

MODEL 2023



**a solution for a
qualified education**

A SOLUTION FOR QUALIFIED EDUCATION AND MODEL 2023

The purpose of the rules to be applied in education and training is to transforming knowledge from being an excessive decoration, a means of domination or a civilized pleasure for human beings into a practical and usable tool that ensures success in material life. (Mustafa Kemal, from 4th legislative year opening speech in the Turkish Grand National Assembly, 1923)

A. Not What You Do but The Way You Approach To The Issue Is What Is Essential.

It is not possible to not to be astonished by how stimulating and guiding Atatürk's magnificent proposition in 1923 Turkish Grand National Assembly speech is to the information age we live in and to the quantum world of science. Of course, this warning actually has a duty imposed on all fields, all authorities in their fields and on us as an education society. How do you do your trainings? Can you account for your applications related to this? Thus, in your training;

- Does the information you provide turn into useful information for the student?
- What kind method do you use to achieve this?
- Is the method you applied known to your students?
- Do you have a validated model that includes what they are based on?

If you can answer these questions in affirmative and your students' feedback reinforces this, then it is okay. However, if you do not have a fully satisfactory answer, there is no reason to not to doubt the effectiveness of your education. In two public and four private university in our country and in one state university in USA, I have not come across an education in which these questions are answered in full. The situation of administrations, professors and graduates in university education throughout our country is a clear proof of this.

While even it was a big problem to complete the syllabuses of the professors in a 12-year old university in 2007, it was clear that the forms prepared and uploaded to the web pages due to Bologna Process were a dysfunctional obligation. Because education did not bring any results. It cannot be said that the Bologna credit criteria (ECTS) has any benefit other than providing a credit standard in student exchange between universities and that it functions properly.

I can clearly say that I found the scientific freedom environment in Gedik University, which I could not find in other universities until now. For this reason, I thought that when I was appointed as the head of the International Relations department at the university, we had to do a special study due to the facts that I have stated, my previous experiences and my principle of accountability for the work I did or the responsibilities I took. I shared this idea and a model that I have been working on for years with our faculty members and assistants. Thus, we have come to the conclusion that we can answer the questions I have stated before

by developing the model further with a common understanding. We finalized the model together and put it into practice. Our two main questions were; “How can we build and advance our program?” and "How can we train and improve our students better?" The model was built on this basic idea.

B. Model 2023

The model consists of two main parts. (1) The management of the education, (2) the implementation of the education. The general view and short descriptions of the model related to these two parts are separately explained below.

(1) Part of the Education Management of the Model 2023

The first part of the model is the preparation phase of the education program of the department. This part is the managerial process in which all necessary activities are planned before entering the classroom. This process starts with the determination of the program objectives and the first stage is completed with the determination of the program outcomes on the basis of the objectives, the definition and analysis of the basic ideas of the courses, the determination of the courses for the curriculum, and the control of each course according to the principles / objectives of the department.

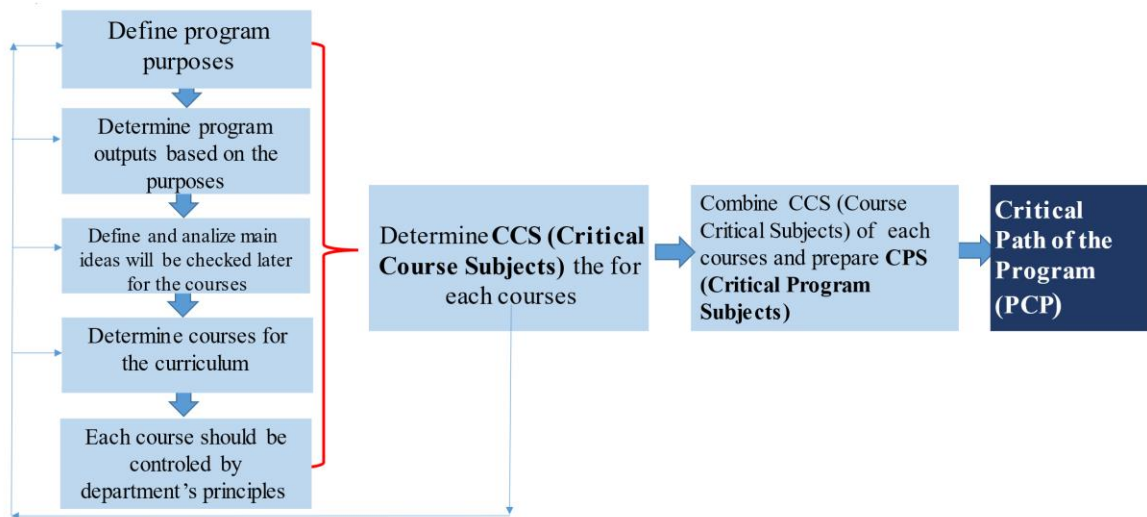
The most important part of the program is to preparation of syllabuses for each individual course. Along with the originality of the model, its difference and usefulness from the applications of other universities starts at this point. According to the model, syllabuses are prepared for each course with the joint work and decision of the department faculty members. The reason for this is that the syllabus of each course is related to the syllabus of the other courses, the lack of topics or the elimination of repetitions, or specifically stating the issues that need to be emphasized. The reason for this practice is the elimination of the complexity of the syllabuses that prepared by the lecturers in his/her own way and the uncertainty of whether it is suitable for the program objectives or not. Elimination of this uncertainty is an indispensable method for measuring overall program success.

