applications that provide automatic feedback. Ethical issues were discussed, and challenges such as screen time, misinformation, data privacy, and equal access to artificial intelligence tools were addressed. The importance of responsibly integrating the transformative potential of artificial intelligence, which increases inclusivity and participation in

learning, were highlighted. Besides, focusing on how AI could be used to aid in troubles such as the subjectivity, loss of time and inefficiency in the assessment processes in education, besides the advantages of AI in providing swift, scalable, consistent assessments, the potential of AI in presenting personalised and detailed insights were also highlighted. The ability of artificial intelligence to evaluate both objective and subjective question types, from multiple-choice and coding questions to articles and case analyses, was examined. In addition, multimodal applications such as text, audio, video, and photos were also discussed. Ethical considerations, including data privacy, fairness, and human oversight, were also discussed alongside the technical limitations of AI, such as misinterpretation risks and the coding knowledge required to implement APIs. The session highlighted the potential of AI to transform education, underlining the need to consider ethical implications while increasing efficiency and assessment accuracy. After the presentation, a demo session was held showing the practical applications of artificial intelligence to assessment processes in education. The demo included the following three sample scenarios:

- ✓ In a multiple-choice sociology exam, AI was used to efficiently and accurately grade objective questions.
- ✓ The second scenario involved a statistics exam, demonstrating the AI's ability to handle step-by-step calculations, highlighting its precision in solving numerical problems.
- ✓ The final scenario was a psychology exam with open-ended questions requiring interpretation, showcasing the AI's capacity to evaluate subjective responses by considering contextual nuances.

These examples effectively illustrated the versatility and adaptability of AI tools like ChatGPT and its Python API module in handling diverse assessment types across disciplines.

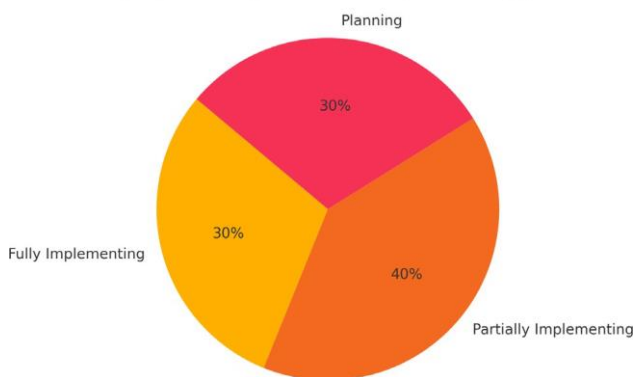
Finally, the transformative potential of artificial intelligence tools has been emphasized in the transformative potential of AI tools in designing, delivering, and assessing courses. The session began by exploring the applications of AI in education, focusing on learning, teaching practices, and assessment processes. Special emphasis was placed on ChatGPT's role as a learning tool in Material Science and Nanotechnology Engineering, showcasing its adaptability in complex and multidisciplinary subjects. In the presentation, the functions of artificial intelligence such as visualizing abstract concepts, simulating processes, and creating exam questions for specific learning goals are discussed. In addition, it has been discussed how artificial intelligence facilitates workflows from the optimization of molecular structures to the creation of calibration curves. Among the



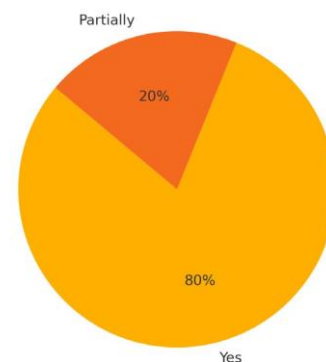
practical applications of artificial intelligence, issues such as creating analogies to simplify complex phenomena, preparing evaluation questions in line with course goals, and evaluating student responses according to defined keywords were discussed. Ethical and pedagogical issues were also addressed and the importance of ensuring justice, encouraging critical thinking and preserving transparency in the integration of artificial intelligence tools was emphasized. The session ended with examples of exam questions and assessment criteria produced by artificial intelligence, and it was shown that artificial intelligence demonstrated its ability to demonstrate efficiency, creativity and adaptability in course development processes by supporting both instructors and students. The practical examples presented emphasized that artificial intelligence is a valuable tool in dealing with various educational challenges.

After the activity, the subunit conducted a feedback survey to gather insights from faculty and graduate students on their integration of AI into education, the challenges they face, and their needs in course development and assessment processes. Below are the graphics summarizing participants' responses.

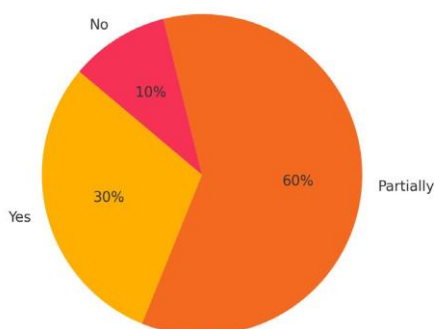
Q1: Do you plan to integrate AI tools into your teaching process?



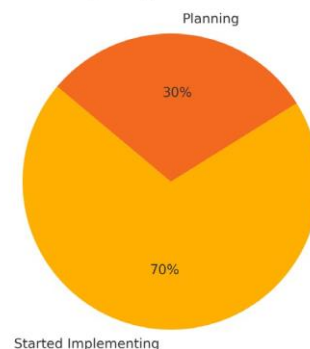
Q2: Have you considered implementing personalized learning methods in your teaching?



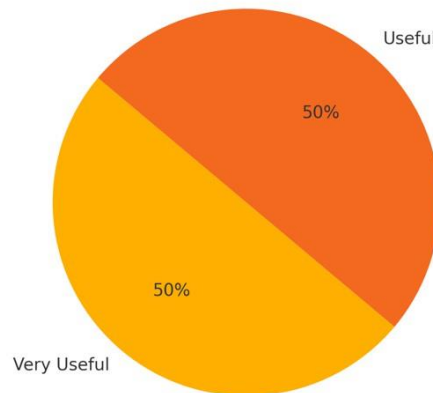
Q3: Do you plan to use automated evaluation tools for student assignments or exams?



Q4: Do you have plans to develop your course content using AI-supported methods?



Q5: How do you evaluate the impact of the information you gained from the workshop on your teaching practice?



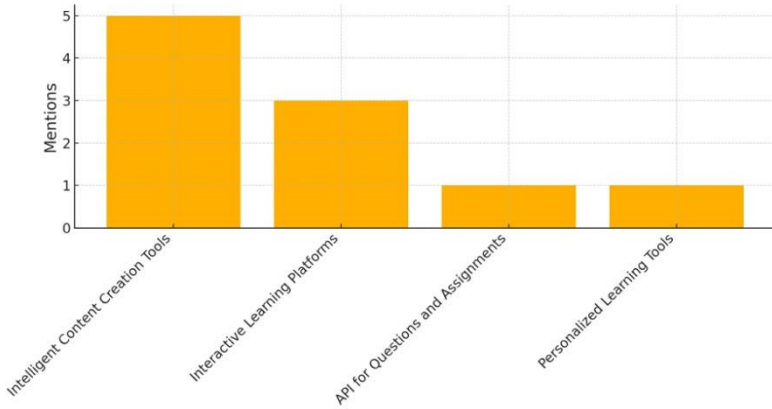
Participants’ responses to these close-ended questions showed that they are generally positive about using AI tools in their classes. For instance, in response to the question about integrating AI tools into their teaching process, 3 participants reported that they fully integrated AI tools into their teaching, 3 participants reported that they partially integrated AI tools into their teaching. On the other hand, 4 participants said that they plan to integrate AI tools that they have not done yet. All participants indicated that they have considered applying personalized learning methods in their courses, showing high awareness and interest in this area. Most participants are either partially using automated assessment tools or planning to use them, reflecting growing interest but limitations in integrating these tools. Most of the participants (N=7) have begun using AI to develop course content. The remaining participants are planning to explore this area, highlighting its relevance to their teaching practice. Finally, on a scale from 1-4, 80% of the participants evaluated the workshop as “4: very useful” and 20% evaluated the workshop as “3: useful”.

In line with the answers given to the open-ended questions, the participants emphasized that the most powerful aspects of the workshop were to expand their perspectives on artificial intelligence applications, to provide practical tools, and to include expert speakers with real-life examples. However, some participants suggested that the aspects of the workshop that need to be improved include providing hands-on access to AI tools, showcasing a more diverse range of AI models and applications, and adjusting workshop hours for better participation. For future events, participants have shown interest in exploring advanced uses of AI tools, discussing AI ethics and data privacy, and examining AI applications in specific areas such as law and medicine. Challenges encountered include concerns about the reliability of AI (e.g., hallucinations, accuracy), the time

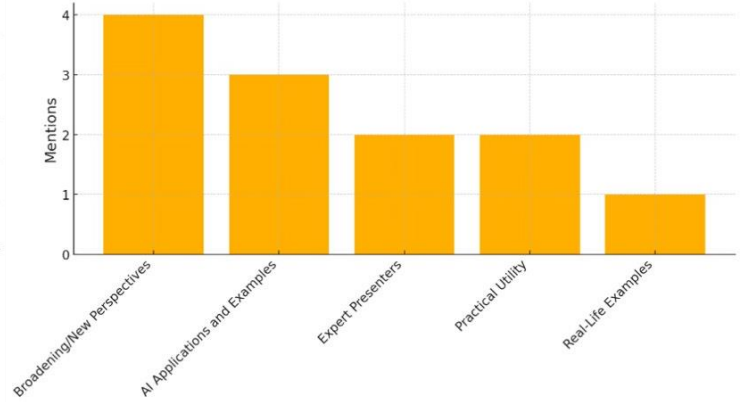


needed to adapt to AI tools, and the potential for students to abuse AI without meaningful learning. The themes emerging from the open-ended questions are given below:

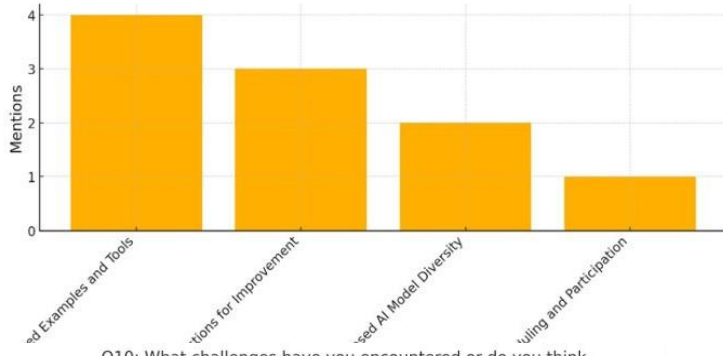
Q6: Which tools or approaches do you plan to use most for AI-supported course development?



