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KADIR HAS UNIVERSITY

NEW EDUCATION MODEL & CORE PROGRAM

INFORMATION DOCUMENT

Directorate of Corporate Communications

Undergraduate Programs

2020

KHAS NEW EDUCATION MODEL & CORE PROGRAM

Going beyond the Traditional Education Models,

Kadir Has University provides a New Educational Model;

- That is unique, timely and in compliance with young generation's spirit,
- That will shape and guide the future world,
- That will nurture professionals, researchers and scientists for all sectors,
- That will nurture qualified people who can work worldwide,

That will set an example in Turkey and in the World as a completely different education model.

NEW EDUCATION MODEL

1st year, Core Program is comprised of a one-year curriculum that

- Provides universal values.
- Entails all competences of our age.
- Presents all ways of thinking and questioning that would be required by a free thinker

Starting from 2nd year, Project Based Education Model

- Syllabi are prepared in cooperation with leading sector representatives
 - All theoretical and practical skills, project development and application processes are included
 - An "academic mentor" and a "sectoral mentor" are provided for each student
-

A MODEL THAT IS UNIQUE IN TURKEY AND EXEMPLARY FOR THE WORLD:

“A model that doesn’t include any traditional class, and all academic and professional competences are delivered to the students via projects developed in cooperation with leading business partners in the sector”

OUR GOAL

- To equip students with universal values and competencies
- To encourage them to deal with any type of engineering problem,
- To have graduates that can find solutions with multidisciplinary and project based approaches

Why Do We Need a New Education Model?

Today, a university must be an intellectual place where the student is provided with universal values, equipped with all competencies required by the age, and turns into a free person. Ways of learning change along with the changing generations in today’s world. An education model based on memorizing the information they can find with one click is out of date. We want our students to use their mind for generating information rather than storing information. With the “Kadir Has University New Education Model” we developed in the light of this vision, we tear down the traditional university model, and provide a completely different education model that will nurture students who are entirely unique and will shape and guide the future world.

How Did We Develop KHAS New Education Model?

How was Core Program prepared?

We prepared the [Kadir Has University Universal Values and Competencies Document](#) after having discussions with all stakeholders from academicians to students, sectoral representatives and graduates. Based on this document, we prepared a Core Program specific to the first year. In this respect, we considered the first year of all four-year programs differently than the approach that has been the same in terms of content and teaching for at least a century: Contents of

the courses were created through universal values while teaching ways for the courses were planned to deliver universal competences. We provide a model in which traditional exam methods are never used for assessment and evaluation of courses that comprise the Core Program, and active participation of the student is achieved through personal experiences and observations, and faculty members undertake a role of “mentor” instead of a “teacher”.

How was project based education prepared?

For our model in which expertise training is predominantly provided from the 2nd year on, we developed the curriculum of the project based education model with the sectoral representatives and particularly R&D department employees in the sector. We defined the academic and professional competencies needed by our students in our new education model via university-sector collaboration, and thus developed a model that is entirely specific to us, unique in Turkey and exemplary in the World: A model that doesn't include any traditional course and all academic and professional competences are delivered to the students via projects developed in cooperation with leading business partners in the sector.

We Started Implementation in the 2019-2020 Academic Year

Under the leadership of our Rector Prof. Dr. Sondan Durukanoğlu Feyiz, KHAS New Education Model started to be implemented in 2019-2020 Academic Year in the Departments of Electrical-Electronics Engineering, the Civil Engineering and Mechatronics Engineering of our Faculty of Engineering and Natural Sciences. Of our students who got into these departments in the 2019-2020 Academic Year, those who successfully passed the School of Foreign Languages English Preparatory Exam and started their education in their departments have been the first students in the Core Program.

CORE PROGRAM – YEAR 1

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CORE PROGRAM – YEAR 1

Implemented in all faculties and departments in the 2020-2021 Academic Year

- Provides universal values
- Entails all competences of our age
- Trains individuals to be free thinking and questioning
- 100% unique courses prepared via participation of all faculties
- An assessment and evaluation system without traditional exam methods
- A course structure that includes active participation of the students and faculty members as “mentors”
- Topic based education in English
- A responsive individual to the society and the universe via social responsibility projects
- Global-citizen students equipped with universal human values and competences

What is Core Program?

The Core Program provides a common academic curriculum for KHAS freshmen before they begin courses specific to their departments.

Underlying the curriculum is the belief that a university should foster creative inquiry in students to prepare them for the rapid changes and new challenges in their specific fields and in society as a whole.

Our Goal:

In an era of information overload in which a growing number of people and devices compete to think for us, we aim to help students build a solid foundation of knowledge, skills and values necessary for navigating the complexities of our time and contributing to a peaceful and sustainable world.