For this reason, for each course, no matter which faculty member will give that course, while lesson plans are prepared in advance, six topics that must be given in the course are determined and written in the syllabuses. These six topics are called the Course Critical Subjects (CCS) of that course. When the day come, the lecturer who will teach the course knows that he/she will teach these six topics in his/her pre-lesson preparation, and he/she can teach them in a fourteen-week program, or he/she can finish them in six weeks on his/her own initiative and teach his/her own topics for the other weeks. The main thing is that the CCS's are taught effectively, and it's been guaranteed. One or two questions are also prepared for each of these six topics. The total of the Course Critical Subjects and these questions are important as they will be used as basic data when measuring the success of the program at the end of four years.

If six courses are taught per week in undergraduate programs, the total number of courses in the program will be 48. Since the Course Critical Subjects of each course are 6, the total CCS of the program will be 288. Here, we call the sum of the CCSs of the program

"Critical Path of the Program (CPP)". The Critical Path of the Program (CPP) is the backbone of the entire undergraduate program. For this reason, if the undergraduate program is to be changed for any reason, the place of this will be the CCSs on this CPP. If a whole lesson (i.e., 6 CCS) or one or more CCS of the lesson plan will be changed, these changes will also change the Critical Path of the Program (CPP). If a lesson is removed from the program or a new lesson is added, or if a subject is to be removed from the syllabus of any course, this will be done through CPP. This is the first point we will account for as department management. Thus, the expected success of the program will be guaranteed, continuity in education will be ensured, initiative will be given to the faculty members while providing convenience, and the environment where in-class education can be given in a qualified manner will be prepared. The next stage is the second part of the model, which is the implementation of the education, in-class application, and the stage of making education qualified.

Model 2023- The Management of the Education (First Part)



Model 2023 - The Implementation of the Education (Second Part) – Enhancing Quality of Education

RDES METHOD

Reading

Analytical reading at home for the given homework, preparing five questions and answers on the topic and preparation for a 10-minute presentation.

Discussion

Volunteering to lead the seminar in the classroom, making presentation on the subject and managing the seminar with questions.

Evaluation

Evaluation of the seminar by all students at the end of the seminar, criticism and final evaluation of the faculty member.

Scenario Writing

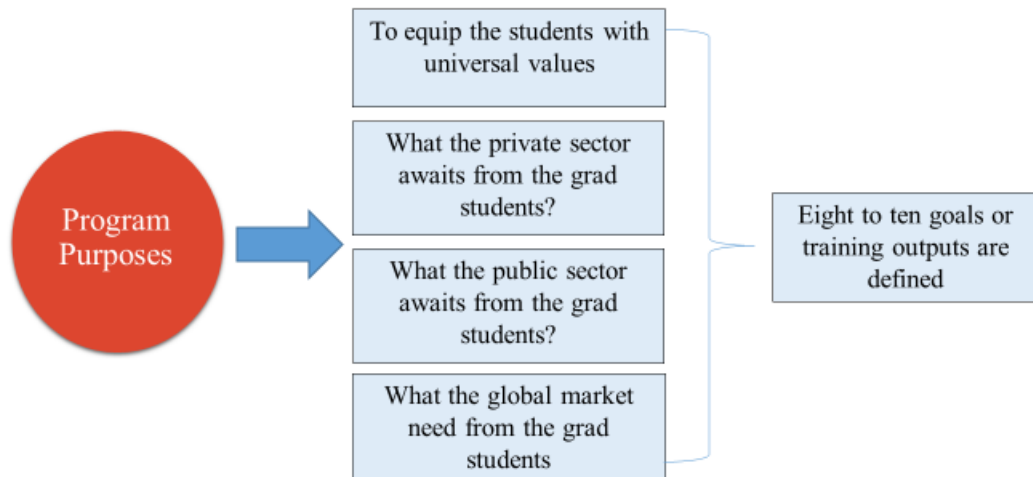
Writing an essay / scenario of at least 500 words by adhering to a theory (e.g. liberalism, realism, Marxism, constructivism) that the student will determine within the scope of the subject using 5 concepts determined by the student and giving it to the lecturer one week later.