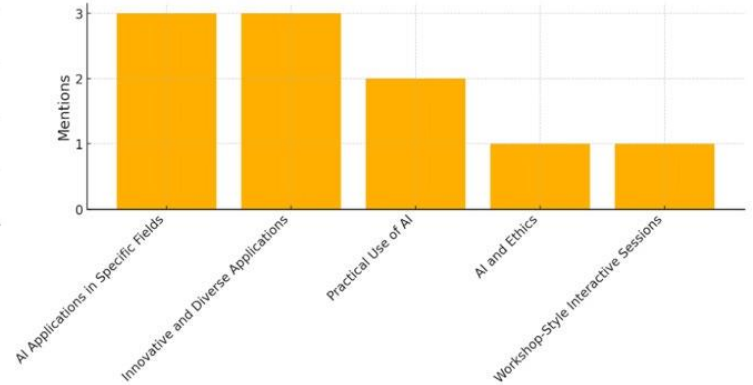
Q7: What were the strongest aspects of the workshop?



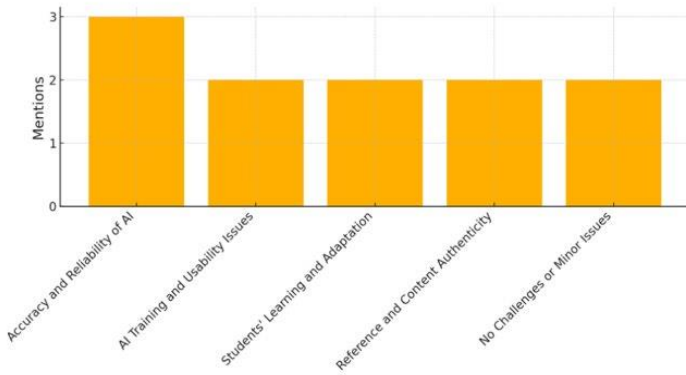
Q8: What aspects of the workshop do you think need improvement?



Q9: What topics would you like to see addressed in similar future events?



Q10: What challenges have you encountered or do you think you might encounter in the AI-supported course development process?



2025 YU-Research 2024 Goals and Projects:

Based on the success of the pilot workshop held in 2024, the subunit plans to organize a more comprehensive workshop in 2025 that will cover more participants and address more advanced issues. This new workshop will build on the feedback and insights gained during the pilot activity, respond to broader needs, and deliver deeper learning experiences for faculty and graduate students.

✓ Target audience analysis,

A detailed survey will be conducted with faculty and graduate students to ensure that the workshop can effectively meet the needs of the participants. The survey will focus on:

- ✓ Challenges in integrating AI into teaching and research.
- ✓ Preferred tools and methods for AI-powered learning.
- ✓ Special interests, such as ethical implications and disciplinary practices.

✓ Workshop Contents

The program will include advanced topics designed to deepen participants' knowledge and practical skills. This use guide will introduce the following topics:

- ✓ Designing personalized/customized learning experiences with artificial intelligence.
- ✓ Examples of advanced use of automated assessment tools.
- ✓ Practical hands-on sessions with AI platforms.

✓ The expected participants will be:

We aim to significantly increase participation and plan to include 30-50 participants from different disciplines in the event. This extended scope will increase interdisciplinary collaboration and learning opportunities.

✓ Outputs

- ✓ Scientific Paper on Artificial Intelligence in Education

As a natural progress obtained from the workshops, it is aimed to prepare a scientific article on artificial intelligence applications in education. This article will be based on findings from surveys and workshops. The study will analyse the effectiveness of AI tools in educational settings, explore the challenges faced by educators, and propose strategies for the successful integration of AI into teaching and research practices.



4. Online Courses

In 2024, YU-Learn, YU-Network, YU-Execute and YU-Admin focused on online training designs. The four-module training, which aims to facilitate the integration process of students who have just started university, and the training on social media management have been completed. The content production process of the training related to leadership and decision-making skills was completed, the learning design stage was started, and the needs analysis and content pre-study of the language support training for the administrative staff were carried out. Technology and computer-oriented trainings for students continue to be prepared. All online trainings on this topic will be open to learners via YULearn Moodle as of the Spring Semester of 2025 according to their completion order.

YU-LEARN Subunit and 2024 Activities

YU-Learn 2024 Activities

The purpose of the YU-Learn subunit is to provide face-to-face, online and hybrid learning solutions and support that help students on their educational journey and broaden their horizons by ensuring that students become curious and enthusiastic learners. For this purpose, the contents of the "Introduction to University Life" training, was completed by the sub-unit in the 2023-2024 academic year and consists of four modules. The content was reviewed by with regard to the changes in the institution in this process and made ready to be presented to the learners. The process will be completed as the program is assigned to the students new to the university through YULearn Moodle. A Lightboard studio was established in 2024 and trial shots were made, but it has not yet been actively used because it has been affected by the renovation process on the studio floor. The studio was reorganized and reopened for use in December 2024, and as a result of the experiments with the video crew, it was decided that the professional camera was to be renewed, and the process continues. In addition, in preparation for the Lightboard-assisted technology and computer oriented training, the content and design were studied. The computer to be used for this purpose has been prepared as content and hardware. The shooting and editing process of these trainings are planned to be completed in 2025.



2024 YU-Learn Members

The distribution of members of the YU-Learn sub-unit during the year 2024 is as follows:

Name	Task	Department
Asst. Prof. Dr. Emrah Pelvanoğlu	Team Leader	Dpt. Of Turkish Language and Literature Teaching
Prof. Dr. Haluk Bingöl	Member	Software Development
Prof. Dr. Jale Tanalp	Member	Endodontics
Toprak Cem Savaş	Member	Undergraduate student

2025 YU-Learn Objectives and Projects:

The first goal of the YU-Learn subunit is to successfully launch the "Introduction to University Life" training for students who switch to faculty education within the academic year 2025. The goal of the year 2025 is to shoot the technology-based course, to complete the editing and to define the first modules to the learners through YuLearn Moodle. The general scope of training is as follows:

✓ Training 1: Information Technology Training

Motivation: The demand for basic computer skills is increasing in working environments from basic word processing to advanced table use. Historically, such skills were primarily required in the engineering departments of universities. However, over time, this requirement has spread to other departments such as Physics and Economics, and is becoming widespread in many disciplines. This trend necessitates an important educational study for universities. It is expected that it will soon become the norm for all university graduates to have computer skills. Therefore, universities need to prepare to offer informatics courses to each student. Since traditional classroom methods alone will not be enough for this effort, it has become essential to explore online education solutions. It is planned that students who complete these trainings will be given certificates similar to the model used by online learning platforms.

Approach: Due to the predicted number of students, the process should be carried out in automation as much as possible. There are two parallel activities that were missing in our previous experiences. (1) Submission of course materials and (2) automatic assessment of student success.

Courses: The training material will be developed using a combination of recently acquired Lightboard technology and computer screen capture methods. The content of the training should cover various



topics. A series of tutorials will focus on word processing and spreadsheets. Although presentation skills are also valuable, it is not planned to include them in the first stage of training. Two potential platforms are being considered for these applications: Microsoft Office (MS-Office) and Google Documents (G-Docs). The second group of trainings, which will cover programming, is not planned to start in 2026.

Evaluation: Evaluation requires a three-step process involving students downloading the question onto their personal computers, solving the question on the computer, and then installing the solution. Once the solution is installed, an automated mechanism should work to evaluate students' work. This method is still under trial. All these processes will need to be designed, implemented, tested and improved to achieve the expected results gradually.

Timeline: In 2025, our goal is to try to combine Lightboard and screen capture technologies in content creation, especially for spreadsheets. This will involve combining the Lightboard video with the screen capture footage and will require post-production editing. We anticipate that the Lightboard studio will be operational in the first months of 2025. Following the establishment of the studio, testing will be conducted to determine the applicability and limitations of our approach. After these first trials, it is aimed to complete two or three trainings in production quality. Developing an automated grading system will require a significant amount of programming work. By gathering support from students with the necessary programming skills, the preliminary version of the automatic grading system by the end of 2025.



YU-Network Subunit and 2024 Activities

YU-Network 2024 Activities

The purpose of the YU-Network sub-unit is to provide educational support that will bring the skills of all stakeholders, especially students, graduates, academic and administrative staff, to the highest level for the purpose of creating, maintaining and expanding social and professional networks. For this purpose, in 2022-2023, "What is Network?" has completed a training titled. In 2024, it successfully developed a comprehensive training program titled "Social Media Management" and made it ready to offer it to learners. This training aimed to provide participants (students, academics and administrative staff) with basic knowledge and practical skills in effective social media use, content creation, platform management and ethical approaches. The program consists of three different modules that offer a rigorously designed and structured learning experience to address both theoretical and practical aspects of social media. Each module provided a holistic learning journey, focusing on a critical area of social media management. The contributions of the modules to the training program are explained in detail below.

Module 1: What is social media? What are the tools of social media?

This introductory module provided an overview of social media, its various platforms, and tools. Participants gained insights into the types of social media and their applications in both personal and professional contexts. The module began by defining social media as an online network where users create, share, and engage with user-generated content. To provide a deeper understanding, the evolution of the internet was explored through Web 1.0, Web 2.0, Web 3.0, and Web 4.0. Participants learned how Web 2.0 marked the rise of user-centred platforms such as Facebook, Twitter, and Instagram, and how subsequent advancements like Web 3.0 and Web 4.0 introduced personalization, AI, and the Internet of Things.

