Istanbul Gedik University

Training and education model

"to the 3rd generation university"

presentation plan

- ✓ The model? Why do we need a model?
- ✓ What does it mean the Third Generation University?
- ✓ The Structure of a department and its importance
- ✓ The uniqe legal document between the University and students**, Syllabus**
- ✓ Planning process
- ✓ Last words

The model?

- ✓ IGU, International Relations Department has a model which has the combination of different types of education and trainning activities that our program engaged in. Our model is a kind of structure which leads the all training and education parts and actors involve in.
- ✓ The model shows us that ”How do we teach? ‘’To whom do we teach?” ‘’What do we expect each of our student?” ’How do we evaluate our students?” and ‘’How do we evaluate our program?”

The purpose

No doubt that for all our students both Turkish and Erasmus or Exchange students our sole purpose is to provide them with skills and knowledge to become as a World intellectual individual.

The purpose (cont)

So, it is obvious and precise that when they completed their undergraduate program successfully they have;

1. *at least two foreign languages near to their native,*
2. *chance and ability to make their carrier following master and doctoral program either in country or abroad,*
3. *high opportunities work on several private enterprises in country and when they applied special procedures they may also work abroad,*
4. *chance when they passed a serial difficult examinations to work for Ministry of Foreign Affairs and other public enterprise.*

Why do we need a model?

- ✓ All critical points in training and education activities should be based on the specific path mostly in undergraduate level.
- ✓ Departmental goals to be reached which ought to be defined and should be evaluated end of the program. These ideas need a base which should be known, applied, followed and evaluated by every actor in the department.
- ✓ If a department, even university, has not a model to lead all areas of management of the department can not know its degree of successful. Unreliebale and undependeble feedback make a department fail.

What does it mean the third generation university?

In last five hundered years the World expanded three times. When we accept the center of the World is Europe as geographically and even technologically to reach the other areas out of Europe that means it is an expansion. The first expansion happened in 1490’s second in 1870’s and the last in 1990’s

three waves of expansion of the World

	1st EXPANSION 1490's	2nd EXPANSION 1870's	3rd EXPANSION 1990's
GENERATOR POWER (TRIGGER)	Mercantalism	Industrial Revolution Steam-Boat & Rail	Information Age 1. Multinational Firms 2. Communication Revolution 3. Collapse of USSR
METHOD	First conquerers & Explorers, then military invade	First missioners, after explorers, then trade firms, last military invade	Cultural & ideological effect (so everywhere of the country being effected as economic, politic and socially)
CONVINCING (SHOWING THE RIGHTNESS)	Missioners, "We bring the God's religion to you, pagans,"	White men's burden, Mission to make them civilized, White's are superior	1.The highest level of civilization 2. Invisible hand of market 3.Globalization provide benefits for everyone
RESULT	COLONIALISM	IMPERIALISM	GLOBALIZM

What does it mean the third generation university?

When we combined or related this information concern on expansion with the development of state type we see three types of states respectively; absolute state, nation/national state, democratic state.

three waves created three forms of state

	1st EXPANSION 1490's	2nd EXPANSION 1870's	3rd EXPANSION 1990's
GENERATOR POWER (TRIGGER)	Mercantalism	Industrial Revolution Steam-Boat & Rail	Information Age 1. Multinational Firms 2. Communication Revolution 3. Collapse of USSR
METHOD	First conquerers & Explorers, then military invade	First missioners, after explorers, then trade firms, last military invade	Cultural & ideological effect (so everywhere of the country being effected as economic, politic and socially)
CONVINCING (SHOWING THE RIGHTNESS)	Missioners, "We bring the God's religion to you, pagans,"	White men's burden, Mission to make them civilized, White's are superior	1.The highest level of civilization 2. Invisible hand of market 3.Globalization provide benefits for everyone
RESULT	COLONIALISM	IMPERIALISM	GLOBALIZM
	- Absolute Sovereinty - Central administration - Territoriality	- Sovereinty - Central administration - Territorial Integrity - Unity of Language - National Citizenship, - Constitutional political system	- Sovereignty Shared/redused - Central administration Distributed/ limited - Territorial Integrity Subjective - Bilanguality - Global Citizenship - Constitutional political system based on parliament, - Human rights, environment & Civil Society
STATE TYPE	ABSOLUTE	NATION/NATIONAL	DEMOCRATIC

What does it mean the third generation university?

