Spring 2018 KOLT TEACHING INNOVATION GRANT RECIPIENTS

Instructor	Course Name	College / Department	Objective of the Teaching Innovation Initiative
1. Yongsoo Park	MBGE 420/520 (01) Principles of Neuroscience	CS MBGE	To redesign the MBGE 420/520 course through teamwork activities, flipped learning methods and educational technologies using online quizzes, clickers and Vpad (TIG priorities 1, 2). Five strategies to teaching innovation: 1) Presenting competing theories for students to critically analyze. 2) Dividing the weekly class time into two sections and delivering the course in a mixed classroom setting: lecture and discussion session. 3) Introducing recent developments in the field. 4) Providing teamwork opportunities where students solve problems related to neuroscience collaboratively. 5) Sharing supplementary course resources on Blackboard.
2. Öznur Özkasap	COMP 491 Computer Engineering Design	CE COMP	To redesign the COMP 491 course in order to enhance the number, quality and interdisciplinary nature of undergraduate research at the university; to improve use of educational technologies for senior design research project activities by creating project poster and video databases on Blackboard (TIG priority 2); to increase the number of research oriented projects with the potential of publications and taking part in competitions; to enhance the use of active learning classroom for project meetings and collaborative activities (TIG priority 1).
3. Birgül Arslan, Zeynep Akşin, Ayşegül Özsomer	BUSA 499 Business Administration Capstone	CASE / Business Administration	To integrate knowledge from three subfields of management; strategy; marketing and operations by solving complex real-life business problems in a collaborative learning setting (TIG priority 1) that is delivered as a joint teaching project (TIG priority 3) by three faculty. The course is designed in three blocks. The first block of the course is designed to make students familiar with case writing and solution in a participatory learning setting. The second and third blocks of the course are dedicated to writing and solving a case through teamwork. Students apply their theoretical knowledge to real-life business problems and work as a team to propose solutions. The course design is aimed at improving the acquisition of the core program competencies by way of integrating student portfolio (TIG priority 5) as a form of assessment and applying active learning teaching methods. The course design also uses educational technologies. The students record and upload their presentations using Panopto and share them on the Blackboard (TIG priority 2).

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4. Valentina Rita Scotti	LAW 357-1 Women and Law	LAW	To design the LAW 357 course for the purposes of familiarizing students with the concepts and issues of gender and gender equality through integrating active learning methods and educational technologies by approaching the content in line with the methodology of comparative law. Three innovations to teaching will be introduced: 1) Students will collaboratively study and present relevant case-studies and judgments' analyses by dividing student into groups which will act as the parties involved in the cases in a simulation of the trials (TIG priority 1). Students will also actively contribute in the preparation of course materials by way of taking turns in writing a report of a class, as assemblage of which will be shared as a booklet to guide students prepare for the final exam. 2) Guest lecturers with a specific expertise on some of the course topics will be invited to hold several lectures. 3) Learning-by-doing sections will be structured on Blackboard using the discussion tools where students play a taboo-game (guessing words) aimed at applying theoretical knowledge into practical issues. The course design aims at improving students' critical thinking through participatory learning exercises in which students reflect and build on each other views and provides an occasion for confronting legal writing and receiving feedback by the instructors. Outside class, students will interact with each other via discussion forums on Blackboard (TIG priority 2) where they engage in debates about the topics presented in the supplementary course materials such as books and movies. Students will ask to actively contribute in the making of a list of books and movies relevant to course subjects at the beginning of the semester.
5. Nilgün Göktepe	HSGN 536 Hemşirelikte Yönetim Semineri	SON	To redesign the HSGN 536 course that will be held in the newly established Active Learning classroom at SON by incorporating active learning methods and educational technologies into the course structure in order to guide graduate students in their thesis project development process. All course materials such as the lecture videos, assigned readings, self-evaluation forms, and manuals will be available on Blackboard and students will interact with each other using the discussion tools on Blackboard (TIG priority 2). Within the collaborative setting of the Active Learning classroom, students will engage in experiential learning through online and hands-on exercises (TIG priority 1). Student presentations will be recorded and shared on Blackboard for students to use as a tool for feedback with relevance to their final presentation projects.

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6. Cenk Palaz, Eda Daloğlu	HIST 300 History of Modern Turkey	CSSH / History	To develop online supplementary course resources for students' collaborative activities on Blackboard along with new assessment methods of student performance. A package of visual materials consisting of historical documentaries (TIG priority[i] 4) will be created to be used as an outside class course material. Online discussion rooms with relevance to documentary subjects will be established on Blackboard where students will discuss their views and reflect on each other's opinions on relevant topics found in the documentaries (TIG priorities 1, 2). The grant will be used for the translation of documentary subtitles into English as vast of the documentaries related to course topics are in Turkish. Translation of these relevant visual materials will also facilitate the participation of international students with the course.
7. Fethi Mübin Ramazanoğlu	SCIE 104 (1) Exploring the Universe	CS Physics	To standardize telescope observation as part of SCIE 104 course that will enhance students' learning process by doing and observing through wider incorporation of telescope observation sessions into course structure and assessment methods (Students will gain bonus point for attending these sessions). The grant will be mainly used in the purchase of a telescope which will have two technical features not available in the existing telescopes at KU: First, the diameter of the aperture controls the resolution and light gathering power. Second, the telescope is motorized and computerized. Telescope observation intrigues students to learn more about the universe (TIG priorities 1,2) and improve their skills in line with the core program competencies, particularly for those students in non-quantitative disciplines (TIG priority 5).

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[i] **The priorities of KOLT TIGs** include the following items:

1. **Course design** that promotes **active learning** and **critical thinking**;

2. Course design that uses **educational technologies** (course videos, online quizzes, clickers, vPads, etc.) to develop online supplementary course resources, online assessment methods, and collaborative activities on Blackboard (Koç University Learning Management Systems) and offering Coursera courses;

3. **Joint teaching projects** within Koç University or with external partners to start interdisciplinary and transdisciplinary faculty collaboration;

4. Any innovative solution to the problems raised in the **mid-semester course evaluation** of the course or internal review report of the program that the course is offered by;

5. Course design improvement of a core program course (learning outcomes, teaching methods, integration of student portfolio as a form of assessment, etc.) in line with the core program competencies as listed in the following link: https://vpaa.ku.edu.tr/competencies-core-program.