The module also detailed the key features of social media, including its ability to foster conversations, encourage participation, and build communities. Participants explored the diverse purposes of social media, such as personal branding, networking, and information sharing. The module concluded with an overview of popular social media platforms, including Facebook, Instagram, Twitter, and LinkedIn, and their unique functionalities and use cases in personal and professional contexts.



Module 2: How to Create Content on Social Media?

The second module focused on planning and managing social media content effectively. Participants explored the following key aspects:

- ✓ **Initial Profile Setup:** Guidance on selecting appropriate account names, profile and cover photos, entering contact information, and writing introductory bios.
- ✓ **Setting Objectives:** Identifying goals such as increasing web traffic, educating the audience, or driving sales.
- ✓ **Understanding the Target Audience:** Defining the target demographic, analyzing their preferences, and choosing platforms accordingly.
- ✓ **Platform-Specific Strategies:** Tailoring content for various platforms like Facebook, Instagram, Twitter, LinkedIn, and blogs. Examples include leveraging hashtags, choosing the right tone, and using tools like Canva or Stencil for visual content creation.
- ✓ **Content Creation Tips:** Emphasis on using storytelling, interactive formats, and combining text, video, and images. Proper use of hashtags and emojis was also discussed to increase visibility and engagement.
- ✓ **Frequency and Interaction:** Recommendations on posting schedules (3-4 times a week) and strategies for engaging with audience comments and questions to build a loyal following.
- ✓ **Performance Measurement:** An introduction to analytics tools and metrics for tracking performance, such as likes, shares, and comments. Tools like Boomsocial were highlighted for their ability to provide insights and comparative analysis.

Module 3: What Should We Pay Attention to When Using Social Media?

The final module highlighted essential considerations and ethical guidelines for responsible social media usage. Topics included privacy, audience engagement, and maintaining a professional online presence. The videos were hosted on the YouLearnt platform, ensuring wide accessibility for learners. By the end of the each module, participants encouraged to attend a small survey for convey their understanding of social media usage skills.

2024 YU-Network Members

The distribution of members of the YU-Network sub-unit during the year 2024 is as follows:

Name	Task	Department
Prof. Dr. Pelin Hürmeriç	Team Leader	Public Relations and Publicity
Asst. Prof. Dr. Cem Levent Altan	Member	Chemical Engineering
Asst. Prof. Dr. Ege Simge DEMİREL	Member	Public Relations and Publicity



2025 YU-Network Objectives and Projects:

With the training program completed in 2024, the sub-unit achieves its goal of providing high-quality, accessible learning resources. In 2025, it is planned to expand the scope of education with new social media trainings focused on networking using different platforms. Training and Networking Information Workshop for using LinkedIn effectively, which cannot be completed in 2024, will be held in 2025.

- ✓ **LinkedIn Training:** LinkedIn is one of the most widely used platforms in professional environments. Recognizing its significance for both students entering the workforce and our administrative and academic staff, we plan to develop a dedicated training module on LinkedIn. This training will focus on building personal credibility, effectively representing our institution, and utilizing LinkedIn as a tool for professional networking and career advancement. Participants will learn strategies for optimizing profiles, creating impactful content, and engaging with professional communities.
- ✓ **Networking Insights Workshop:** Another training series was planned by the Network team on the “Importance and the Ways of Networking” with a special focus on creating interview videos, including expert views and insights drawn from experience in the field of networking. We aim to organize a second session featuring an expert in networking. This interactive workshop will delve into the nuances of building and maintaining professional relationships, emphasizing key elements such as effective communication, trust-building, and leveraging social platforms for meaningful connections. By inviting a seasoned professional for a discussion, attendees will gain practical tips and actionable insights to excel in their networking efforts.



YU-Execute Subunit and 2024 Activities

YU-Execute2024 Activities

The purpose of the YU-Execute sub-unit is to plan and conduct trainings to improve leadership and management skills such as communication, effective listening, teamwork, project management, and to design trainings and plan learning journeys for the learners supported by the centre within the framework of the requirements. To that end, the subunit completed the first modules of both the Communication and Leadership Skills, and the Leadership and Decision-Making Skills trainings. The subunit prepared the modules between 2022-2023 and introduced them to the learners through YULearn Moodle. In 2024, the content of the Leadership Training and Decision-Making Skills trainings have undergone a detailed revision process and improved. Furthermore, the content of the second module of the Decision-Making Skills training has been completed in 2024 and will be offered to learners as an online training in 2025. During the transition from the unit to the centre, changes were made in the members of the sub-unit. It will continue its activities by being supported by new members in 2025. The training content has been approved and is ready for shooting, and these works are expected to be completed in the first months of 2025 and post-production works are expected to be completed in the Spring semester.

2024 YU-execute Members

The distribution of members of the YU-Execute subunit during the year 2024 is as follows:

Name	Task	Department
Prof. Dr. Ayşe Gönül Demirel	Team Leader	Business
Rsch. Asst. Mehmet Korman	Member	English Language and Literature

2025 YU-execute Goals and Projects:

The YU-Execute team will offer the second module on Leadership and Decision-Making Skills to learners in the spring semester of 2025. Beyond this, in 2025, it will start the preliminary preparations and content design of two trainings titled Teamwork and Project Management.



YU-ADMIN Subunit and 2024 Activities

YU-Admin 2024 Activities

The purpose of the YU-Admin sub-unit is to plan and organize trainings and seminars to support the professional development of administrative personnel in a way that will increase their efficiency and effectiveness in their work, and to contribute to the trainings organized in cooperation with the Training and Development Department of the Human Resources Directorate. For this purpose, trainings for the use of office programs in the 2022-2023 process were designed and defined to the administrative staff through YULearn Moodle. In line with the internationalization goals of the university, surveys were conducted with international students and administrative staff, and in this direction, needs analysis was completed to improve the English language proficiency of administrative staff. As a result of these analyzes, language support trainings have been planned that administrative personnel will need in accordance with their job descriptions. The program, which is planned as an online modular training, is aimed to be defined to the administrative staff through YULearn Moodle in the Spring term of 2025.

2024 YU-Admin Members

The distribution of members of the YU-Admin sub-unit during the year 2024 is as follows:

Name	Task	Department
Lec. Cansu Rendeci	Team Leader	Translation studies
İrem FİLİZ KORMAN	Member	English preparation
Tuğçe Önal Çıtak	Member	Human resources and

2025 YU-Admin Objectives and Projects:

Language Support Training will be shared with selected administrative staff members such as security unit, switchboard, faculty and department secretaries, student affairs, financial affairs, who may be in contact with foreign students on the online platform of the university. The ready-made patterns of the training will also be organized according to the possible communication scenarios of these groups and will aim to ensure that they produce solutions in the fastest way.

The training modules will be based on asynchronous video and will include instruction, demonstration, practice/practice techniques. In the videos, first the relevant topics will be



explained, then the correct pronunciation examples will be shown and the participants will be able to practice on their own.

Core Video Content Sequence:

- ✓ Self-introduction
- ✓ Job description
- ✓ Basic sentence formation
- ✓ Basic commands and pre-made phrases
- ✓ Vocabulary-building tips
- ✓ Roleplay scenarios
- ✓ External resources and program support

In 2025, the first training will be completed, shared with the administrative staff, and the feedback received will be evaluated. During this process, the project team will convene to discuss the potential addition of a secondary module to this training or the planning of an entirely new training. Based on needs analyses, the plans for the next training will be carried out during the Summer or Fall term.

Goals

- ✓ **Improving English Proficiency:** A practical English training module will be designed to address basic needs and help staff overcome language barriers in communication with international students.
- ✓ **Focused English Training:** This initiative is not a comprehensive English language course. Given current resources, it is not feasible to prepare a full-scale language program for all levels of staff proficiency or to deliver synchronous training. Instead, a targeted approach will be implemented.
- ✓ **Inclusive Training Materials:** The training will include practical content such as roleplay scenarios, basic vocabulary and sentence structures, and pronunciation exercises.
- ✓ **Asynchronous Training:** Training videos will be delivered online and in an asynchronous format to allow staff to progress at their own pace.



- ✓ **External Support:** The training will also provide recommendations and examples of materials and methods to address communication difficulties as needed.

Training plan:

- ✓ **Target Audience Identification:** In collaboration with the Human Resources and Planning Office, the challenges faced by staff in communicating with international students were analysed
- ✓ **Survey and Research:** Feedback revealed a clear need for English training to overcome language and cultural barriers.
- ✓ **Training Content:** Topics such as self-introduction, job description, basic sentence formation, and vocabulary building will be addressed.

Expected results:

Staff members who complete the training are expected to achieve the following competencies:

- ✓ Introduce themselves in English.
- ✓ Ask and answer basic questions in English.
- ✓ Explain work-related processes using basic English expressions.

This plan aligns with Yeditepe University's vision of internationalization and aims to contribute to the professional development of its administrative staff while enhancing the quality of communication with international students.



5. Thematic Peer Groups of the European Universities Association: “Development and Strategic Benefits of Learning and Teaching Centres” Meetings

- ✓ Among the Learning and Teaching Application and Research Centres that applied from Türkiye, YU-LEARNT stands out as the only one accepted to apply to thematic peer groups (TPG) meetings in the field of learning and teaching on the Development and Strategic Benefits of Learning and Teaching Centres organized by the European Universities Association (EUA) in 2023. In the group, meetings on the theme were held for a year with the employees of the learning and teaching centres from ten different countries in Europe. Within this framework, members of the centre, including undergraduate, graduate and doctoral students, participated in three meetings and actively supported the process.
- ✓ The EUA Learning and Teaching Forum, which brings together the work of Thematic Peer Groups, was held in Bochum, Germany in February 2024 and a workshop was held on the study findings of the group with 25 participants by a three-person team including the Director of the Centre. In the forum, the Centre was represented by two members, the studies carried out in learning and teaching centres in other European universities were followed, and workshops and seminars were attended.
- ✓ The joint study was published as a report by the EUA in March 2024. You can access the published report [from this link](#).