Aim of the Program (When The Students Graduate)

- They have to have at least two foreign languages
- They have to have chance and ability to make their carrier following master and doctoral program either in country or abroad,
- They also have chance when they passed a serial difficult examinations work for Ministry of Foreign Affairs and other public enterprise.

- They have to have high work opportunities on several private enterprises in country and when they applied special procedures they may also work abroad,
- They have chance to be intellectual individuals who equipped with national and universal values.

determining the program outputs based on the purpose



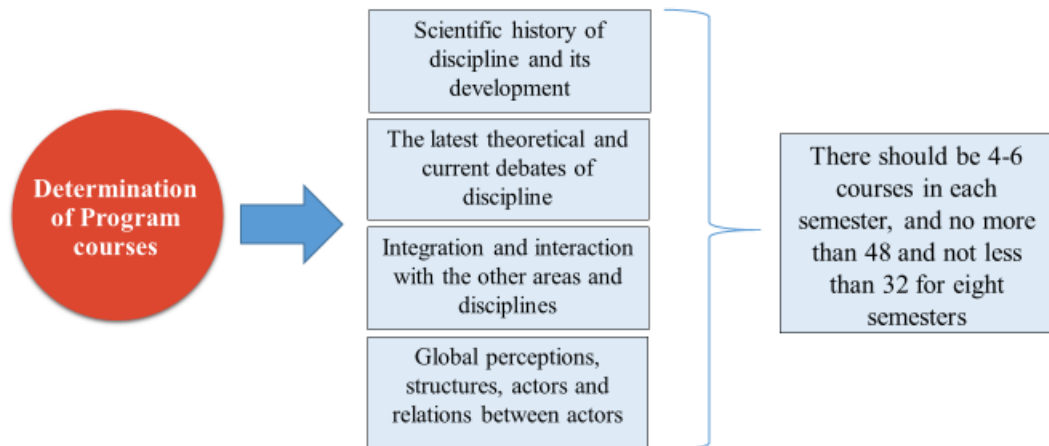
values we care about

• Humility	• Renunciation
• Tolerance	• Pridelessness
• Non violence	• Cleanliness
• Simplicity	• Absolute True
• Self Control	• Self realization

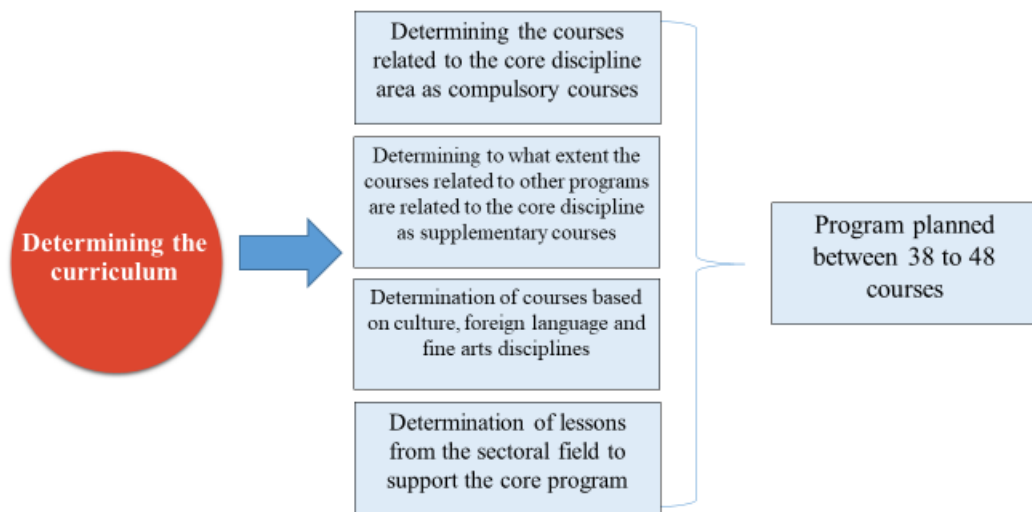
Program Learning outcomes (PLO)

