Öğrenme ve Öğretme Ofisi

OFFICE FOR
LEARNING AND TEACHING ENHANCEMENT

Our Team is Growing!

Yeşim NALKESEN AKIN, PhD(c) (Learning Design Consultant) and Mert ŞIDIM (Learning/Instructional Technology Administrator) have joined the OLTE Team this February.

Yeşim Nalkesen Akın, PhD (c)
Learning Design Consultant

Mert Şıdım
Learning/Instructional Technology Administrator

About OLTE

Office for Learning and Teaching Enhancement (OLTE) is in charge of responding to all techno-pedagogical needs and enhancing OzU's techno-pedagogical capabilities in OzU's all activities. With its distinguished cadre of experts holding scientific practical experience in the fields of teaching, learning, and technological design, OLTE coordinates and monitors necessary activities, and offers recommendations for improvement to the senior management in cooperation with academic and administrative units within the scope of the '**Techno-Pedagogical Education Framework**'.

Vision: To achieve excellence in the delivery of learning, teaching, research, and outreach activities via digital environments by supporting quality assurance at an international level.

Mission: To satisfy the techno-pedagogical needs pertaining to learning, teaching, research, and outreach activities in digital environments.

Important Announcement!

Students attend their **online synchronous** or **face to face synchronous courses** in Hyflex Classrooms based on their individual preferences. Our university has **18 Hyflex Classrooms in total**, with the addition of **newly designed 8 Hyflex Classrooms**, as well as **2 auditoriums** that may also function as Hyflex Classrooms.

Hyflex Classrooms have been technically updated. You may consider referring to the newly published guide on how to use these classrooms in an effective manner.

Our Hyflex Classrooms:

- AB3: 133 - 134 - 135 - 136 - 235 - 236 - 330 - 347 - 348
- AB2: G01 - G02 - G03 - 103
- SCOLA: 126 - 127 - 229 - 322 - 323
- Auditoriums: AB1.410 - AB3.150

Subject of the Month

Transform your lessons through OSCQR!

OSCQR is an internationally recognized **course quality rubric** to assist instructors in employing effective applications and standards rooted in research in terms of ensuring **the quality, effectiveness** and **efficiency** in online and blended learning environments. The framework consists of 6 standards and 50 categories guiding faculty members to design, evaluate and improve their courses. Özyeğin University encourages the adoption of this framework in designing our courses.

If you would like to transform or review your lessons within the framework of OSCQR, visit **"OSCQR"** under the heading "This Month at OLTE"!

Office Conversation with English Instructor, Selçuk Bilgin

Selçuk Bilgin, English Instructor from School of Languages, visited our office to receive one on one consultancy on his master's thesis: Transactional Distance Perception in Blended Learning: An analysis in the context of Preparatory Classes from our Instructional Designers, one of whom holds a PhD Degree and the latter is a PhD(c). Selçuk Bilgin and the Instructional Design Consultants did brainstorming on the following in two separate meetings conducted on the very same day: the topic of his research, to form hypotheses with regard to the study, to write research questions, what aspects to consider whilst collecting data. Selçuk Bilgin expressed that these brainstorming sessions and recommendations would be very useful for the upcoming methodological part in his study. We would like to thank Selçuk Bilgin for his visit and the intellectual conversation we had. We look forward to exchanging more ideas on teaching and learning related aspects with all our faculty members.

This Month at OLTE

Micro and Macro Case Studies

To redress the challenges our faculty and students face in their teaching-learning processes, micro- and macro-cases are studied and these case studies are shared with faculty members by OLTE on a monthly basis via **LMS101** course and **MyOzU**. These case studies are created based on the interaction between our faculties/schools/students and our instructional design consultants, as well as classroom observations, and received consultancy requests. This month's case studies explore how students should conduct their weekly readings and how to ensure more students watch the asynchronous videos.

Best Practice Videos

Last month, we shared the best practice video aiming to identify, announce; as well as to promote and disseminate good examples in faculties and schools. The best practice video has been selected based on a set of criteria.

This month, the best practice videos of Assist. Prof. Luis MARTIN-DOMINGO from our Faculty of Aviation and Aeronautical Sciences (Best Practice Video 2) and Assist. Prof. Erik Den HARTIGH from our Faculty of Business (Best Practice Video 3) were edited during the post-production pursuant to the interviews conducted with our instructors and shared via our website.