6. Thematic Peer Groups of the European Universities Association: “Learning and Teaching in Crisis Situations: Providing Needs and Support” Meetings

- ✓ After the conclusion of the EUA Learning and Teaching Thematic Peer Group studies, the Centre applied to participate in the EUA Learning and Teaching Thematic Peer Groups for 2024. This application was accepted, and our Central Director assumed the chairmanship of the peer group attended by seven universities from Europe with the theme of Education and Training in Crisis Situations: Needs and Providing Support.
- ✓ Two face-to-face and one online meeting was held under the 2024 EUA TPG. The first face-to-face meeting was held in Oslo on 27-28 June 2024, and the last meeting was held in the new office of the headquarters at Yeditepe University on 17-18 October 2024.



- ✓ The Thematic Peer Group Report was completed in December 2024 under the leadership of the centre and it will be presented to external stakeholders once finalised, will be presented to external stakeholders through a workshop at the 2024 EUA Learning and Teaching Forum to be held in the city of Cork in the Spring semester of 2025. The report will be published by the EUA in March 2025 with the latest edits made in the same period.



7. Generative Artificial Intelligence Project, ERASMUS+ KA 220 Project - FLAIR

YU-LEARN formed a project group in 2023 to create an artificial intelligence education plan for Yeditepe University students and academic staff. The training program is structured as three different modules. The first module is a beginner course for both students and academics and provides a basic understanding. The second module is designed specifically for academic staff and aims to highlight the usefulness of AI in higher education and presents AI as an important aid in both teaching and research. The last module is mainly aimed at students and introduces them to various artificial intelligence tools that can be used as learning assistants in their academic studies. This training series, whose content process has been completed, is designed as a joint work of all subunits, not structured within the scope of any subunit. Before proceeding to the final stage of the project, it was decided that the completion of an Artificial Intelligence regulation within the University was important in shaping the final version of the educational content. Studies have been carried out on this regulation and submitted to the Rectorate.

The project is progressing with the developments in the Erasmus+ Higher Education Cooperation Partnership project initiated with the YU-LEARNNT initiative. Within the scope of the project, detailed studies are carried out on ethics and digital literacy. Artificial intelligence programs were chosen by determining the essential topics. Visual and video studies were carried out on the prompt writing methods of these programs. With different artificial intelligence tools and chatbots, the potential needs that students, academics and administrative staff can have were considered, and studies have been carried out on how they can be used, what kinds of results can be obtained with which prompts. These studies will fall under the heading, Prompt Engineering, which will constitute the third part of the first module.

The project, eligible for funding under the coordination of the Austrian Vienna University of Economics and Business with a proposal on artificial intelligence and its use in higher education, focuses on the use of artificial intelligence in the field of education and training together with University of Tilburg (Netherlands), University of Tartu (Estonia), University College Cork (Ireland) and La Salle-Ramon Llull University (Spain). The FLAIR project, short for Fostering Learners' AI Readiness was decided.

Kick-off meeting of the project was held at Yeditepe University on 13-14 November 2024 at the Centre Office. In this meeting, the distribution of tasks, the important legs of the project and distribution of responsibilities along with the coordination processes have been discussed. YU-LEARNNT studies the first stage, basic literacy and ai competency structures; along with national and institutional ai policy texts and legislations, and their prominence.



ERASMUS+ KA 220 *initiative*

Fostering Learners' AI Readiness - FLAIR

Project's kick-off meeting was held in the **Yeditepe University Learning and Teaching Implementation and Research Centre** on **13 - 14 October 2024.**

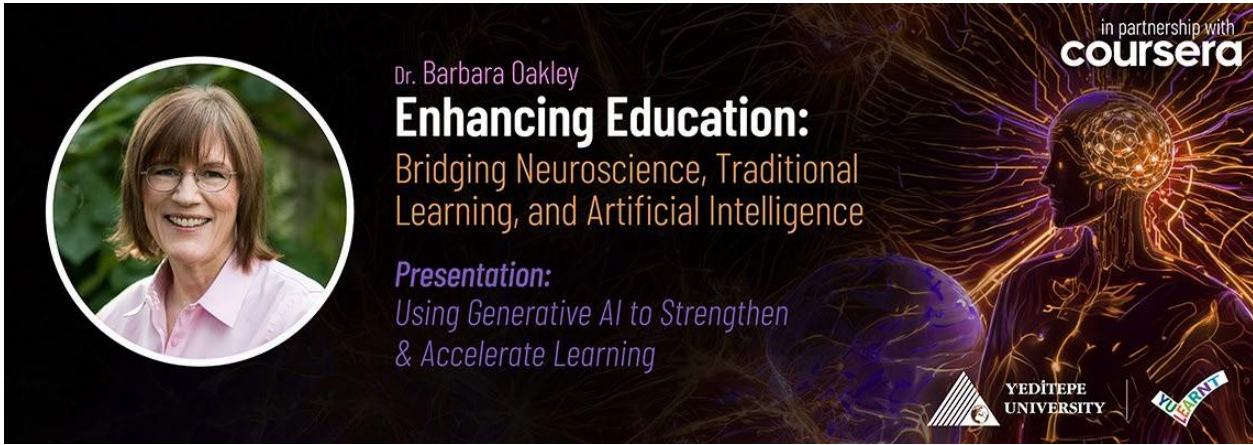
FLAIR
Fostering Learners' AI Readiness

YEDITEPE
UNIVERSITESI

YU-LEARNNT

8. Barbara Oakley Seminar

Within the scope of the cooperation with Coursera in 2024 and as part of the artificial intelligence studies carried out by the Centre, we hosted Dr Barbara Oakley at our University and held a seminar open to the whole university. In the seminar titled "Enhancing Education: Bridging Neuroscience, Traditional Learning and Artificial Intelligence", the connections of artificial intelligence and neuroscience were discussed. Both the presentation and the video of Prof. Oakley's the seminar are shared on our Centre's website. Video and presentation content can be accessed from this [link](#).



9. Public Service

Following the devastating twin earthquakes in eastern Türkiye in February 2023, our centre started to work on post-earthquake informative activities to provide information on various issues. In these informative studies, many academics, experts in psychology and engineering shared their scientific expertise. Three of the four informative videos have been completed, finalised, and shared on our social media platforms and website. The fourth and final video focuses on correcting the common misconceptions related to construction, engineering, and earthquake safety in buildings by a faculty member from Yeditepe University Department of Civil Engineering. The relevant video content was prepared in 2023, but due to the priority given to other high-impact content, it could not go through post-production at that time and could not be finalised. This final video will be completed and published in the Spring semester of 2025.

10. Part-Time Instructors Handbook

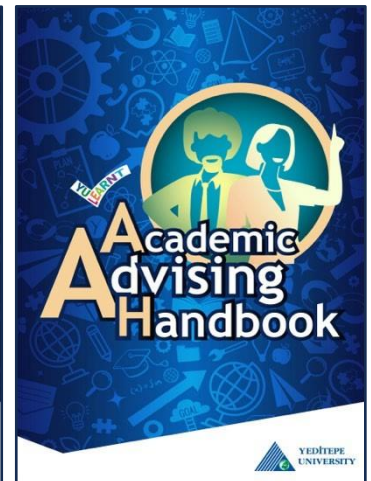
Faculty of Arts and Sciences / Deputy Dean of the Faculty of Arts & Sciences, Asst. Prof. Hatice Karaman prepared the Part-Time Instructors Handbook. Our centre did the design and editing at the request of the University Senior Management and made the handbook available to all adjunct professors. The study was first published in Turkish for the Spring and Fall semesters of 2023 and was updated every term



after that. The Handbook was translated into English in the Fall 2023 semester and made available in both Turkish and English in the Spring 2024 semester. This handbook is a valuable resource that contains basic information about OBS (Student Information System) regulations, application deadlines, exam preparation and grading procedures, and important dates for each semester. It also contains information about the procedures and principles of the OBS, application periods, and important dates for the organization and grading of exams. The handbook was published through Announcements on University Mail and social media channels. As in the previous period, it will be shared on our website and on our social media platforms for more comprehensive accessibility in the Spring Semester of 2025.

11. Updated Academic Counselling Handbook

Our centre, which is aware that academic counselling is one of the most important support mechanisms in the academic life of students, has prepared an Academic Consultancy Handbook in cooperation with the Student Centre. The handbook was prepared with valuable contributions of our Rector Prof. Dr. Canan Aykut Bingöl and our Vice Rector Prof. Dr. Ahmet Aydın. The handbook was meticulously prepared in both



Turkish and English to provide comprehensive support to all our academics. It has also been made available through the website, social media channels, and University Announcements.

The handbook covers regulations related to academic counselling, guidelines for course applications, and the reciprocal responsibilities of both counsellors and students. Apart from this, the provided practical tips include a compilation of frequently asked questions and answers, as well as contact information of people who may be an important resource for academic advisors in various departments. The handbook was updated with the most up-to-date information in the Fall semester of 2024 and once again distributed throughout the University.

12. COURSERA /YU-LEARNNT COLLABORATION

The cooperation between Coursera and Yeditepe University, carried out by YU-LEARNNT, has concluded its third year. The predictions for the use of Coursera at Yeditepe University resulted in success and continued to operate steadily throughout 2022. This partnership has further developed in 2023 and there has been a significant increase in the number of academics and students using Coursera. Furthermore, some courses taught at the University in 2023 were supported by Coursera content, increasing the use of Coursera and awareness among students and academics. In Spring 2023, the Faculty of Engineering took a serious step by making some Coursera courses a mandatory part of its programs and incorporating them into its curricula. This way, both the course contents were enriched, and the students had the opportunity to receive an international certificate for the courses they completed. Throughout 2024, academics requested to include Coursera courses in some courses during the spring and fall semesters, and it was also observed that volunteer participation was high.

