This year, Koç University is celebrating its 25th anniversary. As part of this celebration, in this newsletter I would like to highlight the achievements of Koç University Office of Learning and Teaching (KOLT). KOLT was founded in 2009 with the vision of President Umran İnan to make Koç University a center of excellence for learning and teaching. KOLT is the first center of its kind in Turkey to serve three stakeholder groups: faculty, teaching assistants, and students.
DIRECTOR’S WELCOME

This year Koç University is celebrating its 25th anniversary. As a part of this celebration, in this newsletter I would like to highlight the achievements of Koç University Office of Learning and Teaching (KOLT). KOLT was founded in 2009 with the vision of President Umran İnan to make Koç University a center of excellence for learning and teaching. KOLT is the first center of its kind in Turkey serving to three stakeholder groups: faculty, teaching assistants and students.

KOLT has a set of workshops and individualized support for incoming faculty members to facilitate their adaptation to the student-centered learning and teaching environment at KU. As of 2018, KOLT has organized a cumulative 120 workshops, seminars and panel discussions on different issues of learning and teaching in higher education such as “active learning to drive critical learning”, “team-based learning”, and “new approaches and practices in learning and teaching”.

A total of 87 faculty members received KOLT teaching innovation grants to improve their courses by effectively redesigning their courses, using active learning methods or educational technology.

Outstanding teaching award recipients have been sharing their successful teaching practices at KU via KOLT website in order to inspire new instructors to (re)design their courses to accommodate students’ needs.

KOLT plays a growing role in educational technologies and is primarily responsible for the establishment of university-wide learning management system (Blackboard), and building and managing partnership with Coursera for the development of massive open online courses at Koç University. Blackboard is used in more than 400 courses per semester. ECON 499 Economics Capstone is the champion of the last semester with more than 650,000 clicks on course items.

KOLT has supported quality enhancement, accreditation and review of different academic programs by conducting more than fifty focus groups and survey studies among students and alumni.

KOLT runs a tutoring center with more than 100 tutors for more than 80 courses per semester. The demand for this peer-supported system has been increasing every year among the faculty and students as they see the added value in student learning. The champion in tutoring is COMP 110 Introduction to Computer Programming with Matlab whose tutors recorded 388 student visits in Spring 2018.

Foreign language conversation circles promote fluency in spoken English, French, German, Italian and Spanish for our students. Native speaking students who are here for exchange and Erasmus Plus programs moderate these meetings.

KOLT designed and started offering a new one-credit course: KOLT 101 Academic Skills Development for students who need to self-regulate their learning by improving their academic skills (setting goals, reading academic texts effectively, developing good study habits, etc.).

KOLT 500 Teaching Assistant Training Program, a series of workshops focusing on good practices for effective teaching and offering hands-on skills acquisition in the form of microteaching sessions, is attended by 150-200 incoming graduate students in GSSE, GSSSH, GSB and GSHS every year. The program helps TAs overcome their teaching anxiety because teaching assistants get feedback from their peers and KOLT staff about their teaching skills in microteaching sessions before they conduct problems solving sessions (PS) and labs in a real class setting for the first time.

We implement a holistic approach to identify best practices and areas of improvements in order to enhance the overall quality of learning and teaching. We have been involved in the European Forum for Enhanced Collaboration in Teaching (EFFECT) project, which proposes ten principles to support the enhancement of learning and teaching at European universities. We are using those principles and many new research-based innovations in higher education learning and teaching as guidelines while conducting a comprehensive analysis of our university to determine what to keep and what to adapt and innovate for enhancing the quality of learning and teaching.

We know that student-centered approaches and the use of educational technologies are two key components in higher education learning and teaching. A care should be given to technology-enhanced instructional design to increase student engagement and interactivity. Instructors’ ability to design learning environments that help students gain 21st century skills such as problem solving, critical thinking, team building and working etc. will be much more critical in the future. These realities will shape KOLT’s support for learning and teaching at KU.

We hope this newsletter will give you some ideas that can be integrated into your teaching practices.

Assoc. Prof. E. Murat Sözer
KOLT Director, College of Engineering, Mechanical Engineering
**HOW TO ENHANCE STUDENTS’ SELF-REGULATED LEARNING IN YOUR COURSES**

Simply defined, self-regulation requires self-discipline and acceptance of responsibility for one's learning. When a student becomes a self-regulated learner, s/he can:

- set goals for learning,
- manage effectively,
- develop effective study habits,
- know and apply the necessary academic skills (effective reading, note-taking, academic writing, doing a research project, presenting, etc.),
- learn new skills to successfully complete her/his assignments, projects, etc.,
- participate actively in class activities,
- help others learn,
- make conscious choices for enhancing her/his learning (adapt her/his learning styles to the material to be learnt, change her/his study strategies to be more successful, etc.)
- self-evaluate her/his learning performance at various points of the learning process,
- reflect on her/his learning experiences (what kind of a learner s/he is, what s/he learns from learning experiences in different courses, how s/he grows as a learner, etc.)
- know how to give and receive feedback about her/his learning.

Research shows that using instructional strategies to boost the self-regulated skills of students leads to positive outcomes in different disciplinary courses. Students’ academic study skills, critical thinking skills, teamwork skills, and reflective writing skills can be developed with the help of carefully structured in-class activities such as knowledge surveys, exam assessment or reflective writing exercises (Lovett, 2013; Nilson, 2013).