- PLO1** Raising awareness about published classic documents and new works on the International Relations discipline
- PLO2** To be able to explain the history of the development of theories and the Great Debate
- PLO3** To be able to explain the basic concepts, theories and ideologies of the discipline and to express opinions on these issues
- PLO4** To be able to explain theories of international relations individually and relationally
- PLO5** Knowing the events that make up the history of international relations and establishing relationships between them
- PLO6** To know the ancient and modern thinkers and their thoughts and to establish relationships between them
- PLO7** To be able to reconcile international law concepts with international relations events and make new inferences
- PLO8** To be able to interpret current events related to International Relations, Law, economics, politics and sociology within theoretical frameworks
- PLO9** Having basic ideas about the formation and values of the world cultural heritage and Turkish and World culture, science and art
- PLO10** Conducting and presenting a thesis research based on scientific principles on a subject related to the International Relations discipline

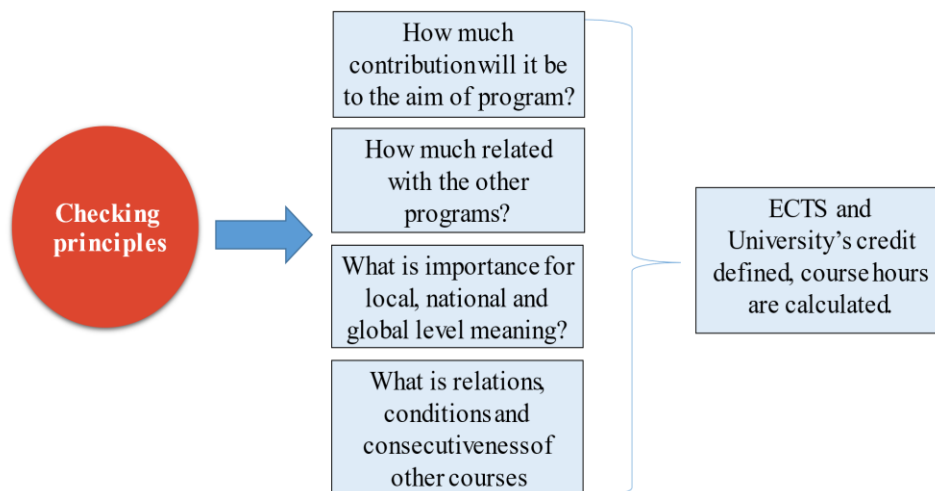
Determination of the core ideas of the program courses



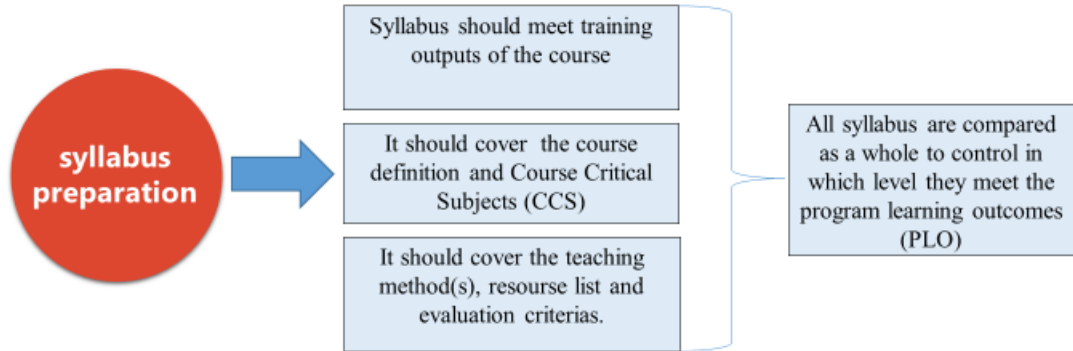
determining the courses in the curriculum



each courses should be checked by the program principles



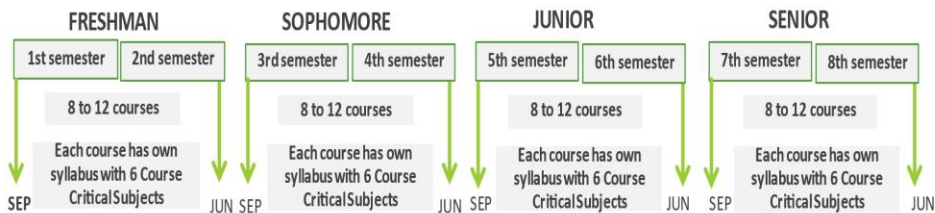
syllabus preparation



Course Critical Subjects (DKK) are the subject that should be covered in each courses. Each course has its own 6 CCSs. It is determined in advance by the instructor and the department's teaching group. 6 CCSs should be written in the syllabus. The lecturer then can add some other subjects in his/her syllabus according to his/her own understanding however, the 6 CCSs remain unchanged.