Coursera in numbers

Various data and statistics related to Coursera, including new enrolments, course completions, individual participants, and new participants, are monitored by the Centre. In addition, the relationship between these numbers and the number of participants who have previously applied is also monitored. Since course completion rates are of great importance, these figures are an important criterion that is closely monitored. Participants who complete at least 80% of a course are considered to have completed the course. In 2024, when the lowest academic staff participation was observed compared to previous years, there was a great increase in student participation. It is



planned to contact Yeditepe University Alumni Association in 2025 to ensure that these opportunities, which are also offered to graduates, are used more effectively by the graduates.

	2021-2022	2022-2023	2023 Fall	2024-2025
Students	202	283	113	383
Academic Staff	135	346	240	42
Graduate	12	4	3	0
Administrative Staff	1	0	0	0

The total enrolment numbers and other numbers can be seen below. Although the total number of enrolments has decreased compared to last year, the increase in the number of new users shows that new students and many learners who had not registered with Coursera before met this platform. In 2024, both the number of members and number of completed courses increased. Completing a course is a much more valued area, and the improvement in this area shows that more learners have gained certificates through this platform.

Number of Recordings	2372
Total no of user	1463
Participants Enrolled in At Least One Course	474
Current Members	437
Removed Members (to make room for new students if the account is inactive for more than a month after two separate individual notifications on the subject)	2300
Total Unique Courses	1300
Total number of Completed Runs	1319
Total number of Completed Runs	1400
Total Unique Course Completers	630
Total Estimated Hours Spent	5066



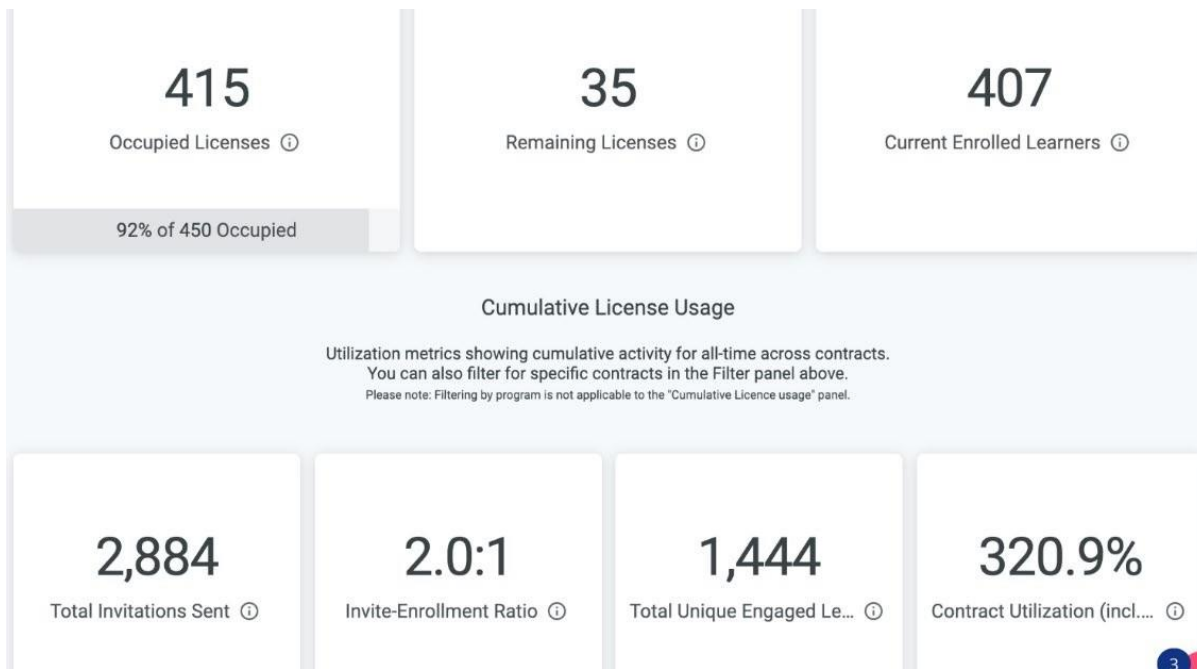
Participants' Interaction with Coursera Content

In this context, the number of registrations, the time spent by the participants, the number of courses taken and the average course scores can be seen. 2,386 participants enrolled in the courses, took a total of 5,094 hours of courses, and a total of 1,319 courses were completed during this period.

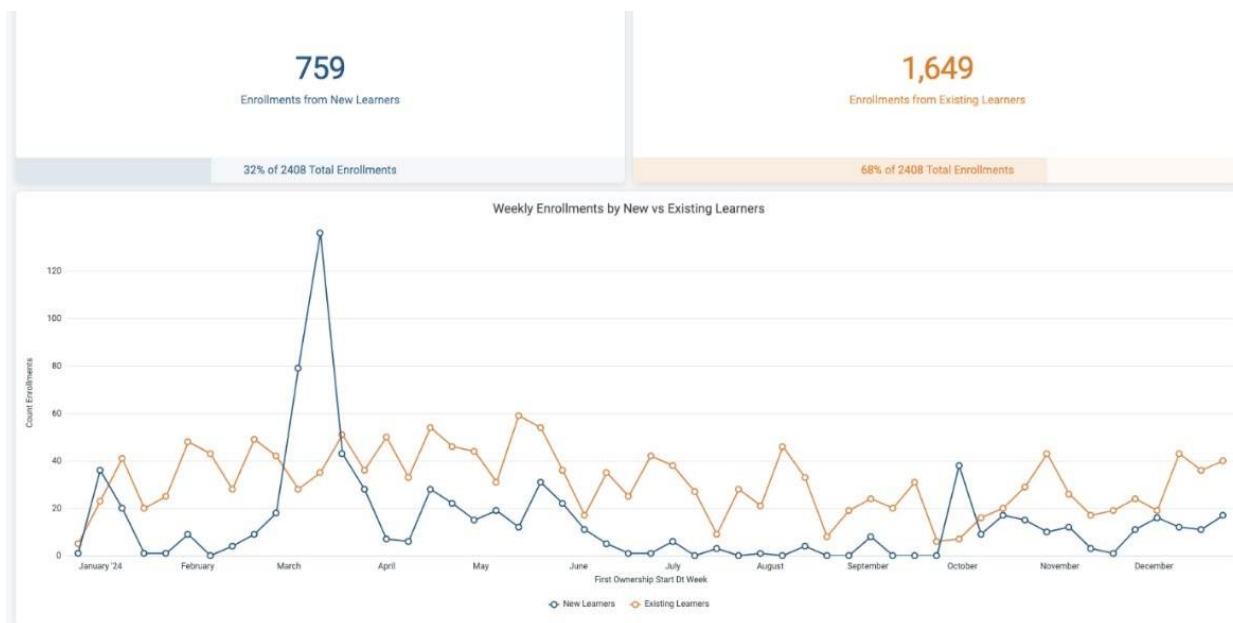
	2022 - 2023	2023 - 2024	2024 - 2025
Records	2.721	2.314	2.386
Learning Periods	7.302	7.338	5.094
Courses Learned	15.570	17.500	16.000
Create a Participant Feedback	4,8	4,6	4,6

In cases where the number of requests is high, licenses are used alternately. Invitations were sent in response to 2.884 learner requests in 2024, and 1.444 new learners were enrolled in Coursera courses throughout the year. With the use of rotating licenses, a very high license usage capacity of 320% has been achieved. This percentage has risen regularly and is a testament to how actively Coursera is used.





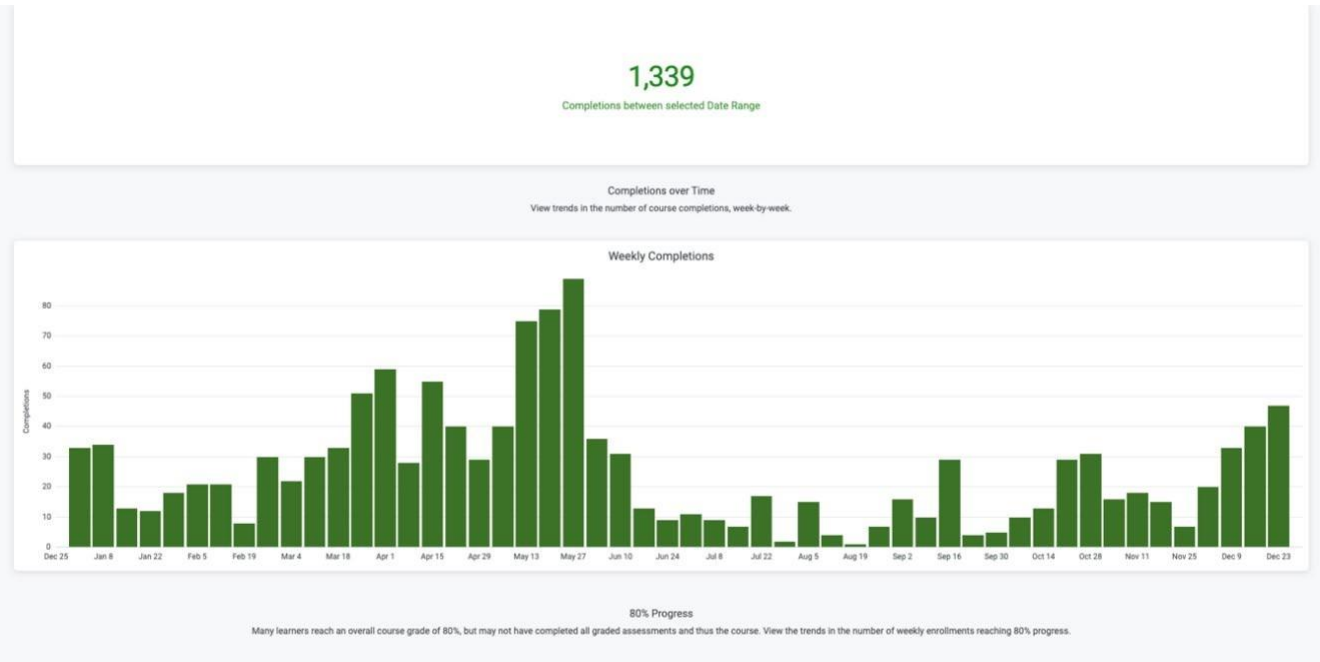
This table shows the weekly and monthly attendance rates of existing and new learners in Coursera during the year 2024. With Coursera trainings integrated into the courses, a great increase was observed in participation in the courses, especially in March 2024. New learners' participation in Coursera has continued throughout the year, with an increase in December, indicating that numbers will rise in January 2025 compared to January 2024.