You can integrate various activities into your courses to help your students become self-regulated learners from the beginning of the semester. The following table summarizes such activities. Below you can also see a brief description of each activity. You can adapt the activities to your own disciplinary setting. You can consult with KOLT to learn more about how to integrate them into the core program courses or discipline-specific courses.

In higher education, as a result of the shift from instructor-centered education to learner-centered (learning centered or student-centered) education, helping students self-regulate their learning has been important more than ever.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Suggested Activities*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting learning goals for a course at the beginning of a semester</td>
<td>1. Brainstorming and Writing Activities&lt;br&gt;• Why are you in this class?&lt;br&gt;• How I Earned an A in This Course&lt;br&gt;• What Are the Ways to Earn an A in This Course?</td>
</tr>
<tr>
<td>Self-assessing course knowledge and skills at the beginning of a semester</td>
<td>2. Knowledge Survey</td>
</tr>
<tr>
<td>Closing the course through self-evaluation of performance and reflecting on overall learning experience</td>
<td>15. Repeating the following activities (if they are given at the beginning of the semester):&lt;br&gt;• How I earned an A in This Course&lt;br&gt;• Knowledge Survey&lt;br&gt;16. “Future Uses” Paper&lt;br&gt;17. Letters to the Next Cohort</td>
</tr>
</tbody>
</table>

* Most of these activities are not graded. Concept mapping, memory matrix or mathematically based problems can be graded, but it is advised not to give too much weight in overall grading.

Here are some tips for effective teching:

https://kolt.ku.edu.tr/?page_id=218&lang=en
SUGGESTED ACTIVITIES FOR ENHANCING STUDENT’S SELF REGULATED LEARNING

1. BRAINSTORMING AND WRITING ACTIVITIES

These activities are helpful for setting goals for a course at the beginning of a semester

- **Why are you in this class?** This writing activity requires students to write a short paper explaining their reasons for taking the course. Please visit the following link to see how a faculty member in political science at Providence College in Rhode Island used this exercise in his class: [https://www.facultyfocus.com/articles/teaching-and-learning/why-are-you-taking-this-course/](https://www.facultyfocus.com/articles/teaching-and-learning/why-are-you-taking-this-course/).

- **How I Earned an A in This Course** This writing activity dated the last day of the semester aims to help students set high goals for themselves and envision the things that need to be done to achieve those goals. In other words, this activity requires students to imagine what they want to achieve by the end of the semester and what strategies s/he will use for achievement. Students submit their papers to retake at the end of the semester. The instructor will record the strategies, select the ones that are necessary for students to get an A in this course and share them with the whole class.

- **What Are the Ways to Earn an A in This Course?** It is an alternative to ‘How I Earned an A in This Course’. On the first day of a class, students work in groups, and brainstorm answers to this question. After students share their ideas, the instructor can show her/his own list of ways to get an A in the course.

2. KNOWLEDGE SURVEY

This questionnaire aims to rate students’ confidence in their ability to answer questions or to perform a task related to the course content. It should be given at the beginning of the semester and then repeated at the end of the semester to make students assess their own progress over the term. This kind of assessment has many purposes: assessing students’ prior learning, revealing misconceptions, or exposing students the concepts to be learned during the semester.

Sample item for the survey:

**Can you define the general principles of Theory X?**

1. I do not understand the question, so I do not think I can give a correct answer.
2. I think I understand the question and I think I can answer at least half of it correctly.
3. I know that I can answer the question well enough for grading.

To learn more about knowledge surveys, please visit the following link:


3. SQ3R (SURVEY QUESTION READ RECALL REVIEW) OR PQR3 (PREVIEW QUESTION READ RECITE REVIEW)

You can encourage your students to use these two reading strategies to help them read textbooks and academic papers more effectively. When students survey or preview a reading, they first look at the headings, subheadings, bolded, underlined or italicized words, and then write questions about them. You may also provide students, especially freshmen, with some questions from the reading. Students start reading to find answers to those questions. Reading becomes intentional this way. The last part requires students to put away all their notes and recite loudly or write down whatever they recall. Then students should review the reading again to remember what they forgot. Recall-recite-review part helps students develop their self-regulated skills and become self-learners through the practice of retrieval and rehearsal.

Please watch KOLT’s online mini lesson on the SQ3R method by clicking on the following link using your KU account:

[https://kolt.ku.edu.tr/?page_id=2582&lang=en](https://kolt.ku.edu.tr/?page_id=2582&lang=en)

4. CONCEPT MAPPING OR MIND MAPPING

It helps students understand knowledge organization and structure. Provide students with a list of concepts that you taught in class. Then ask students to identify the main or the most general concept and cluster the remaining concepts from the most general to the most specific, and connect them with lines or arrows with short descriptions.

To learn more about concept mapping, read the following short article that describes step-by-step how a concept map can be constructed:

[http://cmap.ihmc.us/docs/constructingaconceptmap.php](http://cmap.ihmc.us/docs/constructingaconceptmap.php)
This one-minute writing activity helps students reflect on their personal experience as a learner in the class. In the last minutes of your class time, you can ask your students one or two questions about the things they understood well and the things they did not as simply and clearly as possible.

Sample questions:
• What did you understand well in this class?
• What was the most confusing/challenging point about the content?
• How is today’s class connected with your prior learning in this course?
• How is today’s class connected with your knowledge from other courses?

