Sabancı University

2nd Education Conference
May 28-29, 2019

program & abstracts

teachingconf

Sabancı
Üniversitesi

Foundations Development Directorate

Welcome

Dear Colleagues,

Welcome to the Sabancı University 2nd Internal Education Conference! We are delighted to gather again this year as a community (hopefully with some new faces among us), following the very fruitful 1st Conference.

Last year at the 1st Conference, the main focus was on sharing our practice of innovative teaching approaches, and we had productive discussions on education & technologies as well as on creating a sustainable SU education sharing/support community. Through the Conference, the SU education community naturally emerged with a common vision of enhancing the excellence in teaching and learning at our University. In response to the discussion outcome, "SU Commons for Teaching and Learning" website was created, where the community has been sharing resources and exchanging ideas.

This year's Conference program will focus on teaching & learning support at SU and learning environment, while sharing innovative approaches and good practices taking place continues. The program also includes Faculty Courses panel discussion, in which stimulating exchange of opinions is anticipated. With your contributions, we hope this Conference fosters new collaborations and helps the SU education community grow.

Thank you for your attendance; we look forward to your active participation and a successful conference!

Yuki Kaneko & Süphan Bakkal
Conference Organizing Committee Chairs
Foundations Development Directorate

Program

Day 1 (May 28, Tuesday) Cinema Hall

08:00-09:00	**Registration**
09:00	**Welcome** Zehra Sayers, Director of Foundations Development Program
09:05	**Opening Remarks** Cem Güneri, Vice President of Education
09:15-10:35	**Session 1: Course Design and Practices, Classroom Technology** Chair: Matteo Paganin
09:15	**A Curriculum Evaluation on ENS 208** Abdullah Atmacasoy, Güvenç Şahin
09:35	**Overhauling A Popular Introductory Engineering Course: ENS 208** Güvenç Şahin, Ali Rana Atılgan, Gizem Özbaygın
09:55	**"English of Maths and Sciences" as an SL Course** Münevver Mine Bağ
10:15	**Designing a New Freshman English Course – Challenges and Opportunities** Ekrem Şimşek
10:35-11:00	**Coffee Break**
11:00-12:00	**Keynote Session 1** Chair: Zehra Sayers
11:00	**Supporting Teaching Excellence in Higher Education: The Role of Teaching and Learning Centers** Prof. Dr. Oya Yerin Güneri, Director of Center for Advancing Learning and Teaching, Middle East Technical University
12:00-13:00	**Lunch at Cafeteria**
13:00-14:30	**Session 2: Teaching Support at SU** Chair: Duygu K. Altop
13:00	**Professional Development Opportunity: Innovative Approaches in College STEM Education** Yuki Kaneko
13:30	**Preparing Graduate Students to Teach: Where to go from here?** Kristin Ann Şendur
13:50	**An Overview of the 1st Year Learning Assistant Program** Aslıhan Muazzez Ünsal

14:10	**Peer observation and professional dialogue** Deniz Kurtoğlu Eken
14:40-15:40	**Keynote Session 2** Chair: Cem Güneri
14:40	**Assessment OF or FOR learning: what impact a word difference makes** Assoc. Prof. Yeşim Çapa Aydın, Associate Director of Center for Advancing Learning and Teaching, Middle East Technical University
15:40-16:00	**Coffee Break**
16:00-16:50	**Session 3: Learner Support at SU** Chair: Yuki Kaneko
16:00	**One Step Ahead in Life with SUPER Program: Enhancing Students' Academic and Life Skills** Hristina Kacherilska Ugurlu, Pelin Atasoy
16:20	**Bada Advising System** Ceren Başak Araz
16:40	**The Role of Academic Support Program (ASP) in the Freshman Year Experience of SU Students** Süphan Bakkal, Zeynep Özal Kurşungöz
17:10-18:00	**Closing Discussion: Teaching and Learning Support** Moderator: Berrin Yanıkoğlu - How much do you know about the existing **learner** support programs (CIAD/BAGEM, ASP/ADP) and the different types of support they provide to students? - In addition to existing support, what additional types of **teacher** support would be beneficial to you / SU in general?
18:30-20:30	**Conference Dinner at President's House**