Monthly Learning Periods in Coursera Since January 2024

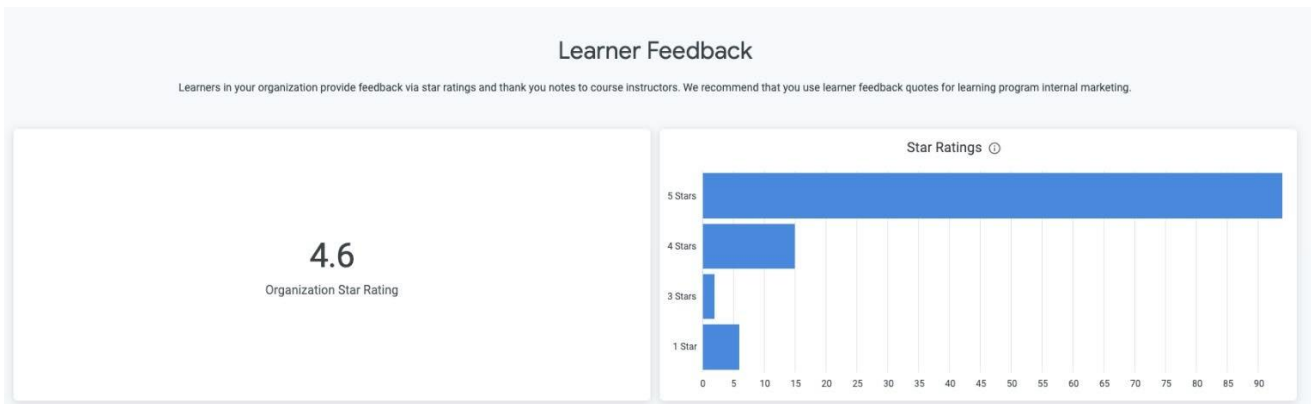
This table shows the learning times by months. As the development observed in 2023 continued, it was used much more actively in the summer of 2024 than in the summer of 2023. The effects that Coursera promotional activities carried out in 2023 had on 2024 could easily be seen. While one of the lowest attendances was observed in December 2023, the change experienced in December 2024 is evident. The desired participation in Guided Projects has not been achieved, but it is observed that the interest in regular courses is increasing. Although Coursera courses integrated into the courses within the scope of the curriculum provide a large participation, it is observed that voluntary participation increases regularly.





- Feedback from participants

Participant feedback on Coursera has been high up to now, maintaining a steady 4.8 for two years. Although this number eventually declines to 4.6 in 2024, given the increase in the number of students, the scores may decrease over time. Most of the students rate the courses with 5 stars. The 4.6 feedback score remained unchanged in 2024. However, positive comments by learners indicate overall satisfaction.



2023-08-12		Procurement & Sourcing Introduction	5 Stars	A well-packaged introductory course. Very easy to understand for a beginner in this field of study.
2023-06-02		The Art of Music Production	5 Stars	Great for a start...
2023-01-21		The Science of Well-Being	5 Stars	Must have course for everyone! I feel really lucky that I got the chance to take this course from Prof Santos
2023-01-19		Ukraine: History, Culture and Identities	5 Stars	An interesting and concise overview of Ukrainian history
2021-09-03		Python for Data Science, AI & Development	4 Stars	The flow of the course is really fast and not really descriptive for beginners.
2020-07-09		Ancient Philosophy: Aristotle and His Successors	5 Stars	Fantastic :-) I really enjoyed the course, I learned a lot, and Professor Meyer explains everything very clearly. Highl

Number of Courses Completed

In the table with the courses with the highest completion rates, the "Ethics, Technology and Engineering" course, which has been made compulsory for Engineering students since the Spring semester of 2023, continues to be the most taken course. In 2024, 150 students enrolled in this course, while 139 students completed the course. The course was opened at the request of the Faculty of Engineering. Among the elective courses, "C for Everyone: Fundamentals of Programming" stands out as the most popular voluntary preferred course with 123 enrolments and 95 completions. The third most popular course was "Fundamentals of Entrepreneurship: Thinking and Action" with 47 registrations and 46 completions. In 2024, an increase was observed for courses related to the use of Microsoft programs. Although the most preferred courses continue to be computer programming and business-oriented, courses such as Sustainable Development Goals, Feminism and Social Justice are among the ten most completed courses. We observe that the interest in art, social sciences and human sciences courses has increased, and even though Coursera's most intense content does not consist of these subjects, this demand has been met. A course in Coursera is a combination of many courses, some of which last up to several months, depending on their level of difficulty and complexity. Therefore, course completion reveals that participants show a high level of focus and commitment.



Courses

View your learners' activities in courses. Download data via the vertical ellipses menu which is visible on hover in the upper right corner of the table below.

Sort by Completions

Course Name	Course Domain	Course ID	Course Type	First Enrollment	Most Recent Enrollment	Enrollments	Active Enrollments	Completions	Completions %
1 Ethics, Technology and Engineering	Physical Science and Engineering	P480mTxEEa3LO6P_Z1apQ	Course	2024-02-27	2025-01-03	150	150	139	92.7%
2 C for Everyone: Programming Fundamentals	Computer Science	yz46H4EeeDKArR_C2QA	Course	2023-11-17	2025-01-03	123	123	95	77.2%
3 Essentials of Entrepreneurship: Thinking & Action	Business	zKZY9QdEeSQCCIAc0ELFw	Course	2024-03-21	2024-12-31	47	47	46	97.9%
4 Using Basic Formulas and Functions in Microsoft Excel	Business	DBu4AgarEey5Cq4LqE3eIQ	Guided Project	2024-04-05	2024-11-20	38	38	38	100.0%
5 Create a Simple Gantt Chart using Microsoft Excel	Business	aKLLDHQZeyguw70NCEBQ	Guided Project	2024-03-26	2024-10-30	36	36	36	100.0%
6 Getting Started with Microsoft Word	Business	OEa9uQH4EeyUJwvGCwW75Q	Guided Project	2024-02-26	2024-10-19	34	34	34	100.0%
7 The Sustainable Development Goals – A global, transdisciplinary vision for the future	Social Sciences	eKJlPOAMeEeICBLoDv22aA	Course	2024-04-05	2024-11-06	33	33	29	87.9%
8 Feminism and Social Justice	Arts and Humanities	eFChLULUZeeiYlwouRmATLA	Course	2024-01-17	2024-07-22	32	29	26	81.3%
9 Public Speaking with Canva	Business	y5tZf4GNee8zKtR6GGow	Guided Project	2024-03-07	2024-06-15	26	26	24	92.3%
10 Writing your World: Finding yourself in the academic space	Language Learning	13csmYmEeeSuaApRnR44vw	Course	2024-03-19	2024-10-23	31	31	24	77.4%
11 Web and Mobile Testing with Selenium	Computer Science	kDy16R8Eee1gxLK2jYl4g	Course	2024-03-16	2024-06-15	25	25	24	96.0%
12 Black-box and White-box Testing	Computer Science	a1T0Yx9Eeezow756FV5Pg	Course	2024-03-16	2024-06-12	25	25	24	96.0%

Select learners to perform bulk actions

Select all 0 Learners selected

Available actions: [Send message](#) [Download as .csv](#) [Remove learners](#)

Learner	Join Date	Programs	# Enrollments	# Completions
<input type="checkbox"/> [Learner Name]	Jul 15, 2021	Now YU Learnt Something New	282	254
<input type="checkbox"/> [Learner Name]	Nov 8, 2023	Now YU Learnt Something New	23	21
<input type="checkbox"/> [Learner Name]	Mar 11, 2024	Now YU Learnt Something New	28	19
<input type="checkbox"/> [Learner Name]	Feb 14, 2024	Now YU Learnt Something New	28	18
<input type="checkbox"/> [Learner Name]	Jul 5, 2021	YU LEARN - Masterclasses Program	101	18
<input type="checkbox"/> [Learner Name]	Aug 15, 2024	Now YU Learnt Something New	57	18
<input type="checkbox"/> [Learner Name]	Dec 4, 2023	Now YU Learnt Something New	17	16
<input type="checkbox"/> [Learner Name]	Dec 16, 2022	YU LEARN - Masterclasses Program	34	16
<input type="checkbox"/> [Learner Name]	Mar 16, 2024	Now YU Learnt Something New	18	14
<input type="checkbox"/> [Learner Name]	Dec 17, 2023	Now YU Learnt Something New	20	12
<input type="checkbox"/> [Learner Name]	Nov 15, 2023	YU LEARN - Masterclasses Program	15	11

Screenshot



Course Selection by Skill Areas

Many courses at Coursera focus on business, computer science, and data science. Below is a table listing the top ten courses completed by students in various skill areas. Compared to previous years, we can see that interest in the field of social sciences has increased in 2024 and there is a demand for more content.