## Individualized Academic Support and Consultancy

The Learning Design Consultant at OLTE provides individualized academic support and consultation services to students based on their needs. The priority in these meetings is to listen to the student attentively, understand and create the best possible solution with regard to their learning environments. These sessions incorporate strategy training, self-regulation, awareness raising strategies in receptive skills and finally creating short action plans. OLTE collects feedback from students on a regular basis regarding these action plans. Students have tutorials with the learning design consultant on a regular basis. Data collected throughout the process and learners' evolving needs shape the objectives of these regular tutorials.

Lightboard Demo

Dr. Mehmet Parlak from the Faculty of Engineering visited our office to experience the Hyflex Experience Room at our unit in order to use it for the asynchronous and synchronous sessions of the training they plan to develop in cooperation with **Blockchain Society** and the **Lifelong Learning Academy.** Dr. Parlak during his visit proposed that **lightboard** technology could be purchased by the university.

Pursuant to our faculty member's proposal, the market search was completed and negotiations started with the vendors. Lighboard demo installation was completed in order to help our instructors and student assistants experience the lightboard technology. After the installation, our instructional design consultant collected feedback from the OLTE Director, Audio & Visual Team, Dr. Mehmet Parlak who experienced using this technology. Finally, a demo lesson was done by the consultants to receive feedback on student assistants' perceptions and opinions of it. Negotiations with different vendors are still continuing to request a quote for the lighboard technology. The necessary arrangements and plans are currently underway to make the lightboard technology available for our faculty and staff soon.
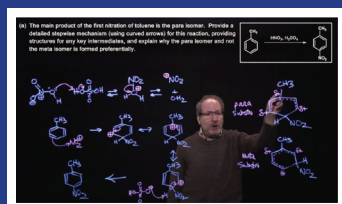
OSCQR

We looked at OSCQR in detail in one of our previous training sessions: "How can I design my courses based on techno pedagogical standards?". A practical video for each standard based on OSCQR Rubric has been prepared and shared with faculty members via **our social media accounts** and **web-site.**

Teaching Tips;

Overview and General Information

☐ Course includes "Welcome / Getting Started" content.
☐ Course includes the knowledge of what tasks the learners should do.
☐ Course includes a Course Information area for learners in a clear and navigable way.
☐ A printable syllabus is available to learners (PDF, HTML).
☐ Course includes links to relevant campus policies on plagiarism, opportunities for learners, etc.
☐ Course provides access to learner success resources.
☐ Course information states whether the course is fully online, blended, or web-enhanced.
☐ Course provides contact information for instructor, department, and program.

Technology and Tools

☐ Requisite skills for using technology tools are clearly stated and supported with resources.
☐ Technical skills required for participation in course learning activities scaffold in a timely manner.

Design and Layout

☐ A logical, consistent, and uncluttered layout is established. The course is easy to navigate.
☐ Instructions are provided and well written.
☐ Course is free of grammatical and spelling errors.

Content and Activities

- ☐ Course offers access to resources that support communication, collaboration, learning and engagement.
- ☐ Course provides access to interesting resources that provide different types of content.
- ☐ Course provides activities for learners to develop higher-order thinking and problem solving skills.
- ☐ Course provides activities that emulate real world applications of the discipline.
- ☐ Where available, Open Educational Resources, free, or low cost materials are used.
- ☐ Course materials include copyright and licensing status, clearly stating permission to share where applicable.
- ☐ Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").

Interaction

- ☐ Expectations for timely and regular feedback from the instructor are clearly stated.
- ☐ Expectations for interaction are clearly stated
- ☐ Course contains activities intended to build a sense of class community and establish trust.
- ☐ Course offers opportunities for learner to learner interaction and constructive collaboration.
- ☐ Learners are encouraged to share resources and inject knowledge in their course interactions.

Assessment & Feedback

- ☐ Course grading policies are clearly stated in the course information area or syllabus.
- ☐ Course includes frequent and appropriate methods to assess learners' mastery of content.
- ☐ Criteria for the assessment of a graded assignment are clearly articulated.
- ☐ Learners have opportunities to review their performance and assess their own learning.
- ☐ Deadlines for assignments/exams are clearly stated and sufficient time is provided.
- ☐ Learners have opportunities to provide feedback on course design, course content, course experience.

Social Media Highlights

Back to Life on Campus!

Uluslararası Bilimde **Kadın** ve **Kız Çocukları** Günü

%33 Tüm araştırmacıların arasındaki kadınların oranı

%22 Yapay zeka gibi son teknoloji alanlarda, kadın profesyonellerin oranı

%12 Ulusal bilim akademileri üyelerinin arasındaki kadınların oranı

Çalışan Öğrencilerimize Lightboard Demosu Yapılarak, Kendilerinin de Deneyimlemesine İmkan Verildi.

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