Day 2 (May 29, Wednesday) Cinema Hall

09:00-10:00	Session 4: Good practices	Chair: Mehmet Kuru
09:00	A Fresh Interpretation of Liberal Arts through Zeytin Example Zeynep Delen Nircan	
09:20	GSIC (Gender- and Sexuality-Inclusive Curriculum) at SL Lukka Alp Akarçay, Justin Jacobs	
09:40	What Engineers' English can teach curriculum developers Akif ÇAL	
10:00	To go online: The journey to a specific online ELT teacher training course Nezaket Özgirin, Sharon Çeltek	
10:30-11:20	Panel Discussion: Faculty Courses Moderator: Zehra Sayers Panelists: Ali Alpar (FENS), Ersin Kalaycıoğlu (FASS), Abdullah Daşcı (SOM)	
11:20-11:40	Coffee Break	
11:40-12:50	Session 5: Learning Environment	Chair: İnanç Arın
11:40	Makerspace as a Learning Environment Erdem İnanç	
12:00	Blueprint of an Adaptive Learning Platform for a Comfortable Student Journey Barış Altop	
12:20	Are Good Practices Good for All? N. Zeynep Yelçe	
12:40-13:20	Closing Discussion 2: Next Steps Moderator: Gürol Irzık – How can we sustain the SU educator community / keep addressing the needs of the community? – What are your suggestions for the next steps?	
13:20	Closing Remarks Cem Güneri, Vice President of Education	

Optional Sessions, Various Locations

	Workshop / Guided tour / Networking
14:30-15:00	Collaboration Space Tour, Collaboration Space (IC)
14:30-16:00	Workshop: How Can I Use Active Learning in MY Class? [Moderator: Yuki Kaneko], FENS G055
14:00-16:00	Networking Socialization @ SU Club, SU Club

Abstracts

A Curriculum Evaluation on ENS 208

Abdullah Atmacasoy, METU
Güvenç Şahin, FENS
abdullah.atmacasoy@metu.edu.tr

Identifying course objectives in accordance with the needs and expectations of students and industry has been a challenge for engineering programs. The gravity of this issue arises in introductory courses. In an evaluation project on the curriculum of ENS 208 – Introduction to Industrial Engineering, we adopted the CIPP evaluation model to understand the immediate needs of the students and to examine the extent of the content organization and instructional strategies. We collected data from multiple qualitative and quantitative sources. Results suggest that the course comprises rather theoretical subjects and the scope of the content is beyond the sophomore level. Agreeing upon the incongruence of learning outcomes with the course goals, the lecturers recommend introducing more conceptual but less methodological topics. Adopting the textbook as a curriculum is found to impede students to build relationship among the related concepts. Rather than the conventional instruction and being passive recipients of the knowledge, students aspire to become active participants of their learning process and study through cases exemplifying real life issues.

Overhauling A Popular Introductory Engineering Course: ENS 208

Güvenç Şahin, FENS
Ali Rana Atılgan, FENS
Gizem Özbaygın, FENS
guvencs@sabanciuniv.edu

During the update of the chain of required courses in the Industrial Engineering program, ENS 208 Introduction to Industrial Engineering has gone through an overhauling redesign following a formal curriculum evaluation study. This redesign is based on four pillars: (i) revise the learning outcomes to match with the overall goal of the course, (ii) teach more conceptual subjects requiring appropriate cognitive skills, (iii) integrate the use of computers and (iv) change instructional strategy to involve the students. We have been teaching this course in its new form for two semesters which have been a continuous improvement process. We discuss the redesign phase and our experience in this process.