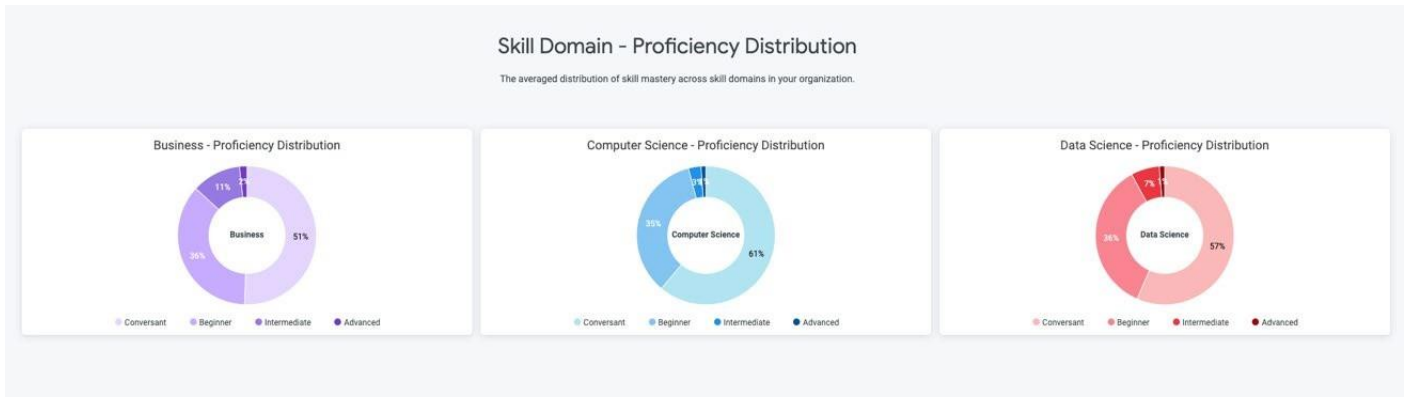
Top Courses by Skill Domain
The top courses your learners have taken that contribute towards gaining skills in each skills domain.

Business - Top 10 Courses		Computer Science - Top 10 Courses		Data Science - Top 10 Courses	
Course Name		Course Name		Course Name	
1	Introduction to Who Wrote Shakespeare	1	C for Everyone: Programming Fundamentals	1	C for Everyone: Programming Fundamentals
2	Introduction to Electronics	2	Artificial Intelligence in Marketing	2	Introduction to Electronics
3	C for Everyone: Programming Fundamentals	3	Web and Mobile Testing with Selenium	3	Artificial Intelligence in Marketing
4	Ethics, Technology and Engineering	4	Circular Economy - Sustainable Materials Management	4	Create a Simple Gantt Chart using Microsoft Excel
5	Writing your World: Finding yourself in the academic space	5	Black-box and White-box Testing	5	Increase SEO Traffic with WordPress
6	Successful Presentation	6	Create a Simple Gantt Chart using Microsoft Excel	6	Present with Purpose: Create/Deliver Effective Presentations
7	Artificial Intelligence in Marketing	7	Increase SEO Traffic with WordPress	7	Introduction to Neural Networks and PyTorch
8	Essentials of Entrepreneurship: Thinking & Action	8	Essentials of Entrepreneurship: Thinking & Action	8	Creative Problem Solving
9	Circular Economy - Sustainable Materials Management	9	Creative Problem Solving	9	Getting Started with Microsoft Word
10	International Organizations for Interpreters	10	Getting Started with Microsoft Word	10	Machine Learning with Python

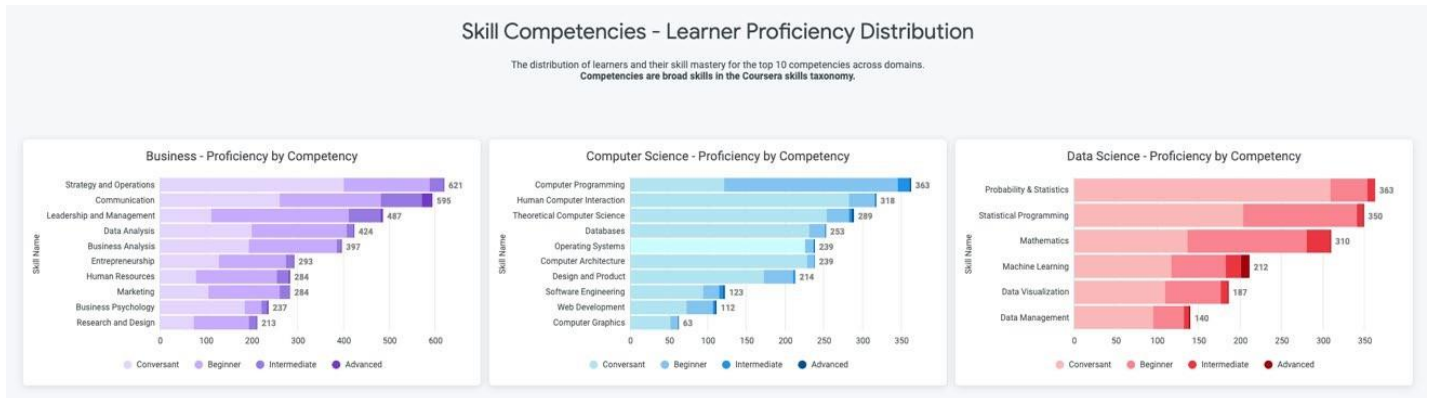
Skills and competencies to be developed

The first table presented below provides a visualization of skill area competencies related to the courses learned. This visual helps to understand which skills are emphasised in the different courses and provides a clear overview of the areas in which the participants have gained expertise. In the three areas completed by the participants, it is seen that in more than half of the courses they took, they have received the first entry level training sufficient to familiarise them with the subject. In addition, a significant number of participants completed beginner-level user qualification courses. Intermediate user proficiency courses were generally completed at a lower rate, while completion rates in the Business area were higher. Only a small number of participants have completed courses at an advanced level of competence, which is in line with the higher time and attendance requirements associated with such courses. In general, the participation of learners in the courses offering the highest proficiency has been in the field of Business Administration as last year, but there has been an improvement in terms of data science courses.





The table below summarizes the highest skill competencies in each area. Within the scope of the trainings completed by the learners, "communication" was defined as the highest-level competence in the field of business in previous years, while "strategy and operations" stood out as the primary competence as of 2024. In the field of computer science, "computer programming" remains the highest skill qualification, while "probability and statistics" remains the leading qualification in the field of data science.



13. 2024 YULearn Moodle Annual Report

- ✓ Technical Problems and Requests
- ✓ BBB Registration Issues

A total of 22 errors were encountered in the live courses held online through Big Blue Button (BBB) during the year. These errors were found to be related to the fact that the records did not register into the system, that the records could not be downloaded, and that the records were accidentally deleted by the users. Requests and complaints were submitted to the service provider company so that the records that did not register into the system and deleted could be checked and re-uploaded to the system. As a result, the relevant units have been informed that the records can



only be played on YULearn within the scope of KVKK (Law on the Protection of Personal Data). Technical support was provided by the service provider company team to academics who received microphone or equipment errors during BBB records.

✓ Turnitin Errors

30 academics were helped about Turnitin settings and general use with screenshots. Screenshots were provided to 17 students who had file upload problems. Technical support was provided by the service provider company team to 6 users who received API product error.

✓ Course ID mismatch

The course ID problem was experienced 54 times during the year, and a solution was brought to the Yeditepe Information Processing Centre and the service provider company by coordinating with their teams.

✓ User Deletion Request

3 academics requested the deletion of inactive former users within the course. Since YULearn is integrated with OBS, the information that the data transferring through the system cannot be deleted manually was shared, and the information that the lists should be updated was communicated to the Information Processing Centre and the Planning department.

✓ 504 Gateway Timeout Error

Timeout error was received 5 times in total and the problem was solved by the technical team of the service provider company by making improvement studies.

✓ Academic Claims

✓ Opening Past Terms

For the course materials that academics need to transfer from the previous semester courses, the relevant semesters have been helped by making them visible on the days and time zones they are suitable for. The request was repeated 44 times during the year.

✓ Assistant Assignments

Upon request, a total of 78 assistants were assigned for the relevant courses in 2024.

✓ Course Merge & Meta Links



The course tables, which were requested to be combined by the planning department at the beginning of the semester, were created on YULearn through the synchronized work of the Central YULearn Moodle technical expert and the technical team of the service provider company and the meta-link and contact lists were transferred to the courses. In addition to the courses sent by the planning department, the courses that the academics requested to merge, were merged on the system by the Central YULearn Moodle technical expert.

✓ System Access and User Problems

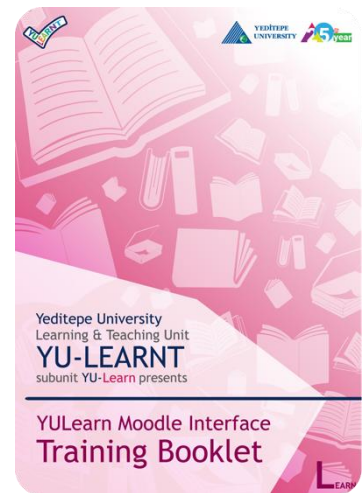
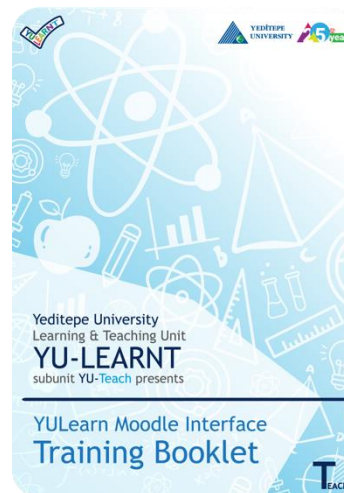
✓ Course Visibility Issues

46 academics submitted their complaints that they could not view their courses on the system. After checking, it was found that 32 academics could not view the courses on the system because their Netsis entries were not completed, and the e-mail addresses of 14 academics were incorrectly assigned or courses were assigned to unused e-mail addresses, and the Human Resources Department was notified to correct the addresses.

27 academics who stated that they could not attend their courses were helped by an explanation with screenshots about where they could view their courses. Likewise, 23 academics were helped with detailed explanations about the general uses of YULearn Moodle, along with screenshots and screen recordings, and at the same time, videos and manuals prepared by the Centre were forwarded. 26 students who stated that

they could not see their courses on the system were directed to their professors so that they could be assigned on YULearn. 43 students were helped with where to find their courses through screenshots and videos and manuals prepared by the Centre.

8 students who could not view some of their courses on YULearn Moodle despite being enrolled in the courses were checked through the system and the problem was forwarded to the IT Centre and the Planning Department. After checking the OBS and moodle transfers, the problem was solved by the IT Centre. Since they changed their surname, 4 students who could not see their courses in



the system and requested that the e-mail address that was not in use be removed from the system were directed to their faculties to make the necessary arrangements.