To see a sample, please visit the following link:
http://provost.tufts.edu/celt/files/MinutePaper.pdf

Have you ever tried online mind mapping tools? Mindmeister is an excellent online tool for individual or group work mind mapping activities. Please follow the link to reach its website: https://www.mindmeister.com/

Mind mapping is similar to concept mapping. You can ask your students to put the main idea in the center and link related concepts to it by lines with arrows. Mind mapping does not require students to label the type of relationship among concepts. It can be also used as a brainstorming tool when you start teaching a new concept.

You can check students’ conceptual understanding via different immediate response systems (e.g. clickers). You display a question, preferably a multiple choice question on a slide, and then give students some time to discuss the answer. Students have the chance to discuss the material with their peers. Any misconceptions can be revealed and students can learn from their mistakes. The class can view the distribution of their responses, followed by the correct answer, to make sure they are understanding the material correctly.

This activity can take different formats depending on your aim as an instructor. During a lecture, you may stop and pair up students and ask them to share their notes. Then one or two students share what they learned by sharing their notes with their peers. Alternatively, without referring to their notes, each pair can write down the three most important points in the lecture and how they are linked to their prior learning or real life.

You can encourage your students to watch the following short video on note-taking to help them improve their note-taking skills: https://kolt.ku.edu.tr/?page_id=2582&lang=en

Like a minute paper, this activity is ideal for closing up the class. Students can review and assess what they have learned and what they have not learned in the class.

You can give your students the following worksheet:

8. RSQC2 (RECALL SUMMARIZE QUESTION CONNECT COMMENT)

Like a minute paper, this activity is ideal for closing up the class. Students can review and assess what they have learned and what they have not learned in the class.

You can give your students the following worksheet:

<table>
<thead>
<tr>
<th>Recall</th>
<th>the most significant point: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize</td>
<td>the main points: ____________________________________</td>
</tr>
<tr>
<td>Formulate</td>
<td>a question about the point that you did not understand well: __________________</td>
</tr>
<tr>
<td>Connect</td>
<td>the most important point to something you learned in this course before: ____________</td>
</tr>
<tr>
<td>Comment</td>
<td>that you want to make: _______________________________</td>
</tr>
</tbody>
</table>
9. MEMORY MATRIX
You can give each student a two- or three-dimensional matrix with the categories of your choice. For instance, you may put different theories of your discipline down on the columns and descriptive categories across the top row (see the template below). Students should fill out the matrix without referring to their notes. Students have the chance to compare and contrast different theories, perspectives or methods with this activity.

<table>
<thead>
<tr>
<th>Concept A</th>
<th>Concept B</th>
<th>Concept C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory X</td>
<td>Explanations on how Theory X approaches Concept A</td>
<td>Explanations on how Theory X approaches Concept B</td>
</tr>
<tr>
<td>Theory Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please look at a memory matrix sample from the Office of Medical Education Research and Development at Michigan State University: [https://omerad.msu.edu/teaching/teaching-strategies/active-learning-strategies/27-teaching/176-memory-matrix](https://omerad.msu.edu/teaching/teaching-strategies/active-learning-strategies/27-teaching/176-memory-matrix)

**Task:** Complete the table to explore the effects of various hormones on the GI tract as well as describe how these hormones are regulated.

<table>
<thead>
<tr>
<th>Hormone</th>
<th>Source</th>
<th>Action</th>
<th>Regulation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gastrin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somatostatin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIP (vasoactive intestinal polypeptide)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. MATHEMATICALLY BASED PROBLEMS
The following activities are appropriate for problems that have only one correct answer.

- **Assessing Students’ Confidence in Their Ability to Solve a Problem:** The instructor asks students to assess their confidence in their ability to solve a problem before they start trying to solve it, then reevaluates their confidence after solving it.
- **Write an Error Analysis:** The instructor asks students to write an error analysis of every problem they do not complete or for which they get a wrong answer.

11. PAPERS AND PROJECTS
Meta-assignments like projects and papers, fieldwork, simulations, etc. can have added value for increasing students' awareness about their own thinking and learning.

**Final project:** The instructor can give a final project (individual or group) that helps students use all knowledge and skills gained in the course. To help students improve their self-regulated and metacognitive skills, the instructor will add one or two of the following components to the project:

- **Project process paper:** When submitting the project, each student can also bring a project process paper that answers the following questions:
  - Where did you find the sources?
  - What did you learn from different sources?
  - How did you study for the completion of the project?
  - What did you find interesting/frustrating about the process?

**Assessing their own work and effort:** The instructor can give the list of criteria (or the rubric) that s/he uses to evaluate the projects. Using it, students individually answer some questions such as:
  - What grade would you give?
  - What are the strengths and weaknesses of the project product/results?
  - What kind of feedback do you expect?
  - What would you do differently in a similar future assignment?
  - How will the assignment benefit you?
  - What do you consider your most important achievement in completing the assignment?

**Feedback paper:** The instructor gives feedback about the progress of each group in the project and the final products.
12. Student-Developed Test Questions
You can ask your students to work in small groups to write a question for the next exam of your course. The questions can range from easy to difficult. You can collect the questions and edit them later. It is your decision whether to ask those questions on a quiz or exam or whether to give them back to the students as retrieval practice (they can answer their own questions).

