

# BİLKENT ÖĞRETİM VE ÖĞRENİM DESTEK MERKEZİ

## 2021 YILI SEMİNER DUYURULARI



“Employing outdoor and experiential learning strategies to promote deep learning and transformative competencies in learners”

Thursday, November 25, 2021 12:30 – 13:30 pm

[Please see Seminar's Video](#)

Global entities like the UNESCO and OECD call for *transformative competencies* as crucial factor for successful lives and prosperous, sustainable societies. Such educational objectives go far beyond the scope and remit of most higher education (HE) programs.

Nevertheless, there are approaches to learning and teaching that are shown to be very successful in transporting the curriculum while also nurturing transformative competencies in learners. This session presents frameworks and benefits of outdoor and experiential learning in HE contexts, and offers practical guidance on how to integrate outdoor and experiential learning elements into HE courses to promote deep learning and transformative competencies in

learners.

### ***About Jule Hildmann***

Jule Hildmann (PhD) is a Senior Research Fellow in Outdoor Environmental Education at the University of Edinburgh, Scotland/UK. Her work focusses on promoting social and personal competencies through outdoor and experiential learning. Jule holds qualifications in formal education, counselling, crisis intervention, and outdoor adventure education. She is internationally active as academic, consultant, train-the-trainer (at the Centre for Experiential Education, Germany), and is lead researcher in the EU project ‘From Outdoors to Labor Market’, which uses outdoor learning to reduce youth unemployment in several European regions.



### **“Designing Assignments for Student Success”**

**Wednesday, November 3, 2021 6:30 – 7:30 pm**

[Please see Seminar's Video](#)

Classroom assignments can support students in or prevent them from performing to the best of their ability. We will discuss features of assignments that pose challenges to students' ability to demonstrate proficiency and ways in which assignments can be improved to support the success of all students.

#### ***About Christine Robinson***

Dr. Christine Robinson is the Executive Director of the Office of Assessment and Accreditation at the University of North Carolina at Charlotte where she leads a team that promotes continuous improvement in student learning, educational practices, and support services. Dr. Robinson organizes and facilitates campus and UNC System level assessment and accreditation efforts. As the University's Southern Association of Colleges and Schools Commission on Colleges liaison, she coordinates and compiles University-wide compliance documentation. She co-chairs the Grand Challenges in Assessment Project, a national initiative to create a strategic plan for assessment in higher education. Dr. Robinson received her Ed.D. in Curriculum and Instructional Leadership from Vanderbilt University. Her research examines the effects of classroom assessment on equity gaps and interventions that support student success. Previously, Dr. Robinson served as the Dean of Business and Information Technology and the Dean of Planning, Assessment and Quality Improvement at Seminole State College, the Associate Dean of Business and Information Systems at Waubensee Community College, and the Director of Academic Affairs at Indiana Institute of Technology. Her more than 22 years of administrative experience includes collaborating with and leading faculty and staff in the assessment of educational practices and programs and institutional effectiveness.



**“Sustainable assessment: Designing continuous assessment to encourage student learning for the longer term”**

Wednesday, October 27, 2021 12:30 – 13:30 pm

[Please see Seminar’s Video](#)

This seminar will address the issue of sustainable assessment in higher education. After defining sustainable assessment, we will address how we can design our assessment tasks to help students develop skills that are useful not only for immediate learning, but also for the longer term. The primary focus will be on ways to involve students in assessment to develop their assessment literacy while working on any course topic. Based on an example of a continuous assessment design, participants will reflect on how they could implement some principles of sustainable assessment in their own courses.

*About Céline Girardet*

Céline Girardet is a Master Assistant and lecturer at the university of Geneva (Switzerland), in the research group “assessment, regulation, and differentiation of learning”, directed by Prof. Lucie Mottier Lopez.

She completed her PhD in educational sciences on the topic of the evolution of vocational teachers’ beliefs regarding classroom management. During her PhD, she worked as a Junior Researcher at the Swiss Federal Institute for Vocational Education and Training (Lausanne, Switzerland). She also worked as a visiting scholar at Monash University (Melbourne, Australia) on a project about motivation to choose teaching.