ISTANBUL GEDİK UNIVERSITY / DEPARTMENT OF INTERNATIONAL RELATIONS

UNDERGRADUATE PROGRAM



Every course lasts 14 weeks

Each course has its own syllabus .

Each syllabus which prepared by the department's planning division with 6 Course Critical Subjects (CCS)

The instructure should follow these CCSs during the course.

The instructure free to add more subjects besides 6 CCSs or use 14 weeks just for 6 CCSs.

Buraya Logonuzu veya Adınızı
Ekleyin



a sample of syllabus (1st part)

Course Title	Semester	Theory	Application	Credit	ECTS
History of International Relations 1	Fall	3	-	3	6
Preconditions	non				
Starting and end date	September-December 2018				
Language	English				
Type of course	Obligatory				
Level of course	Undergraduate				
Lecturer(s)	When assigned				
Contact	Gsm and/or mail adress of the lecturere				
Course Description	To be able to aware of the international events with their time, space and relations starting from 1618. discussion on the CCS.				
Aim of the Course	The objective of this course for each student is to know, comprehend and analyze the Course Critical Subjects.				
Course Training Outputs/ Course Critical Subjects CCS	<ol style="list-style-type: none"> 1. Historical Origins of Nation-State: Thirty Years War, Westphalia Treaties 2. French Revolution and Napoleonic Wars and Concert of Europe 3. Industrial Revolution and rise of imperialism (Opium Wars, Boxer Rebellion, Commodore Perry, Baltalimani Trade Treaty) 4. German and Italian Unification. Emergence and Rise of the United States. 5. Hague Peace Conferences. Eastern Question. 6. WWI (Cause and effects within the frame of international relations) and Bolshevik Revolution 				
Teaching methods	Same as model Gedik, according to the part second				

a sample of syllabus (2nd part)

Course Title	Semester	Theory	Application	Credit	ECTS
History of International Relations 1	Fall	3	-	3	6
1 st Week					
2 nd Week	1. Historical Origins of Nation -State: Thirty Years War, Westphalia Treaties				
3 rd Week	1. French Revolution and Napoleonic Wars and Concert of Europe				
4 th Week					
5 th Week	1. Industrial Revolution and rise of imperialism (Opium Wars, Boxer Rebellion, Commodore Perry, Baltalimani Trade Treaty)				
6 th Week					
7 th Week	1. Hague Peace Conferences. Eastern Question				
8 th Week	1. German and Italian Unification. Emergence and Rise of the United States.				
9 th Week					
10 th Week					
11 th Week					
12 th Week	1. WWI (Cause and effects within the frame of international relations) and Bolshevik Revolution				
13 th Week					
14 th Week					

(Syllabus 3rd part) measuring the effect value of the lesson at the end of the lesson

No	PROGRAM LEARNING OUTCOME	COURSE CRITICAL SUBJECT (CCS) EFFECT					
		CCS 1	CCS 2	CCS 3	CCS 4	CCS 5	CCS 6
PLO 1	Rising awareness about classical documents and new studies related with the international relations discipline.	2					
PLO 2	Explain the history of theoretical development and "Great Debates".						
PLO 3	Explain basic concepts, theories and ideologies and express personal ideas about these subjects.						
PLO 4	Explain international relations theories both one by one and relational way.						
PLO 5	Know the specific cases that constitute the international relations history and interrelate them.	5	5	5	5	5	5
PLO 6	Recognize and link Antique and Modern Ages' philosophers and their thoughts.						
PLO 7	Harmonize and make interference international law and international relations cases.				3		
PLO 8	Interpret the current issues related with law, economics, politics and sociology within theoretical frames.					2	
PLO 9	Know about World Cultural heritage and Turkish Arts and Culture.			2			
PLO 10	Conduct and present a thesis research on International Relations with scientific bases.						
39		7	5	7	8	7	5

(2) Application Part of the Education Model 2023

Model 2023 is formed as a whole and a system with two parts. Therefore, it is clear that these parts complement each other and that a change in one affects the other. For this reason, it is indispensable for achieving to realize both parts of the model with the same efficiency. The critical actors who will implement the model are the lecturers. Therefore, the success of the model is directly proportional to the quality and quantity of the academic staff. In order to increase the quality of education through this model, it is compulsory to give the resource allocation priorities to lecturers and laboratories in universities.