13. IMMEDIATE POST-EXAM SELF-ASSESSMENT
The instructor will add some questions at the end of the test that ask students about their test performance and preparation. Students can be given an extra 5 minutes at the end of the exam for the completion of the questions. Students will not be allowed to submit their exam paper without answering self-assessment questions. Sample questions:

- What do you think your score will be on this exam?
  - 100-85
  - 85-70
  - 70-55
  - less than 55
- How much effort did you put into studying for this exam?
  - Please rate on a scale of 1 to 10.
- How many hours did you study for this exam?
  - 1-3 hours
  - 3-6 hours
  - 6-9 hours
  - more than 9 hours
- How did you study for the exam? (Open-ended)
- Which parts of the exam did you find the most difficult? Which part did you find the easiest? (Open-ended)

14. POST-GRADED-EXAM SELF-ASSESSMENT
When the instructor gives students the graded exams for them to see their mistakes and the feedback, s/he can ask some of the following questions:

- How did your actual grade on this exam compare with the grade you expected?
- How do you feel about your exam grade?
- How many hours did you study for this exam? Was this enough time to get the grade you wanted?
- When you examine the items on which you lost points, can you see a pattern? To what extent did they focus on similar topics?
- Set a goal to get a certain grade on the next exam. What study strategies will help you achieve that grade?

You can have a look at some samples on the website of Eberly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon: https://www.cmu.edu/teaching/designteach/teach/examwrappers/

15. REPEATING THE FOLLOWING ACTIVITIES
You can ask your students to find the three most important concepts or skills they learned in your course. Then, they can write a paper explaining why they find them important and how they will use them in the future.

16. “FUTURE USES” PAPER
You can ask your students to find the three most important concepts or skills they learned in your course. Then, they can write a paper explaining why they find them important and how they will use them in the future.

17. LETTERS TO THE NEXT COHORT
You can ask your students to write a letter advising later students (the students who will take this course in the coming years) on how to study for the course, interesting or challenging concepts, the most important points and knowledge and skills they deem necessary for the successful completion of the course. Please follow the link to see how an Emory University instructor used this activity in his class: https://www.chronicle.com/blogs/profhacker/improve-your-course-evaluations-by-having-your-class-write-letters-to-future-students/48659

References:
The aim of this hands-on workshop is to familiarize new faculty members with the use of Blackboard at KU. At the end of this workshop, participants will be able to:

- recognize the interface and navigation on Blackboard,
- recognize the course management panel,
- add menu items, content (documents, web links, videos, etc.) and assessment tools,
- create discussion forums,
- send e-mails and make announcements to students, and
- use the grade center, and grade students’ work.

BLACKBOARD LEARNING MANAGEMENT SYSTEM

A learning management system (LMS) is a software package that enables the management and delivery of learning content and resources to students. Blackboard is one of the most popular LMSs in the world and it is used commonly by the instructors and the students at Koç University.

Instructors can manage the courses, and create and share items. The main functions available to instructors in Blackboard are as follows:

- Uploading and sharing documents, videos, images, and so on,
- Creating assignment and tests,
- Collecting and grading students assignments and tests,
- Calculating students’ final grade,
- Customizing the course interface,
- Creating student groups to give them group assignment or projects,
- Creating discussion boards and announcements to increase interactivity.

Students can do the following main activities:

- Viewing and downloading the documents shared by the instructor,
- Uploading their assignments,
- Taking tests,
- Viewing their grades, and the instructor comments on their submissions,
- Posting comments on discussion boards, and
- Viewing announcements.

BLACKBOARD GETTING STARTED WORKSHOP

The aim of this hands-on workshop is to familiarize new faculty members with the use of Blackboard at KU. At the end of this workshop, participants will be able to:

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BLACKBOARD ASSIGNMENT WORKSHOP

Blackboard Assignment Tool allows you to create, manage and grade assignments, and give feedback to your students. You can, also, create and use rubrics for the assignments, and use the rubrics while grading. Assignments are associated with the Grade Center.

At the end of this workshop, participants will be able to:

- How to create an assignment
- How to edit, move and delete an assignment
- How to create a rubric
- How to grade an assignment in Needs Grading area
- How to grade an assignment in Full Grade Center area

If you want to attend the workshops, please click tinyurl.com/vbfp2dkl to make a reservation. Bring your own laptop for the workshop.
Qwickly Online Attendance Tool enables instructors to take and track student attendance in Blackboard. You can easily set it up in your Blackboard course. It needs to be set up once in each course.

Major features of this tool are listed below. Instructors can:

- take attendance from the course list manually,
- grade the attendance and show it in Full Grade Center,
- send automatic e-mails to students marked absent, and
- view the attendance history.

Students can view only their own attendance history.

BLACKBOARD GRADE CENTER WORKSHOP

The Blackboard grade center is an area for instructors to track student performance. You can grade students’ projects, homeworks, calculate total grades, select which grades are displayed to students, and create columns for any activities you want to grade, such as participation or attendance.

At the end of this workshop, participants will be able to:

- Enter grades,
- Create a column for each activity,
- Edit column information,
- View grade history,
- Exempt student attempt,
- Arrange the weight of the columns, and calculate the total score for the course.

BLACKBOARD TEST, SURVEY, AND POOL WORKSHOP

The test tool allows you to assess students’ mastery over content. This tool has 17 different types of questions and you can assign points for each question that you create. The survey tool is used for polling purposes and evaluations of the course. It is not graded, and students’ responses are anonymous.

The pool is a collection of questions from which you can select to build a test or survey.

At the end of this workshop, participants will be able to create, edit and deploy questions, tests, surveys and test pools.

Qwickly Online Attendance Tool has three main parts.