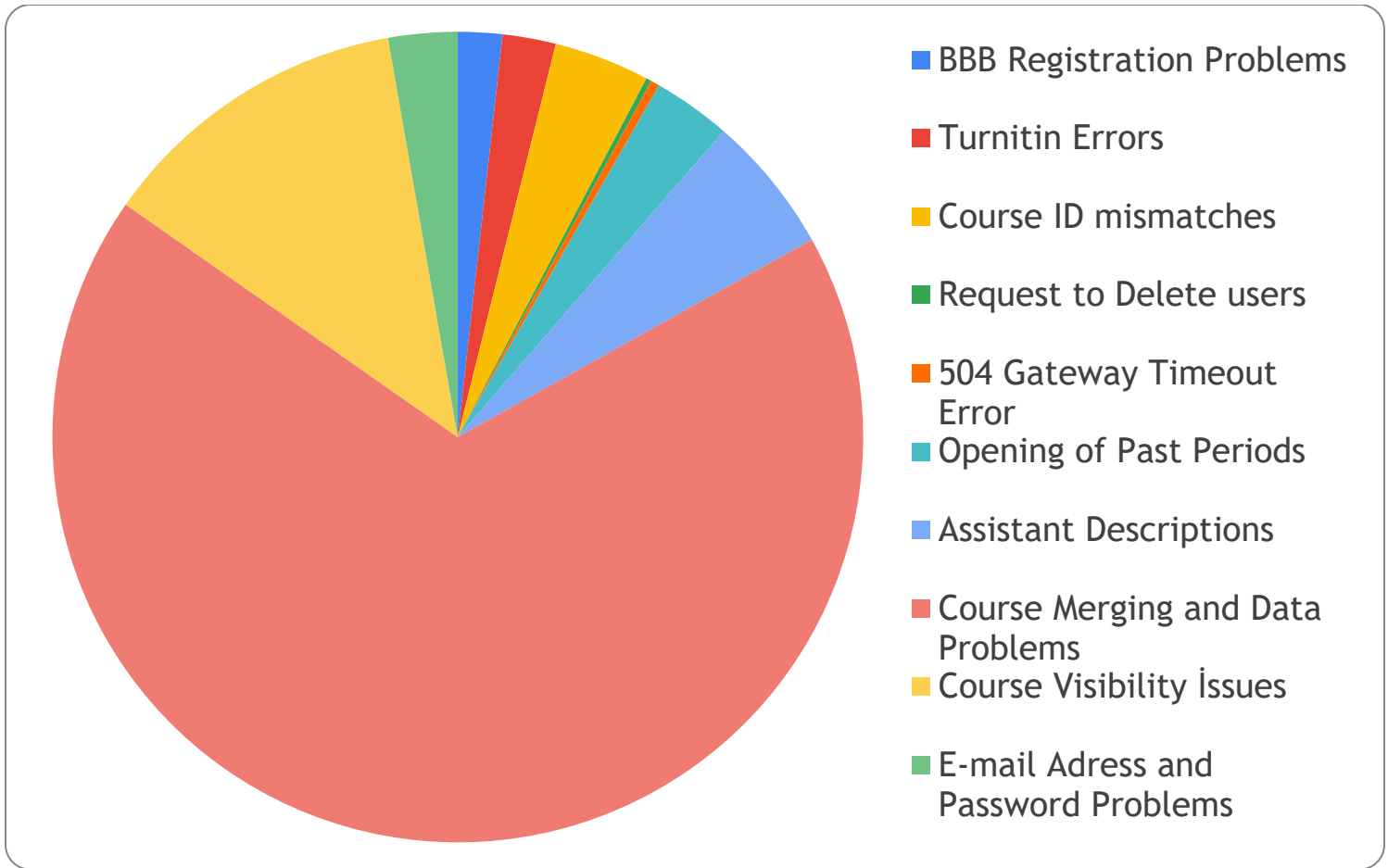
✓ **Email Address and Password Problems**

39 students who had problems with their e-mail addresses and passwords with the Yeditepe domain were directed to the Information Processing Centre. Most of the problems encountered during the year were solved in a short time. In technical problems, the problem was usually solved within 3-4 hours, and in matters that need to be worked in coordination with other units, the problem was solved within 1 to 3 days. Individual user problems were resolved on the same day.

Category	Subcategory	Total Number	Solution
Technical Problems and Requests	BBB Registration Issues	25	Technical support was provided by the technical team of the service provider company.
	Turnitin Errors	30	The service provider company technical team and the Centre YuLearn Moodle expert helped with screenshots.
	Course ID	54	A solution was provided by coordinating with the IT Centre and the service provider company team.
	Deletion Request	3	It was forwarded to the Planning Department and the IT Centre to update the lists.
	504 Gateway Timeout Error	5	Improvement works were carried out by the technical team of the service provider company.
Academic Claims	Opening Past Periods	44	The semesters were opened for a short time and support was provided to academics.
	Assistant Definitions	78	Upon request, the assistants were defined to the relevant courses.

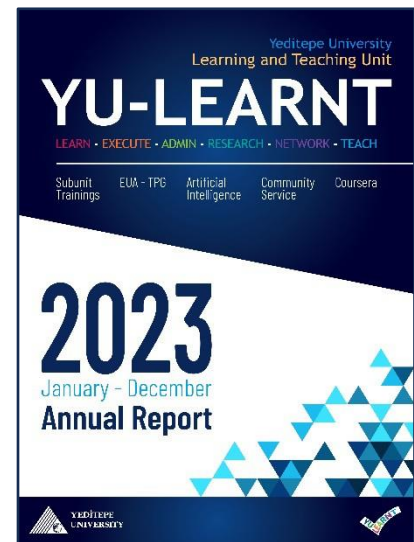
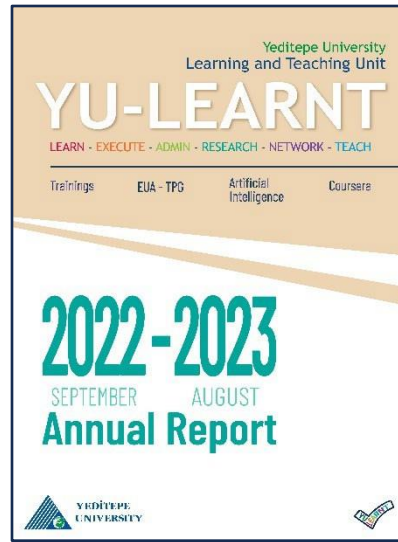
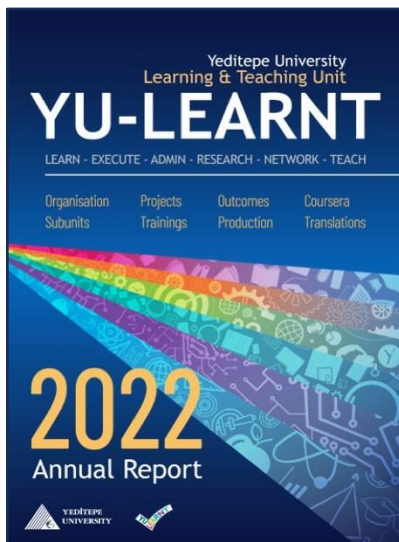
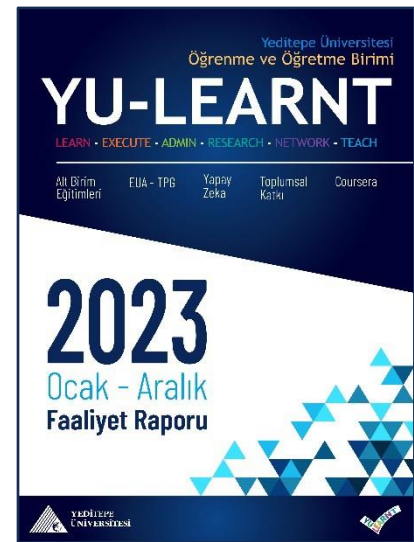
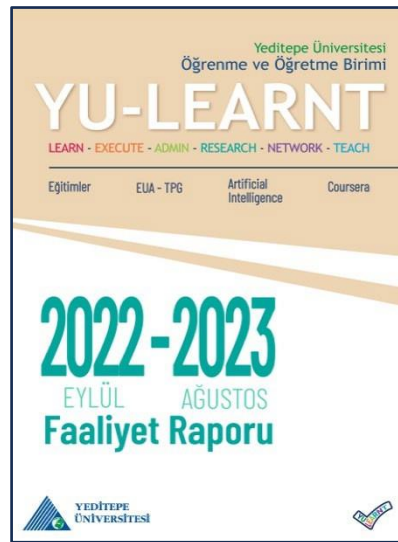
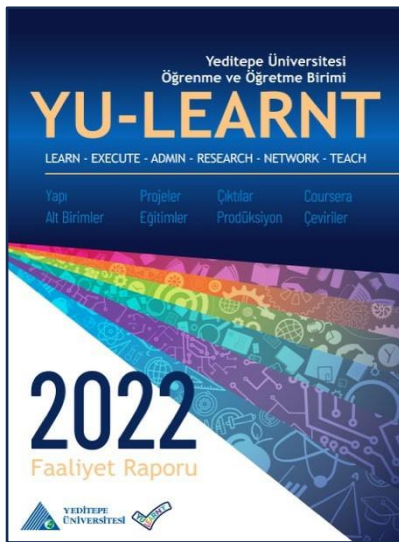


	Course Merge & Meta Links	959	881 planned and 78 additional requested courses were combined.
System Access and User Problems	Course Visibility Issues	177	It was reported to Human Resources and Planning Department, and support was provided with screenshots.
	E-mail Address and Password Problems	39	He was directed to the IT Centre.



14. Annual activity reports

YU-LEARN annual activity reports are prepared in Turkish and English. The 2022 Annual Report, the 2022 Fall-2023 Spring Annual Report and the 2023 Annual Report have been published in two languages on the Centre's website. The 2024 annual report will also be published on the website in two languages, Turkish and English, in January 2025.





YEDİTEPE UNIVERSITY