The Purpose of Core Program:

Our courses in the humanities, arts, and natural and social sciences aim to arouse interests in the students and encourage them to pursue those interests both individually and collaboratively through projects that replace traditional methods of lecturing and testing.

How Do We Guide Students?

Lessons in the program are cooperative efforts between teachers and students in which students are active participants rather than passive receivers of information.

English instructors in the program work with professors from relevant academic departments to guide students in developing academic competencies in writing, presenting, reading, discussing, and researching through critical engagement with the content of the courses.

STUDENT OPINIONS



Ayberk Ayhan - *Electrical-Electronics Engineering*

Being included into Core Program was quite an interesting experience. I got very interesting ideas about topics that I've never thought of. Above all, I improved my English and presentation skills a lot. I've written more articles in English than ever. That was also very helpful. Specifically, I enjoyed the course "Design" at most. I discovered that I can work in many different areas in the field of engineering. My interests haven't changed much but I discovered interests that I can address. Core program provides an environment which allows for socialization with my classmates, and improving yourself individually or as a group, and meanwhile having lots of fun doing so.



Zeynep Şengün - *Electrical-Electronics Engineering*

I developed a new perspective with the Core Program. Our courses always include a discussion and we can all express our thoughts freely. Having presentations all the time boosted my self-confidence and improved my English a lot. I can define studying at KHAS as being an advocate of freedom, innovation and equality.



Yalın Evrim Yeşilirmak - *Electrical-Electronics Engineering*

I'm very pleased to be in this program due to taking courses from different disciplines, now I can approach events from different perspectives. Particularly "Design", "History of Mankind" and "Gender" rocked my world and I started thinking about these issues. With the Core Program, I've seen various disciplines together and had various perspectives. Moreover, Core Program helped me break out of my comfort zone and made me think about different things.



Sena Nur Düzenli - *Mechatronics Engineering*

Being included in the Core Program taught me the importance of teamwork and teammates. Being in contact with the academics helped me a lot in this process. My interests have changed and I want to do more research in the field of quantum. Core Program is a versatile program. It is also a program that improves you as you have easy access to instructors. It certainly improved my presentation skills in English and Turkish a lot as well.



Murat Akın Çiçek - *Electrical-Electronics Engineering*

With the Core Program, I learned how to cooperate with people and it helped me get to know the university better. Not only did I feel as a student of one faculty, but as a student of the whole university. I was really interested in the topics of “Ethics”, “Gender” and “Information Technologies.” In general, I actually loved all courses. Even though I am an engineering student, my interest in social sciences also increased. In the Core Program I learned how to make a presentation and speak in both English and Turkish on an academic topic. I learned how to approach a problem or a phenomenon outside my field patiently and cautiously.

CORE PROGRAM CURRICULUM

FALL SEMESTER COURSES

KHAS 101 – Origins and Consequences

Course Coordinator: Deniz Erođlu

This course aims to introduce the students with a broad outline on fundamental sciences by focusing on a discussion of groundbreaking discoveries, innovations and inventions in various scientific fields. The course also aims to develop the students’ curiosity for scientific fields and their connections, help them understand the consequences of scientific developments and the role science and technology play in shaping today’s world. The course explores groundbreaking discoveries / innovations / inventions in astronomy, geoscience, biology, chemistry, physics and technology, and provides the students with a background in science and today’s world.

KHAS 103 – History of Humankind

Course Coordinator: Levent Soysal

The main objective of this course is to introduce the students with major concepts in humanities and social sciences as they relate to world civilizations and history. It is expected that the students will become familiar with social scientific theories that utilize and build upon these concepts and understand that concepts and ideas change in time and space, and are institutionally framed. This will enable students to understand the historical context and intellectual conditions that give rise to certain developments by focusing on the content and social context of concepts such as civilization, science, history, time, space, myth, religion, individual, society, family, state, nation, race, gender, culture, globalization. The overarching theme will be how we understand civilization and the implications of different notions of civilization on how we interpret the world around us and how we organize our everyday practices. For this reason, the course will cover the period from the beginnings of the world, as depicted in scientific, religious, and mythical origin stories to the times of colonialisms and revolutions up until early twentieth century. Throughout the term the students will read primary or secondary texts and watch documentary and/or feature films dealing with history, family, religion, city, and/or nation, and respond to them utilizing the concepts covered in class.

KHAS 105 – Universal Values and Ethics

Course Coordinator: Didem Kılıçkiran

This transdisciplinary course is designed to help students reflect critically on the ethical implications of their conceptions of life and of their relationship with other human beings, with the society at large, and with the rest of existence. It aims to encourage them to think freely - to be free of prejudice and misinformed preconceptions; to build self-confidence and become responsible individuals who appreciate the rights of other living beings; and to empower them to become active agents in society's development through civic engagement. The course consists of five modules designed to focus on some of the most pressing issues of our times, i.e. diversity, citizenship, gender, information technologies, and bioethics, all of which involve ethical dilemmas that are hard to resolve and even hard to recognize most of the time. The course also aims to equip the students with basic research skills and reinforce their command of English by developing their reading, writing, listening, and speaking skills, and to expand students' academic vocabulary both at the receptive and productive level.