The first part is **Settings**. Here you can choose the default settings, viewing preferences, grade center integration, sending absence e-mails, system statuses, and adding a new status.

The second part is **Take Attendance**. You can take attendance for each of your students by clicking the statuses. Additionally you can type private comments for each student. You can set the date and time as current, past or future.

The third and last part is **Attendance Record**. You can view all of the session for which you took attendance, finalize or edit the attendance, and export them as an MS Excel file.

If you want to find more information on how to use Qwickly Online Attendance Tool, please see the Qwickly Instructor.
KOLT provides all technological support for faculty who wish to develop an online course to Coursera or any other online learning platform. Coursera is an open online learning platform that is accessible from all parts of the world. Six courses have been launched so far and three courses are currently in preparation.

In cooperation with KOLT, the Online Programs Office has produced many full online and blended courses during the last year.

Professor Zeynep Aycan who has dual-appointment in Departments of Psychology and Department of Business Administration, shares some experiences about online course developing:

- **What made you want to create an online learning course?**
  
  There are two reasons; firstly, I wanted to catch up with the new trends in learning and teaching so I thought the most important aspect of that trend was being more interactive. For the theoretical part of the class, it can be performed online and traditional methods can be adapted for the discussion part. I wanted to spend more time with my students on interactive experiential learning. The other reason was to spread this course and open the course to off-campus audiences.

- **What are the key elements of a successful and effective online learning course and what challenges can teachers face while building it?**
  
  I think the most important challenge is to make sure that students are prepared because of the flipped classroom created by the use of video. So the effectiveness of the course relies on the fact that students review the online part of the course.

- **Could you give us examples of positive and negative feedback from your students/audience?**
  
  The feedback was extremely good actually. They really enjoyed the fact that they were able to go back and forth through the content. They always can go back and listen the content again if they don’t understand anything. One of my students said that this course was the best experience in his academic life. I haven’t received so far any negative feedback, but I think that the length of the videos may be a problem. My videos are usually fifty-nine minutes long and I have eighteen videos like that so perhaps they could be shorter.

- **What advice would you give someone who wants to start implementing an online/blended learning approach?**
  
  It was very useful for me to get some tips from KOLT. For example I now how many different ways I can use these videos in a blended learning environment, what I can do what I cannot do with these videos. There is no need to reinvent the wheel, these strategies have been tested elsewhere in the world. A training from KOLT would offer a lot of wonderful alternatives.

- **Where and how do you think online/blended learning will evolve over the next decade?**
  
  I think in the near future, students will be in a position that to learn on their own. I think finding the right knowledge on the web is a very important skill to develop. Once we tell them how to find the right information on the web, then they can get that information. We don’t even have to provide them with that information necessarily, so I think that’s going to be the next step for them to find that theoretical information, to absorb it and then use it in the classroom via interacting not only with the professor but also among themselves. Peer to peer interaction is going to be extremely important.
IMMEDIATE RESPONSE SYSTEMS

An Immediate Response System can be defined as any system used in a face-to-face setting to poll students and gather immediate feedback in response to questions posed by instructors.

Instructors can use immediate response systems:
- to take attendance,
- to ensure some level of participation,
- to gather real-time information about student comprehension of a given concept.

They can facilitate the process of:
- drawing out students’ prior knowledge,
- maintaining student attention,
- creating opportunities for meaningful engagement.

They can also assist instructors in:
- assessing student comprehension
- developing classroom activities that allow for the application of key concepts to practical problems.

As these systems are designed to be compatible with PowerPoint, instructors can embed question slides in their presentations and gather feedback without switching applications.

Question types are:
- Multiple Choice
- Short Answer
- Numeric Response
- True/False
- Essay
- Demographic Assignment
- Priority Ranking
- Likert

Students use their own device (any device with a WiFi connection) to participate in polling. Softwares instantly graph student responses, and these simple graphs can be displayed on the presentation slide. Instructors project response graphs, so students can compare their own responses to those of their classmates.

They allow instructors to export and save response data for future analysis and assessment.

If you are interested in using immediate response systems in your class, you can attend KOL T workshops or make an appointment for one-on-one support. We will be happy to assist you in your software options for immediate response systems, question types, creating questions, and exporting session results.

If you want to attend the workshops, please click tinyurl.com/ybfp2dkl to make a reservation. Bring your own laptop for the workshop.

LECTURE CAPTURING WITH PANOPTO

Panopto is a tool that provides lecture capturing, video streaming and video hosting for students and instructors of the Koç University.

Panopto is an integrated tool in Blackboard, so the instructors can either use this tool via Blackboard or directly on Koç University’s Panopto portal: https://kocuni.hosted.panopto.com/

Both Windows and Mac users can use Panopto for recording a session. First you can download Panopto Recorder Software and then follow these 3 steps: Record -> Stop -> Upload. Once videos are uploaded to the Panopto Platform, the students can watch the video on the platform or on the Blackboard course site.

One of the key features of Panopto is to capture the timing, titles and images of the Powerpoint slides. Students can always go to slides that they prefer with this feature.

The other key features of Panopto are adding questions to the video, converting speech to text, adding bookmarks or writing notes on a specific timeline and having Q&A sessions through the Discussion function.

Although Panopto is a user-friendly tool, getting a training session can be very useful for instructors new to the platform.