"English of Maths and Sciences" as an SL Course

Münevver Mine Bağ, SL
minebag@sabanciuniv.edu

English of Maths and Sciences (EMS) is a course taught at the School of Languages (SL) for Route 4 and Route 4 Intensive students. It extends over 8 to 12 weeks depending on the semester and encompasses subject areas: Math, Physics, Biology and Astronomy.

The main aim of the course is, in fact, two-fold: to revise the subject matter of these topic areas students have learned at high school, or give them a chance to get familiar with them if they have not, and to enable them to grasp and express the related knowledge in English. This is enabled by a close cooperation between Faculty members and SL instructors.

This course is one of the unique aspects of SL as a preparatory year course and perceived very positively by students.

Designing a New Freshman English Course – Challenges and Opportunities

Ekrem Şimşek, SL
ekremsimsek@sabanciuniv.edu

AL102 course was introduced as a Freshman English course in the Spring term of 2017-18. Eng 101 and Eng 102 courses were the previous Freshman English courses offered and each course was for one semester. The new course is only for one term and includes new topics and assessment types. The preparations for the course started in the summer of 2017. By communicating with different departments at university, new themes and some new assessment tools were added. After running the course for the first time, feedback from both students and instructors were collected, analyzed and some changes were implemented. After the third run, the process still continues, so does the quest for perfection.

Supporting Teaching Excellence in Higher Education: The Role of Teaching and Learning Centers

Prof. Dr. Oya Yerin Güneri,
Director, Center for Advancing Learning and Teaching, Middle East Technical University
guneri@metu.edu.tr

Higher education institutions have been under pressure to excel in research and innovation. Thus many investments have been made and incentives were developed by universities to meet that expectation.

On the other hand, teaching which is an equally important function has become overshadowed. In the last decade, by some higher education institutions efforts have been made to support excellence in teaching. Thus, the present talk will focus on the definition, dimensions, and importance of teaching excellence and the role of University Teaching and Learning Centers in enhancing teaching excellence. The mission, roles, functions of Middle East Technical University, Center for Advancing Learning and Teaching will also be presented to exemplify how such centers can take an active role in supporting teaching excellence. The presentation will conclude with some recommendations to be considered while setting up such centers.

Professional Development Opportunity: Innovative Approaches in College STEM Education

Yuki Kaneko, FDD
yuki@sabanciuniv.edu

In September 2018, we organized a 4-day workshop on "Innovative Approaches in College STEM Education", with the aim of sharing our professional development program for the NS101/102 team and our experiences working with more than 3,000 freshman students through the integrated science courses. 20 educators from 8 Turkish universities (including SU) participated in the workshop, during which they created individual "application" plan to put the new pedagogical methods into practice in the subsequent semester. We concluded the program with individual follow-up meetings in January 2019. The feedback from the participants have been overwhelmingly positive, and through the workshop we were able to establish new collaborations for the betterment of college education in general. In this talk, I will share the overview of the workshop and post survey results. A few SU faculty members who participated in the workshop will also share the impact of the workshop on their professional development.

Preparing Graduate Students to Teach: Where to go from here?

Kristin Ann Şendur, CIAD
kristinsendur@sabanciuniv.edu

GR501, a two day pre-semester program required of all new academic graduate students, has the primary goal of helping these students prepare for their role of helping teach at Sabanci University. Since the course was established in 2014, however, SU educators have made significant innovations in practice with, for example, the introduction of facilitators and the increased use of active learning classrooms. To continue to prepare new graduate students for the diverse classrooms they may encounter at SU, GR501 must evolve with the nature of education at SU. This talk will solicit input from SU stakeholders on directions that we might consider for GR501, as well as introduce one such option: a joint project to prepare future faculty members for teaching in academia.