KHAS 107 – Design

Course Coordinator: Ali Dur ve Selçuk Öğrenci

This course aims to introduce the students to the wide world of design and its culture through a variety of perspectives. The course presents design in an expanded scope including technical/technological, material, spatial, ecological, political, economic, and global perspectives. It presents a rich variety of works in various scales blurring the boundaries between design, arts, architecture, engineering, science and interior and exterior space. Styles, materials, and concepts, in their relation to creative production, technological culture, industry will be exemplified. The course will evolve around the following dichotomies analog/digital, crafted/fabricated, personal/social, particular/general, material/non-material, standard/non-standard while focusing on the concepts of sustainability, recoverable, upcycled, recycled, copyright, copyleft, technology, open-sourced and appropriated. The course will be structured as four three-week modules which will focus on understanding the power of design, expanding the toolkit for design, representing and mapping how design shapes everyday life and how everyday life shapes design, and experimenting with particulars of data-driven design.

KHAS 109 – Computational Thinking

Course Coordinator: Akin Ünver

This course aims to present an applied introduction to algorithmic thinking for complex problem solving tasks. It seeks to build up a wide variety of interdisciplinary problem and conflict-resolution skills and competencies derived from computation, mathematics, logic and design. It introduces a multitude of problem solving skills such as pattern recognition, abstraction, induction-deduction that students will work on in groups, as well as preparing students to use programming interfaces like Python to work with datasets to address popular and exciting riddles and problems. The course will consist of the topics “*Critical Thinking and Logical Reasoning*”, “*Deduction and Induction*”, “*Problem Decomposition*”, “*Pattern Recognition*”, “*Abstraction*”, “*Fun with Algorithms*”, “*Algorithms and Procedures*”, “*Data Analysis*”, “*Data Representation and Presentation*”.

TLL 101 – Critical Reading and Writing in Turkish I

Course Coordinator: Şehnaz Şişmanoğlu Şimşek

This course aims to develop skills to express themselves orally and in writing in daily life and to comprehend argumentative essays in various forms and analyze them critically. This course encourages students to express their thoughts / arguments individually or as a member of a group in accordance with the manners of discussion. In this course students gain the ability to use relevant materials and resources in conducting academic research and the reflex to apply the rules of academic integrity in written and oral productions.

SPRING SEMESTER COURSES

KHAS 102 – Scientific Discoveries and Engineering

Course Coordinator: Deniz Eroğlu

The goal of this course is to provide students a broad outline of scientific discoveries and engineering, and help them to develop their critical thinking and problem-solving skills. To this purpose, the course explores different disciplines of engineering and provides participants with a broad background of engineering technologies as it focuses on the topics “Energy”, “Computer Technology”, “Artificial Intelligence”, “Telecommunication” and “Bioinformatics.”

KHAS 104 – Art, Literature and Controversy

Course Coordinator: Turgay Bayındır

This course is an introduction to the fundamentals of the appreciation of works of art and literature with a critical perspective. The course introduces works of art and literature together with the social and political contexts surrounding them and the controversies that they are engaged in. It aims to help students gain critical thinking skills as well as equipping them with the necessary tools to see, read, and analyze works of art and literature. Moreover, the course encourages students to be more perceptive to artistic expressions and creations they encounter in their everyday surroundings in Istanbul.

KHAS 106 – Global Issues and Human Condition

Course Coordinator: Lerna Yanık

This course aims to introduce students to key concepts and themes related to globalization and give an overview of debates pertaining to socioeconomic inequalities, limitations and challenges that emerge with globalization. The course introduces the students to the most challenging issues that the human kind is facing today. Some of the issues (such as war, peace, migration) that this course will bring under scrutiny is as old as the human kind itself. Some of them, however, like the global climate crisis, is relatively new and has been exacerbated by the ongoing globalization process and the interdependencies formed as a result of this process. Additionally, the course outlines key questions that global issues provoke and provides a review of processes of globalization in economic, environmentalist, cultural, political and social domains.

KHAS 110 – Civic Responsibility Project

Course Coordinator: İpek İli Erdoğan

This course introduces students to the concept of social responsibility with theoretical knowledge and universal values. It aims to transform this information into active citizenship skills through civic engagement activities.

KHAS 112 – Understanding Mathematics

Course Coordinator: Ceren Gürkan

The goal of this course is to cover basic concepts of mathematics that will be of use to the students of any background using a modular teaching model. Students will be able to identify solution strategies for real-life problems and comprehend the need for mathematical tools. Mathematical concepts will be discovered/thought through experiments hence the student will be able to observe the need for mathematics.