If you want to attend the workshops, please click tinyurl.com/ybfp2dkl to make a reservation. Bring your own laptop for the workshop.
KOL T 101 Academic Skills Development is designed to help students improve their academic success by practicing and applying various academic skills through in-class exercises with their peers. Each class introduces a different academic skill through individual and group activities. The topics covered in KOL T consist of academic skills that students may need before and after a lecture, during a lecture, when preparing assignments, and preparing for and taking an exam:

1. Before and after a lecture: This module introduces different learning styles, and helps students develop study strategies compatible with their own style of learning. Students also practice how to develop different learning styles other than their own in relation to the demands of different courses they undertake.

2. During a lecture: This module introduces various techniques for effective listening, note-taking, asking questions, and active participation in class activities.

3. When preparing assignments: This module aims at developing students’ research and presentation skills. Thus, students practice how to do research for an assignment, how to find credible sources in a literature search, and how to prepare an effective academic presentation.

4. Preparing for and taking an exam: In this module, students learn how to develop study strategies when preparing for exams by means of planning, prioritizing, and time-management. In addition, students practice how to respond to different question types such as open-ended and closed-ended questions during an exam.

KOL T 101 students are also supported through the individual academic consultation service at KOL throughout the semester.

KOLT 101 ACADEMIC SKILLS DEVELOPMENT (One Credit Course)

KOLT 101 ACADEMIC SKILLS DEVELOPMENT

COMPUTER PROFICIENCY ASSESSMENT PROGRAM

CPAP 100 is a mandatory program for all Koç University undergraduates, except for College of Science and School of Medicine, to improve computer proficiency. Its aims are to develop and evaluate the skills of students in Microsoft Office Word (word processing) and Excel (spreadsheets).

KOLT collected feedback from KU instructors and graduates to improve the CPAP program. Starting from Fall 2018, there will be changes to the content of the program.

We are happy to assist our students in exam preparation. Please check our Tutoring Center.

Any student who wishes to improve his/her Excel skills is welcome to attend Introduction to Excel and Advanced Excel workshops. Please send an e-mail to kolt@ku.edu.tr in order to schedule a workshop.

KOLT NEWSLETTER 23
Why faculty should request tutoring services for your course,
• Tutoring supports struggling students in a timely and targeted manner.
• Generates a collaboration among students, tutors, and faculty.
• Improved student learning would increase class participation.
• Tutoring is an important opportunity to help students access challenging content.

Why students should be a tutor,
• Gain teaching experience.
• Excel in the subject you are teaching.
• Improve academic skills.
• Improve social and behavioural skills.

KOLT Tutors
- Received an A+, A or A-minus in any course they tutor.
- Most of them hold an overall GPA of 3.5 or higher.
- Approved or recommended by faculty.
- Completed Online Tutor Training.
- And paper-based microteaching sessions.
- Are responsive to students’ individual needs.

Interview with KOLT Head Tutor Arın Berk Yıldız

1. What are the academic and personal benefits of being a tutor?
To start off with the academic benefits, being a tutor gives you a true glimpse into teaching. Those that want to pursue an academic career should try and see whether they have a passion for teaching, and being a tutor is a good platform to do that. Another academic benefit of being a tutor is increasing your overall level of expertise in your own field. Even the most academically successful students tend to forget a good deal of what they have learnt after 1 or 2 semesters passes. Tutors, however, have to stay on top of their previous coursework, which in turn makes them in to better students. In addition to these academic benefits, there are many interpersonal skills that tutoring allows one to work on. You regularly interact with people one-to-one and explain complicated matters to them. To do that successfully, you need to become an effective communicator who is very empathic, concise with their words and always aware of others’ level of engagement in a conversation. These are communication skills that can be useful at many walks of life.

Furthermore, our tutors will have the chance to work on their public speaking skills via doing ‘review lectures’, which is another highly coveted skill in many professions.

2. What are the benefits of tutoring services?
First of all our tutors are quite knowledgeable in their coursework, having passed their class with a top grade. Besides that, the biggest benefit in my opinion, is that they will have the opportunity to learn from students that have actually gone through the same exact challenges as them, only a couple of semesters ago. There is massive value in learning from a peer as they not only have faced the same difficulties (having trouble answering certain questions etc.) that you are facing, they also managed to solve those difficulties successfully. This unique blend of knowledge coupled with the ability to relate with students is the primary benefit that our tutors bring to the table.

3. As a very successful student what tips would you share with your peers to become self-regulated learners?
There are three main qualities that are crucial to becoming a self-regulated learner: being disciplined, methodical and patient. In becoming a more academically successful student, discipline is a must.

There are many fun distractions that college life/being away from parents bring, but one must prioritize their duties over these distractions. Completing responsibilities must not be an afterthought but rather the main point of focus. By incorporating discipline and embracing the grind of academic life, one will be able to push the distractions aside.

Being methodical is another crucial quality as it makes success replicable. One must find a studying framework/structure that really suits them well, in order to be successful time and time again.

Patience is the last crucial piece of the puzzle. Neither discipline, finding a successful framework nor being academically successful comes easy. It is a process where you try certain things, fail, learn from those failures and try again. You have to continue on with this cycle persistently in order to achieve your goals.
KOLT 500 Teaching Assistant Training Program

KOLT 500 consists of workshops and a microteaching session. All new TAs at KU must fulfill the requirements of KOLT 500. KOLT also offers elective workshops for those who wish to obtain teaching certificate. The program aims to enable new TAs to carry out their teaching duties at KU.