The application area of education is in-class trainings and single and collective out-of-class activities. Undoubtedly, participation in single or collective conferences, various artistic, cultural and scientific meetings outside the classroom is a complementary aspect of in-class training and plays an important role in increasing the intellectual capacity of the students. However, the more successful the in-class training is, the more positive effect the outside-class activities have. Therefore, the main thing is to apply in-class training according to a method.

Model 2023 uses the RDES method for in-class training. RDES is the acronym for Reading, Discussion, Evaluation, Scenario Writing. RDES is a method that implements student-centered education in the classroom, which has been tried to be implemented for thirty years or is only available in educational documents and cannot be applied in the classroom. RDES is a method that sees the student not as a student, but as a group that teaches and learns together.

Reading: It is the readiness of the student regarding the reading of the texts. These texts, which could be a chapter of a book, a whole book, an article or a report, are regarding with the topic to be examined a week later. The student reads these reading texts at home. The students read the texts analytically, that means making a time schedule for reading and

preparing the reading environment. They should be away from all the obstacles that will prevent them from reading, such as television, e-mails or the phone. In such an environment, the students make the first reading and try to understand the essence of the text. After that, they make the second reading more carefully and taking notes. They should focus the critical points. They prepare five questions at the end of the second reading. If they can satisfactorily answer these five questions, they prepare an 8-10-minute presentation of the text. And if it is necessary, they can use supportive materials for the presentation. At the end of this analytical reading, the student will participate in the course self-confidently, will be able to make 8–10-minute speech and will be able to lead the seminar as a volunteer speaker.

Discussion: Discussion is essential for carrying out the course. This means that after a short speech of the lecturer, a volunteer or a student determined by the lecturer takes the role in the classroom. The student can carry out the course as a lecture or as a seminar. The preferred method is the seminar. In this case, the student is asked to be the seminar leader and manage the seminar. At first, the leader of the seminar makes an 8–10-minute general presentation about the subject. Then, he starts the classroom discussion by asking the students the seminar questions he has prepared before. It develops the discussion by taking the opinions of different students about the same question with direct questions. It completes the seminar with a summary including the new information about the seminar in general and about the subject.

Evaluation: After the discussion, the students evaluate it. The evaluation includes the criticism of the discussion by all the students in the class, the presentation of new information and the criticism of the seminar leader's administration. After the students' evaluations, the instructor shares her/his own views as a final evaluation. In fact, the instructor watches all the discussions carefully from the beginning and notes unanswered questions or missing points during the seminar. She/he monitors the performance of the student who is the leader of the seminar, the quality of his questions, and the way he manages. She/he also evaluates the performance of all students, taking into account their behaviour, level of participation and their responses to the questions during the seminar. Finally, she/he shares her/his additional and new information about the subject and end the lecture.

Scenario Writing: While the information, comprehension, analysis, synthesis and application stages of the in-class training are completed with reading, discussion and evaluation, a general conclusion is reached by the class. However, this collective work should also end with the individual dimension. And this will realize with writing a scenario or an essay. The basic rules for writing a scenario or an essay are as follows:

- (a) The student determines 5 terms, values and concepts related to the subject or more depending on the student.
- (b) She makes the brief definitions of the concept, term and value.
- (c) He / she writes with a knowledge of international relations theory, claims, that is, theoretical understanding, which he will determine in this script or text.
- (d) This article cannot be less than five hundred words or a page. It is up to the student to decide whether it is expected to be 1500 words or longer.

This scenario or text is prepared at home by the student to be delivered to the instructor on the week after the completion of the course or on the specified date. Thus, all the discussions

and evaluations made in the course constitute the necessary information for the preparation of this article. The instructor evaluates all the work done by the student and adds them to the student's file with her/his opinion.

C. CONCLUSION

This education model called “Model 2023”, has been developed in order to make the education in our own university and our country's universities using this model, and by this way to make the education more effective and increase their quality. The applications of the model have yielded very positive results. Although practices are based on principles and rules, they adapt very easily to changes. All operations are carried out on the spine we call the "Program Critical Path", it creates an extraordinary self-confidence in the student, creates excitement, and creates an environment where they measure their leadership skills through management and discussion practices. It has also given us the chance to account for how we manage education.

“**Model 2023**” is a model developed in 2001. It was planned to be implemented in a university in 2007, but although it was adopted, it could not be implemented. It can be argued that the model is similar to the Flipped Learning method. However, the Model 2023 has two parts as explained before and the first part is the preparation stage for in-class education. The first part is the determinant of the second part and it is the basis of what the instructor will do his classroom education, which is the second part. The establishment of the program, which is the first part of the Model 2023, constitutes the infrastructure of the education and the classroom education, which is the second part, constitutes the superstructure. In classroom education, while the student prepares individually using the resources provided at home before entering the lessons, collective education is carried out as a result of in-class discussion and evaluation. Since the in-class training is recorded, the student can then watch this session and watch over and over how both his / her friends and lecturer discussed in the classroom session. This is the main thing.