KHAS 114 – History of Jazz

Course Coordinator: Güç Başar Gülle

This course provides a general survey of the history of jazz from its origins to the present, with an emphasis on the stylistic and evolutionary development of the music

and the significant contributors to jazz styles. The main objective of the course is to help students understand, appreciate this great American art form called Jazz. In addition to this, the course aims to equip the students with basic skills that will enable them to identify basic musical elements in jazz, recognize main characteristics of styles in the jazz literature, identify similarities and differences between jazz and other music genres and analyze developments in jazz music in terms of social and historical context. Topics that will be covered in the course are *“Early Jazz and New Orleans”, “1920’s New York / Louis Armstrong”, “The Swing Bands / Count Basie and Duke Ellington”, “Bebop / 1950’s: Cool Jazz and Hard Bop”, “Modality of Miles Davis and John Coltrane”, “The Avant-Garde, Fusion”, “Latin Jazz” and “Jazz and Rock.”*

KHAS 116 – Exploring the Cosmos

Course Coordinator: Şölen Balman

The aim of this course is to help students understand scientific method and how we gain our knowledge of the Universe through scientific reasoning and discovery. This will help students to have a deeper understanding of the roles of science and technology in our society, and gain insight into the many important discussions and debates related to science and technology in our modern life. Topics that are to be discussed in class are: *“Cosmic landscape”, “Planetary and celestial motion”, “Gravity and light”, “Survey of the solar system”, “The moon and the inner and outer planets”, “Space debris”, “The sun and other solar systems, exoplanets”, “Stellar birth and stellar evolution”, “The Dead Stars: White Dwarfs”, Neutron Stars and Black Holes”, “The Milky Way Galaxy”, “Galaxies and Galactic Evolution”, “Cosmology.”*

TLL 102 – Critical Reading and Writing in Turkish II

Course Coordinator: Şehnaz Şişmanoğlu Şimşek

The content of the course is based on the genres, novel and short stories. Focusing on the concept of "fiction" through novels and short stories in modern Turkish literature, students will be able to interpret and criticize novels and stories in an analytical way and produce their own critical points of view. In addition, the relationship between novels and short stories with other texts and genres is discussed through concepts such as intertextuality, adaptation and rewriting. Besides, in-class activities are designed in order to encourage the creative writing skills of students.

PROJECT BASED EDUCATION MODEL

12 departments from 3 faculties are implementing project based education model as of 2020-2021 Academic Year.

Our students who have started education as part of Core Program in their first year collect all theoretical information and practical skills they need with a project based education model from 2nd year on in a way that is integrated into the project development and application processes.

The students will learn by experiencing rather than memorizing.

Ways of learning change along with the changing generations in today's world. An education model based on memorizing the information they can find with one click is out of date. We want our students to use their mind for generating information rather than storing information.

Modular Structure

All academic topics to be taught as part of this perspective are covered via modules adapted for each project. Each semester after the second one will require for the student to make at least two projects and question the formation that needs to be acquired in order to finish these projects and finally look for the subjects to learn that formation.

Mentors and Sectoral Collaborations

In every project, a student has an "academic mentor" as well as a "sectoral mentor" employed by leading institutions in the field. Industrial stakeholders of the program undertake an active role in defining, executing, and evaluating and rating these projects.

As an innate part of this education model, we provide long-term internship opportunities that enable students to participate in the projects of our sectoral (external) stakeholders' own training areas, production facilities or in their R&D laboratories.

Academic Career Opportunity

For those students who want to pursue academic career, Kadir Has University faculty members encourage them to participate in their own research projects starting from the first year and help them publish the results of the research they've done through their 4-year education in prestigious journals. These significant steps in the academic field provide our students with huge advantage for them to continue their post-graduate studies at leading universities in the world.

With this education model, we train students who learn by doing and who quickly solidify the knowledge acquired through immediate practice with a strong capacity of constantly developing their skills.

FACULTIES AND DEPARTMENTS WITH PROJECT BASED EDUCATION MODEL

1. Faculty of Engineering and Natural Sciences

(As of 2019 - 2020 Academic Year)

- a. Electrical-Electronics Engineering
- b. Civil Engineering
- c. Mechatronics Engineering

2. Faculty of Communication

(As of 2020 - 2021 Academic Year)

- a. Visual Communication Design
- b. Public Relations and Presentation
- c. Radio, Television, and Cinema
- d. Advertising
- e. New Media

3. Faculty of Arts and Design

(As of 2020 - 2021 Academic Year)

- a. Industrial Design
 - b. Interior Architecture and Environmental Design
 - c. Architecture
 - d. Theater
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