1. EFFECTIVE TEACHING TIPS AND BEST PRACTICES WORKSHOP

The Workshop covers the following major headings:

- TA responsibilities at KU (KU rules and regulations)
- Preparing for the first day
- Leading effective PS / LAB / DS
- Motivating and engaging students
- Assessing and grading fairly
- Promoting a positive learning environment (how to establish rapport with students and how to set rules)
- Academic expectations of undergraduate students
- Giving quizzes and exams
- Conducting office hours
- One-to-one teaching
- Advising
- Assessing teaching
- Working with faculty
- Getting ready for microteaching

2. MICROTEACHING

Microteaching sessions are organized as a group activity. Each microteaching session is attended by five to seven participants. Each participant gives a seven-minute presentation on an introductory topic in science, engineering, social science, humanities, health, economics, marketing, etc. Participants are expected to choose their presentation topics based on their discipline. Microteaching sessions are delivered in classes that are equipped with screen, boards and other necessary basic equipment. If the TA's weekly responsibility is to solve problems on the board using a marker, then he/she is expected to do so in microteaching too. In courses such as computer programming, TAs can integrate technology into their presentations. For those who plan to deliver "high-tech" presentations, it is highly advised to get into contact with KOLT staff to arrange the necessary set-ups.

After each presentation, group participants and KOLT staff give immediate feedback. KOLT staff evaluates each performance based on a set of pre-determined criteria. TAs with low performance are invited to redo their microteaching session. Presentations are recorded so that TAs can evaluate themselves when they watch their performance. TAs can drop by KOLT to get their own videos on the week following their microteaching session.

Why Microteaching?*

- Microteaching is important to increase the confidence of the TAs in the classroom.
- Microteaching provides professional supervision with an opportunity to receive constructive feedback.
- Microteaching allows the TAs to understand and apply significant behaviours of a good teacher.
- Recording the sessions allow the TAs to reflect on and analyse the lesson taught.
- Peers who attend the session point out the strengths and weaknesses of the lesson.


3. BLACKBOARD

The aim of this hands-on workshop is to familiarize new TAs with the use of Blackboard (Learning Management System) at KU.

At the end of this workshop, participants will be able to:

- recognize the interface and navigation on Blackboard,
- recognize the course management panel,
- add menu items, content (documents, web links, videos, etc.) and assessment tools,
- create discussion forums,
- send e-mails and make announcements to students
- use the grade center, and grade students’ works.

4. INTRODUCTION TO INTERCULTURAL CONCEPTS IN THE WORKPLACE

"The Introduction to Intercultural Concepts" workshop became part of KOLT 500 in Spring 2018 with the thought that through facilitation, graduate students working in multicultural or multilingual environments may develop certain competencies and skills to identify different conflict and communication styles and use them in work place, classroom, research labs and future professional lives. This workshop helps participants remember that each individual is different and conflict is expectable. Participants are encouraged to ask questions, share their own experiences, and get curious about others. The workshop also gives participants a chance to get to know one another and develop respect and connections, because at no other activity in the university do TAs talk about their communication styles and cultural backgrounds.
“What if I cannot really sense students’ confusion or misunderstanding? What if the smart student sitting in the front seat answers my question correctly and thus does not give me a chance to see what the other students are thinking about the same question? Also, what fraction of students have understood the major topics? Thanks to educational technology, I am using clickers (also known as personal response system) via an application installed on their mobile phones to get instant evaluation/feedback from the entire class. In my slides, I post a set of questions ranging from simple to difficult (which are short but require analysis and critical thinking instead of understanding level questions only) and show the response distribution at the end of each question. Any question with a low success rate means that students’ learning is not at a level that I desire. I go over the corresponding subject once again.”

— Assoc. Prof. E. Murat Sözer
KOL T Director, College of Engineering, Mechanical Engineering
Koç University Outstanding Teaching Award, in 2012

“I believe that lecturing in some way resembles being on stage. This is why I try to make every class unique and engaging. I also make eye contact with the students to figure out whether they are following the lecture or not. Upon decoding their behaviours, I sometimes slow my pace down and end up covering fewer topics than I intended for a particular lecture. The most important thing is being able to communicate with all the students in the classroom, regardless of the fact that some of them might be enjoying the lecture while others sit there because they have to. I believe the main issue is not only to have comprehensive content knowledge as a professor, but also to be able to simplify the content and make it engaging for the students.”

— Prof. Burak Özbayçı
College of Sciences, Department of Mathematics
Koç University Outstanding Teaching Award, in 2013

“I believe the respect I have for my students and my desire to inspire them by fostering their ability to think critically contributes to a successful class. I strive early in the semester to learn student names and show them that I care about their learning and engagement. Once interested, students are motivated to do well and motivated students, in turn, can conquer even the most challenging of assignments and harness the learning process.”

— Asst. Prof. Rana Özbal
College of Social Sciences and Humanities
Koç University Outstanding Teaching Award, in 2018
I consider teaching to be like acting in a soap opera. I play with my voice, up and down, continuously move around in the class, and make eye contact with my students to keep them alive. I teach engineering courses, there are too many equations, with many reasons to get scared and not to like the class. I try my best to emphasize how those equations fit into the big picture and try to give them real life example, such as walking on a street in Las Vegas, finding a nice sunbed on the beach, and so on. I try to help them realize why that concept is important.

Assist. Prof. Alper Uzun
College of Engineering, Chemical and Biological Engineering
College of Engineering Outstanding Teaching Award, in 2016

Teaching is not just about transferring information, but also about sharing a passion for knowledge, inspiring students’ creativity, and developing critical thinking. A teacher should encourage critical thinking and should always strive to be respectful of different opinions. Students, on the other hand, should learn to think independently, not merely accept the teacher’s opinions. A teacher should be prepared to challenge and be challenged by the students.