An Overview of the 1ˢᵗ Year Learning Assistant Program

Aslıhan Muazzez Ünsal, FDD
aslihanunsal@sabanciuniv.edu

Undergraduate Learning Assistants (LAs) are an important part of teaching teams of the first year University Courses; NS101-102, MATH101-102, IF100. Along with certain challenges, LAs are making an overall positive impact in these courses.
One of the essential components of the LA model suggested by the international LA alliance is the pedagogical support for helping students in an active learning environment. For the NS course, this component has been improving since the implementation of the program . In Spring 2019, a more extensive and structured pedagogical support has been given to first-time LAs.
In this talk, I will give a brief overview of the LA program of the University Courses with an emphasis on the pedagogical support component. Then, I will present survey results (conducted in December, 2018) and reflections from LAs, for the provided pedagogical support and their LA experience in general.

Peer observation and professional dialogue

Deniz Kurtoğlu Eken, SL
kurtoglueken@sabanciuniv.edu

Continuing Professional Development (CPD) is a journey of learning involving a wide variety of professional activities. Peer observation is one of the most widely used and rewarding CPD activities based on collaborative inquiry and reflection which contributes to the enhancement of teaching and learning practices and fosters professional dialogue. In this talk, we will be exploring the key principles underlying peer observation; peer observation types and tasks; feedback on its implementation in the SL; and discuss its value to institutions and individual teachers.

Assessment OF or FOR learning: what impact a word difference makes

Assoc. Prof. Yeşim Çapa Aydın,
Associate Director, Center for Advancing Learning and Teaching, Middle East Technical University
capa@metu.edu.tr

With the current developments in society, the goal of higher education has changed from "making students knowledgeable within a certain domain" to "supporting students to develop into reflective practitioners" (p. 332, Dochy, Segers, & Sluijsmans, 1999). More specifically, students are expected to be more 'active' in their learning process. This change necessitates differences in the notion of assessment as well. Rather than emphasizing only assessment of learning (or AoL), we need to ensure that our classroom assessment practices promote student learning. The term 'Assessment for Learning' (or AfL) has become popular, and ample research evidence indicates that proper implementation of AfL principles can lead to gain in student achievement and motivation. AfL approaches bring the necessary shift in the learning environment, with students becoming more involved in the assessment process and taking responsibility for their learning. The success of AfL is contingent on how given feedback is received and used by students. In this talk, I will elaborate the differences and similarities between AoF and AfL; provide an overview of how assessment for learning can be implemented in daily teaching activities; and discuss our research findings related to assessment and feedback practices in METU.

One Step Ahead in Life with SUPER Program: Enhancing Students' Academic and Life Skills

Hristina Kacherilska Ugurlu, FDD/ASP
Pelin Atasoy, CIAD
hkacherilska@sabanciuniv.edu

SUPER Program is a one-term Certificate Program offered to SU School of Languages incoming students. The Program was first opened in Fall 2018, as a pilot First Year Experience Project, run by SUPER Team.
The prime aim of this program is to raise incoming students' awareness of the various skills they will need throughout life and to enable them to use these skills both in their social and academic life. The Program also aims to support new students in their transition from High School to university by providing them access to available resources and raising their sense of belonging and engagement in SU community.
The program encompasses various activities such as: interactive workshops, elective seminars, Orientation, meetings with student mentors and CIAD counselors (BADA).
In this talk the program content, results for Fall 2018 and Spring 2019 terms and student experiences with the program will be presented.

Bada Advising System

Ceren Başak Araz, CIAD
cerenbasak@sabanciuniv.edu

BADA team is made up of counselors working in the Center for Individual and Academic Development. BADA Advising program is a support program that starts as a part of the first year experience, and continues to support the students throughout their undergraduate studies. BADA team aims to support all undergraduate students in terms of individual, academic and social development by enhancing their understanding of the university experience holistically. This presentation aims at defining the system, main interaction areas with faculty and other administrative units as well frequently observed obstacles and possible improvement suggestions.