In addition, in accordance with the RDES (Reading, Discussion, Evaluation, Scenario writing) method, which is an in-class sub-model, the student puts the final point on the subject of the course with a script or paper. This is a script or paper written on the subject / theory of the subject of the lesson. The student keeps all his work in his own archive. The instructor also

monitors the student performance in the file he will open for each student and advises the student for issues he finds missing when necessary. Model 2023 is a unique model and after the model is established for the units that will apply it for the first time, evaluations are made at the end of each academic year with all faculty members, assistants, student representatives and external stakeholders. The final evaluation is completed at the end of 4 years with the evaluation of the undergraduate education and making a decision.

Concept Term Value	Definition	Writing Scenario or Essay
Montreux Convention Regarding the Regime of the Straits	International Convention on the Turkish Straits, signed in 1936	<p>In this context, the student writes a text as long as she/he wants, with at least 500 words, by using the concepts that she/he has determined. And she/he can write more concepts, if she/he wants. The important thing of this exercise is writing the paper with a theoretical understanding.</p> <p>If she designs the article with a realistic understanding, she will write using the realist theory features. If she will write with a liberal or constructivist theoretical understanding, the article or script will be shaped accordingly.</p>
Atatürk	Founder of the Republic of Turkey, Revolutionary Leader	
Turkish Straits	An international concept that includes the Dardanelles, Marmara Sea and Istanbul Strait	
Sovereignty	Internal authority, ability and superiority and external independence and incompatibility of the state to use power	
Second World War	The great war between 1939-45	

MODEL 2023 FACULTY MEMBER FILE

1. Purpose

The aim of the department is to increase the quality of education, to determine and increase the developmental state of the student, enabling faculty members to closely monitor the status of the students, and to provide appropriate warnings when necessary.

2. Implementation

The instructor of the course creates an application folder so that the features and operations specified in the purpose clause can be carried out. In this folder, a file is prepared for each

student who has chosen the course. This file contains the student's standard information and a 14-week part.

In this 14-week file, the faculty member take note for each student for each week on;

- a. Whether student attend the class or not,
- b. Whether student volunteers to lead the seminar in the course,
- c. Student's seminar management skill or success,
- d. His/her opinion about student's performance on asking and answering questions and participating in the lesson,
- e. He/she observes the student about the strengths and weaknesses of him/her and writes this as the general opinion.
- f. This does not include the instructor's knowledge or observations of the student's personality, behavior, or any kind of personal information. In any case, the faculty member has neither such responsibility nor authority.

3. Sample Form

WEEK	IN-CLASS	SEMINAR LEADING	QUESTION-ANSWER	ATTENDANCE	EFFECTIVE BENEFIT
1					
2					
3					
4					
5					
6					
7					
MIDTERM EXAM					
9					
10					
11					
12					
13					
14					
FINAL EXAM					
CONCLUSION					

STUDENT COURSE ASSESSMENT FORM

Sample

COURSE CODE..... SEMESTER.....

COURSE NAME.....

Today, we would like you, our students, to provide feedback on how you evaluate the course you have been attending for 14 weeks. Please read the following questions carefully and give your opinions that will help us to prepare this course in a healthier and more effective way for future students.

Do not reveal your identity in the surveys. Since these surveys will be inputted to the computer directly by the person who conduct the survey at the place where the survey will be made, you should not have any concerns about writing a comment. However, if you have any concerns, do not write a comment. What matters to us is the information you provide. Such that this meaningful feedback information will enable the course to be revised and improved in line with the suggestions.

Please tick the option that best reflects your opinion.

1. When I started this course, I learned the purpose of the course, how to achieve it, which topics we will see in which weeks, detailed information about the examination and course from the course instructor.

- Announced on the first day
- Announced and distributed (sent via e-mail)
- Complied with distributed syllabus
- Those were never mentioned

2. The book(s) for the course were indicated in the syllabus and the place to obtained them was explained.

- Yes
- No
- We did not have any book during the education

3. The course was taught in English.

- Yes
- It was taught in Turkish time to time
- It was taught in Turkish time to time

4. Attendance of the students

- I had the opportunity to speak in every lesson
- I have not attended for a few weeks
- I participated each week by asking direct questions.
- Since we are doing it in the form of a seminar, it is out of question not to talk and not to participate.