Assist. Prof. Özlem Olgu
College of Administrative Sciences and Economics
CASE Outstanding Teaching Award in 2014

Don’t make your students feel like they are wasting your time. I want to be out of here as quickly as I can. If you think that, it will come across in your voice, mimics, gestures etc. so don’t think that. Think positive. Smile. Never resort to sarcasm in the classroom. Say it directly and politely. “Please pay attention to the lecture. Please turn off your phone. Please stop talking.” Be polite. Don’t make your students look bad in front of their friends. This is the worst thing you can do. Don’t make anybody look stupid (intentionally). This is wrong. Don’t do it. Believe that most students are decent, honest, hardworking individuals. We need to find a way to bring out the best in them.

Assoc. Prof. Murat Usman
College of Administrative Sciences and Economics
Koç University Outstanding Teaching Award in 2014

"At the beginning of each session, I try to raise some questions that create curiosity about the lecture. These questions generally touch upon their daily lives. Raising some questions about their personal habits establish a ground for understanding the relevance of finance in their day-to-day living. In that way, they understand how to use theoretical knowledge gained from this course in other settings."

Adj. Prof. Cüneyt Demirgüreş
Graduate School of Business
Koç University Outstanding Teaching Award, in 2015

"I consider teaching to be like acting in a soap opera. I play with my voice, up and down, continuously move around in the class, and make eye contact with my students to keep them alive. I teach engineering courses, there are too many equations, with many reasons to get scared and not to like the class. I try my best to emphasize how those equations fit into the big picture and try to give them real life example, such as walking on a street in Las Vegas, finding a nice sunbed on the beach, and so on. I try to help them realize why that concept is important."

Assoc. Prof. Alper Uzun
College of Engineering, Chemical and Biological Engineering
College of Engineering Outstanding Teaching Award, in 2016

For more detail, please see...
The classroom has a maximum capacity of 55 students. The class gives students the flexibility to work together in pairs or in big groups around 5 learning stations with 11 seats. Each learning station supports students’ laptops or tablets.

The central teaching station allows an instructor to facilitate the activities and control all technological equipment and tools. The teaching station has a desktop PC connected to a projector with whiteboard. This whiteboard features software and a digital marker that allows it to function as a smart board.

Solstice wireless collaboration software allows you and your students to share your desktops with the whole class. This software needs to be downloaded. Please click here to download it.

The walls in ALC are covered with a special film that makes writing and drawing possible across the room.

Finally, there is a sound system with a microphone and two speakers so that you can share your desktop’s sound. While recording your session with Panopto, the microphone allows you to record your sound.

Click here to watch a video on active learning classroom resources video.

This new classroom is intentionally designed to offer a student-centered and technology rich learning environment in order to facilitate and promote the use of active learning activities. It is located in Engineering building Z27.

SOS B08
SOS B08 is a classroom equipped with modern Audio Visual (AV) technology that enhances students’ learning experiences within the traditional environment by reducing boredom while increasing engagement.

Panopto also makes it possible to schedule sessions and integrate with the Blackboard Learning Management System, so that a lecture can be captured automatically without effort on the part of the instructor.

The key advantage of using SOS B08 as a learning environment is having a document camera which allows the instructor to share a close-up view of an object without passing it around the class. Unlike an overhead projector, a document camera does not require a transparency roll. This technology is useful when an instructor wants to write or draw on a paper and project the image during the lecture.

For support or to request a training, instructors should contact KOLT or the A/V Team.
**FREQUENTLY ASKED QUESTIONS**

1. **How can I create my syllabus on KUSIS?**
   Syllabus design guidelines and sample syllabi can be reached by using your KU password after clicking on the following link:
   [https://kolt.ku.edu.tr/?page_id=3023&lang=en](https://kolt.ku.edu.tr/?page_id=3023&lang=en)

2. **How can I apply for KOLT Teaching Innovation Grants (TIGs)?**
   Please watch for the call for proposals for TIGs, which are announced in August for Fall semester and in December for Spring semester. You can see the list of projects that received funding in previous years by visiting our TIG page on our website:
   [https://kolt.ku.edu.tr/?page_id=165&lang=en](https://kolt.ku.edu.tr/?page_id=165&lang=en)

3. **How can I request tutoring support for my courses?**
   You can send an e-mail to kolt@ku.edu.tr. You can also nominate one or two students for tutoring positions for your course.

4. **How can I use Turnitin on Blackboard?**
   Turnitin Direct Assignment guidelines can be reached by using your KU password after clicking on the following link:
   [https://kolt.ku.edu.tr/?page_id=3245&lang=en](https://kolt.ku.edu.tr/?page_id=3245&lang=en)

5. **How can I enroll my TAs and students in my Blackboard course?**
   Student and TA enrollment data on KUSIS can be transferred to Blackboard automatically. Instructors have to assign their TAs on KUSIS.

Please click [here](https://kolt.ku.edu.tr/?page_id=3023&lang=en) to watch How to Assign TAs to a Course video.

**Resources**
- We suggest you visit the following websites to learn some easy tips to use in your classes and learn the latest developments in learning and teaching in higher education:
  - Faculty Focus [https://www.facultyfocus.com/](https://www.facultyfocus.com/)