Her current research focuses on assessment in higher education, specifically regarding continuous assessment, peer feedback, sustainable assessment, prosocial assessment, the role of emotions in assessment and feedback, and the evolution of teachers’ assessment-related beliefs. Her interests also include peer reviewing practices in scientific publishing. She is co-creator and co-editor of a scientific journal focusing on assessment in education ([La Revue LEeE](#)), which promotes an open and collaborative approach to peer reviewing.



“The effect of gamified in-class activities in Flipped-Classroom settings in Higher Education – in general and specific!”

Wednesday, October 20, 2021 12:30 – 13:30 pm

[Please see Seminar's Video](#)

(please ask for the password [btisc@bilkent.edu.tr](mailto:btisc@bilkent.edu.tr))

For higher education, the question of how in-class activities can be supported in large lectures is of great relevance. Goal of this seminar is it to present the findings of flipped classroom approaches and gamification and its challenges in higher education. I also give specific insights on an experimental study with 205 students that performed either gamified in-class activities using a gamified quiz with team competition, or non-gamified in-class activities using exercise sheets. Results show a positive indirect effect of gamification on application-oriented knowledge that is mediated by learning process performance. Furthermore, results show positive effects of gamified in-class activities on motivation.

*About Maximilian Sailer*

Maximilian Sailer is Professor of Educational Sciences at the University of Passau, Germany. He is also the Dean of Research of his faculty. His areas of academic interest include technology-enhanced learning, blended learning and empirical educational research.



Effective and Interactive Material Design with Web 2.0  
Thursday, February 25, 2021 12:30 – 13:30 pm

[Please see Seminar's Video](#)

This seminar aims to introduce some Web 2.0 tools that are easy to use and do not require heavy technical skills. Via these Web 2.0 technologies, you can support the learning process by carrying your lessons outside the classroom with effective and interactive content, or prepare interactive and remarkable course materials for your students at a distance.

The seminar starts with general visual design and instructional material preparation principles followed by easy-to-use and easy to integrate Web 2.0 tools. With these tools, you can create beautiful visual communication solutions transforming text-heavy content into a visual story with infographics, interactive social media graphics, etc. as well as instant measurement and evaluation, where you can provide instant feedback as a vital part of the learning process.

#### *About Gök Nur Kaplan*

Dr. Goknur KAPLAN works as an assistant professor at the Middle East Technical University (METU), Faculty of Education, Department of Computer and Instructional Technologies and as an assistant chair at METU [Center for Science Technology Engineering and Mathematics Education](#) (BILTEMM). She completed her undergraduate education at Hacettepe University, Faculty of Education, Department of Secondary Science and Mathematics Education, Mathematics Education Program in German in 2001 ranking first in the Faculty of Education. In 2004, she received her master's degree from the Department of Computer and Instructional Technologies Education, METU with her thesis titled "FIDGE Model: Instructional Design / Development Model Proposal for Game-like Learning Environments", which was nominated for many national and international awards. She completed her doctorate in 2010 with her dissertation titled "Knowledge Exchange Patterns in ESPN'S FastBreak Community" from Penn State University, Instructional Systems Program. Selected as "Academic All-Star" for two consecutive years by Microsoft Research and Serious Games Summit, Dr. Kaplan has national and international publications on various topics. She conducts her research on issues such as the integration of Web 2.0 technologies into education, digital literacy, games and gamification, social network analysis, etc.



**Alternatives to Traditional Exams**  
Thursday, January 21, 2021 11:00 – 12:00

[Please see Seminar's Video](#)

In this workshop, we'll discuss alternative assessment techniques to traditional exams. In addition to discussing some examples of widely used non-traditional assessment techniques in student-centered pedagogies, we'll also talk about the criteria for a successful assignment and how to design new assignments considering the particular requirements and circumstances of a given course.

*About Tufan Kıymaz*

Dr. Tufan Kıymaz received his PhD in Philosophy, with a minor in History and Philosophy of Science, from Indiana University, Bloomington, in 2017. The same year he joined Bilkent University Department of Philosophy. His main areas of research are philosophy of mind and philosophy of well-being. He was active in Indiana University Center for Innovative Teaching and Learning, both as a regular participant in workshops and learning communities, and also as a workshop facilitator. At Bilkent, he is organizing seminars and weekly workshops for students in collaboration with Bilkent Psychological Counseling and Development Center.