The Role of Academic Support Program (ASP) in the Freshman Year Experience of SU Students

Zeynep Özal Kurşungöz, FDD/ASP
Süphan Bakkal, FDD/ASP
suphanbakkal@sabanciuniv.edu

In Sabancı University (SU), we would like the students to be ready to choose their majors and be independent learners after finishing the first-year university courses in their freshman year. Unfortunately, not all freshman students are able to complete the university courses successfully due to the challenges during their adaptation from high school to university. Academic Support Program (ASP) of SU provides support programs to assist the students in their "learning to learn" process and exemplify choices to aid them in their transition to university life. Peer support and sharing peer experience are the core of the support programs. In this talk, we are going to outline the peer support and MATH/NS basic knowledge programs that we offer to the students. The last part of the talk will be focused on discussing and exchanging ideas about the additional services that we are planning to provide.

A Fresh Interpretation of Liberal Arts through Zeytin Example

Zeynep Delen Nircan, FDD
zeynepdelen@sabanciuniv.edu

Sabanci University was the first higher education institution in Turkey to offer liberal arts education when it began instruction in 1999. This short talk will re-introduce current trends in liberal arts education and offer a small, fresh and local interpretation of it. A series of innovative, small scale educational experiments over the years demonstrated that it is possible to create holistic education that is in touch with both cutting edge science and local, cultural values outside of traditional campuses and such an approach can bridge gaps between cultures and disciplines. In this talk I will introduce lessons learned from Zeytin experiments, including a version that took place on Sabancı Campus in April 2019, and propose a possible path for Foundation Development Directory for scaling up the know-how that has been produced.

GSIC (Gender- and Sexuality-Inclusive Curriculum) at SL

Lukka Alp Akarçay, SL
Justin Jacobs, SL
lukkaalpakarcay@sabanciuniv.edu

The task group GSIC aims to make the SL curriculum gender- and sexuality-inclusive. Currently the group is focusing on making the Route 4 content gender- and sexuality-inclusive. The group hopes to expand the mission to include all routes and grow the project to an even wider level to include collaborations with teachers and student teachers working/studying in ELT departments in local institutions, experts, NGOs and union representatives. To accomplish these aims, GSICTG has been conducting awareness raising workshops for SL instructors and is collaborating with SUGender on a Gender- and Sexuality- Inclusive ELT project involving ELT professionals working in six different local universities. In this presentation, we will share our experiences, reflections, and challenges in incorporating gender and sexuality topics into our curriculum and an overview of the ELT Initiative.

What Engineers' English can teach curriculum developers

Akif ÇAL, SL
akifcal@sabanciuniv.edu

This research examines why and how the English language is used by engineers in the workplace. So far, research has shown that English is a contributing factor to employability of engineers and identified why and how English is used in the workplace by engineers in various contexts. However, there was a lack of research in the Turkish context and the extent to which the results of previous research conducted in other settings would be generalizable to the Turkish context was not clear. This research fills this gap. Data was collected through a questionnaire from 149 participants including engineers, managers and human resources professionals from twelve companies. Preliminary findings suggest that a) the role of English for engineers in the workplace is relatively limited, b) receptive skills are more important for engineers in the workplace than productive skills, and c) new graduates with an engineering degree lack English language skills necessary for the workplace. Implications of the study will be useful for curriculum designers in reviewing and revising their curriculum to cater to the needs of the workplace as well as higher education.

To go online: The journey to a specific online ELT teacher training course

Nezaket Özgirin, SL
Sharon Çeltek, SL
nezaket@sabanciuniv.edu

School of Languages Teaching and Developing Through Online Learning: Vocabulary Teaching and Learning (SL-TeDOL,VTL) is a free online teacher training course, designed by a couple of voluntary instructors at Sabancı University, to help ELT teachers revise or improve their vocabulary teaching and learning skills. One of the missions of Sabancı University is to share the knowledge and skills gained through institutional studies with the environment for the benefit of the society. As a university, in the past, we provided a lot of support to different groups of ELT teachers working at state schools by visiting different cities and giving weekly educational seminars. However, this kind of training is neither sustainable nor satisfactory for all kinds of teachers with different needs and backgrounds. Providing free education through online systems has become more important in this respect. We, as the designers of the course, would like to share our experience of the preparation, design and administration process. We will also share some key points and lessons learnt based on the process and feedback from course participants.