5. Comparison of this course with other courses I have taken;

- I found that there was a lot of repetition
- There was some repetition but it was beneficial
- I did not notice

6. How many hours, on average, did you study for the two-hour class at your home or dormitory before coming to this class?

- 2 hours
- 1 hour
- 30 minutes
- I have never studied

7. Class hours were used effectively

- Yes
- No

8. We were given enough time to take notes in class

- Yes
- No
- My professor had already suggested a method, I applied it.

9. Visual materials to improve our education were used in the lesson.

- Yes, effectively
- Used when needed
- Not used

10. There was no difficulty in adapting to communication channels and meeting hours.

(Assess it according to score of highest 7, lowest 1).

7 6 5 4 3 2 1

11. I was able to receive very constructive feedback regarding the in- and extra-class activities I did for this course.

7 6 5 4 3 2 1

12. I think that the compliance with course-hours is perfect and used effectively

7 6 5 4 3 2 1

13. It was always possible for me to explain myself and I was almost triggered and motivated to do so.

7 6 5 4 3 2 1

14. I would recommend this course to all my friends, which I learned and was able to link it with other courses.

7 6 5 4 3 2 1

15. What would be the most valuable things you could say about this course?

-
-
-

16. We know that even the lessons we call excellent can be developed further. Therefore, what kind of constructive suggestions can you make for this lesson?

STUDENT ASSESSMENT CRITERIA OF THE FACULTY MEMBER

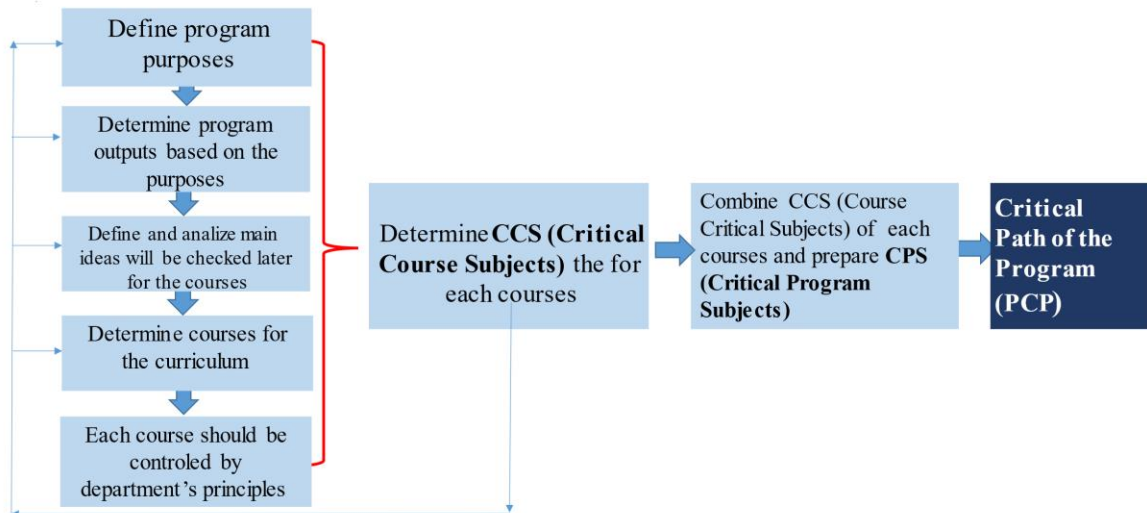
Sample

In this context, the status of the student, the opinions of different instructors on the same student, and the final grades are evaluated for four years, at the end of each semester. This information is monitored through a computer program and stored by the student's advisor. The final score is determined by the average of 8 criteria.

Student's;

1. Midterm grade
2. Final grade
3. Participation in the course
4. Duration of the attendance
5. Inquisitiveness
6. Ability of communication
7. Articulacy and presentation skills
8. Seminar leading

Model 2023- The Management of the Education (First Part)



Model 2023 - The Implementation of the Education (Second Part) – Enhancing Quality of Education

RDES METHOD	<p>Reading Analytical reading at home for the given homework, preparing five questions and answers on the topic and preparation for a 10-minute presentation.</p>
	<p>Discussion Volunteering to lead the seminar in the classroom, making presentation on the subject and managing the seminar with questions.</p>
	<p>Evaluation Evaluation of the seminar by all students at the end of the seminar, criticism and final evaluation of the faculty member.</p>
	<p>Scenario Writing Writing an essay / scenario of at least 500 words by adhering to a theory (e.g. liberalism, realism, Marxism, constructivism) that the student will determine within the scope of the subject using 5 concepts determined by the student and giving it to the lecturer one week later.</p>

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