Makerspace as a Learning Environment

Erdem İnanç, Co-Space
erdeminanc@sabanciuniv.edu

Collaboration Space is a playground, where it's goal is to learn from failure and experience hands-on learning by doing. Leaving the playground itself is not a must, however the users are encouraged to become entrepreneur-minded. When the users show the potential of a sustainable and scalable business model, they are supported with funding and mentoring within CoSpace. CoSpace has prototyping tools, music and film-making studios and virtual reality equipments. In this the talk, I will introduce both opportunities that we want to offer for lecturers and insights from on going lectures. I will share success stories and structure of our entrepreneurship program called, Suasset mentoring and funding program. Audience will have the oppurtunity to take a closer look at CoSpace events and workshops.

Blueprint of an Adaptive Learning Platform for a Comfortable Student Journey

Barış Altop, FENS
altop@sabanciuniv.edu

The amount of people taking online courses has skyrocketed in the recent years. In addition to that starting from universities most schools have gone under a digital revolution and adapted online e-learning tools to convey information and resources to the students and ease the work of instructors. Although such new and ground-braking tools have been introduced to the education system, the main problem is still at loose, where all learners are given the same information in the same manner and expecting the same outcome. On the contrary, people tend to have different learning curves or perform better when information is conveyed in various other methods, expecting a more personalized experience. Our platform aims to fill this gap by tracking learner achievements and by introducing the micro-topic concept. The platform will weigh and present the content based on the abilities and preferences of the learner.

Are Good Practices Good for All?

N. Zeynep Yelçe, FDD
zeynepyelce@sabanciuniv.edu

This talk questions the possibility of achieving "good practices" appropriate for everyone in a given learning environment. Rather than focusing on theoretical, technological, and even practical insights guiding contemporary ways of teaching and learning – though giving due respect to each – this talk aims at suggesting a more individualized approach in teaching and learning. The main line of questioning stems from the nature of the relationship between the instructor and the student as well as that between the student and her/his peers. This talk also addresses the reflections of the dynamics of these relationships and how they can be utilized to enhance mutual learning. The talk is not based on any theoretical foundations, but on in-class experience. Thus, rather than presenting any solutions and/or good practices, it poses several questions to tackle with.

Workshop / Guided tour / Networking

Day 2 (May 29, Wednesday Afternoon)

Collaboration Space Tour 14:30-15:00

Guided by Hadi Çağdaş Erk, Zafer Çömlekçi, Onur Çırakoğlu
herk@sabanciuniv.edu

Duration: 30 min
Capacity: 30
Place: IC, Collaboration Space

Objective: After this workshop, the participants will have an understanding of how Collaboration Space may be used for different needs.

Tour will show what Collaboration Space has to offer for its users and explain how users can benefit from the facilities.

Workshop: How Can I Use Active Learning in MY Class? 14:30-16:00

Moderator: Yuki Kaneko
yuki@sabanciuniv.edu

Duration: 1.5 h
Capacity: 25
Place: FENS G055

Objective: After this workshop, the participants will have a practical plan specific to their course for implementing student-centered learning activities into their classes.

Would you like to learn how you can incorporate active-learning approach to your own class, without changing most of your class contents and lecture materials? You can do that! In this workshop, the participants will explore what "active learning" approach really means and create an actual plan for implementing the approach into their own courses. I will also share our approach and examples from NS101/102 courses, and introduce some active-learning techniques easily adoptable in college-level lectures. The workshop will be suitable for all types of educators in any discipline regardless of their experience levels.

Networking Socialization @ SU Club 14:00-16:00

Place: SU Club

For everybody who would like to continue casual discussions or chat is welcome!

Scan QR code to navigate to the website

Please send all other inquiries to
teachingconf@sabanciuniv.edu

Thanks for attending!