Interestingly universities also transformed from one type/form to another as the state types transformed. Therefore, we easily see that there is an anormous relation between universities and the state type/form in times.

Three forms of state creates three types of **university**

RESULT	ABSOLUTE STATE	NATION STATE	DEMOCRATIC STATE
	- Absolute Sovereinty - Central administration - Territoriality	- Sovereinty - Central administration - Territorial Integrity - Unity of Language - National Citizenship, - Constitutional political system	- Sovereignty Shared/redused - Central administration Distributed/ limited - Territorial Integrity Subjective - Bilanguality - Global Citizenship - Constitutional political system based on parliament, - Human rights, environment & Civil Society
FACTORS & TRANSFORMATION			
	- End of Feudal System - Effects of Renaissance, - Effects of Reform, - Effects of Mercantilism - Gravity of Medicine and Law, - Universities based on theology,	- Birth of National states, - Effects of French Revolution, - Birth of conscious of humanity, - Searching scientific knowledge, - The power of Bourgeoisie, - Humbolt Idealism.	- Recreation knowledge from scientific data, (Artificial Intelligent, Robotics, etc), - Globalisation of data, - Sharing data globally, - Expanding data globally, - Universities interact in every areas, - Universities share the knowledge and create common projects, - Rector is not a contractor
UNIVERSITY	**1st GENERATION**	**2nd GENERATION**	**3rd GENERATION**

changing phases of universities

	1st generation	2nd generation	3rd generation
goal	Training	Research	Using information
Role	Defend a magnitude of sin	Invention the nature	Value creation
Method	Scolastic	Modern Science, Uniqe Science	Modern Science, Interdiscipline
Created	Professionals	Professionals, Scientiest	Professionals, Enterpreneur, Scientists
Tendency	Universal	National	Global
Language	Latin	National Language	English
Organized	Faculties, Schools	Faculties	University Institutes
Management	Chancellor	Academicians (Part time)	Professioanals

Source: Bloomberg Businessweek Türkiye, 23-29 Mayıs 2010, 58.

today's World expectations from the Third Generation Universities

The principal notion of third generation university is to contribute to global peace. This is the main result that it has been constructed together with the universities and historical transformation of the World.

Universities in the Middle Ages were in pursuit for good, pretty, truth, divine and servitude.

Second generation universities called Humbolt Universities were national they also were in pursuit for nature.

today's World expectations from the Third Generation Universities

Gedik University believes that success in higher education depends to the structure and functioning of the departments.

Therefore education and training is carried out by applying a model to transfer this concept to the real life,

This model is applied every year considering Gedik University Strategic Planning Process. The Board of Trustees and the Senate make up their mind according to the outcomes of the functionality and effectiveness of the departments. The Model also covers vocational school of higher education and, master and Phd programs.

today's World expectations from the Third Generation Universities

- ✓ become entrepreneurs
- ✓ being in cooperation with industry,
- ✓ protect the nature instead of discover,
- ✓ value creation,
- ✓ apply interdisciplines science and method
- ✓ being innovative,

- ✓ to have a global vision,
- ✓ use academic personel only for research and teaching,
- ✓ professional managers should be used for administrative areas
- ✓ to have a broad academic freedom and elasticity.

today's World expectations from the Third Generation Universities

- ✓ become entrepreneurs
- ✓ being in cooperation with industry,
- ✓ protect the nature instead of discover,
- ✓ value creation,
- ✓ apply interdisciplines science and method
- ✓ being innovative,

- ✓ to have a global vision,
- ✓ use academic personel only for research and teaching,
- ✓ professional managers should be used for administrative areas
- ✓ to have a broad academic freedom and elasticity.

However, autonomy of the 3rd generation universities is also increasing state control because of financial support of it.

these are the other expectations from 3rd generation universities.

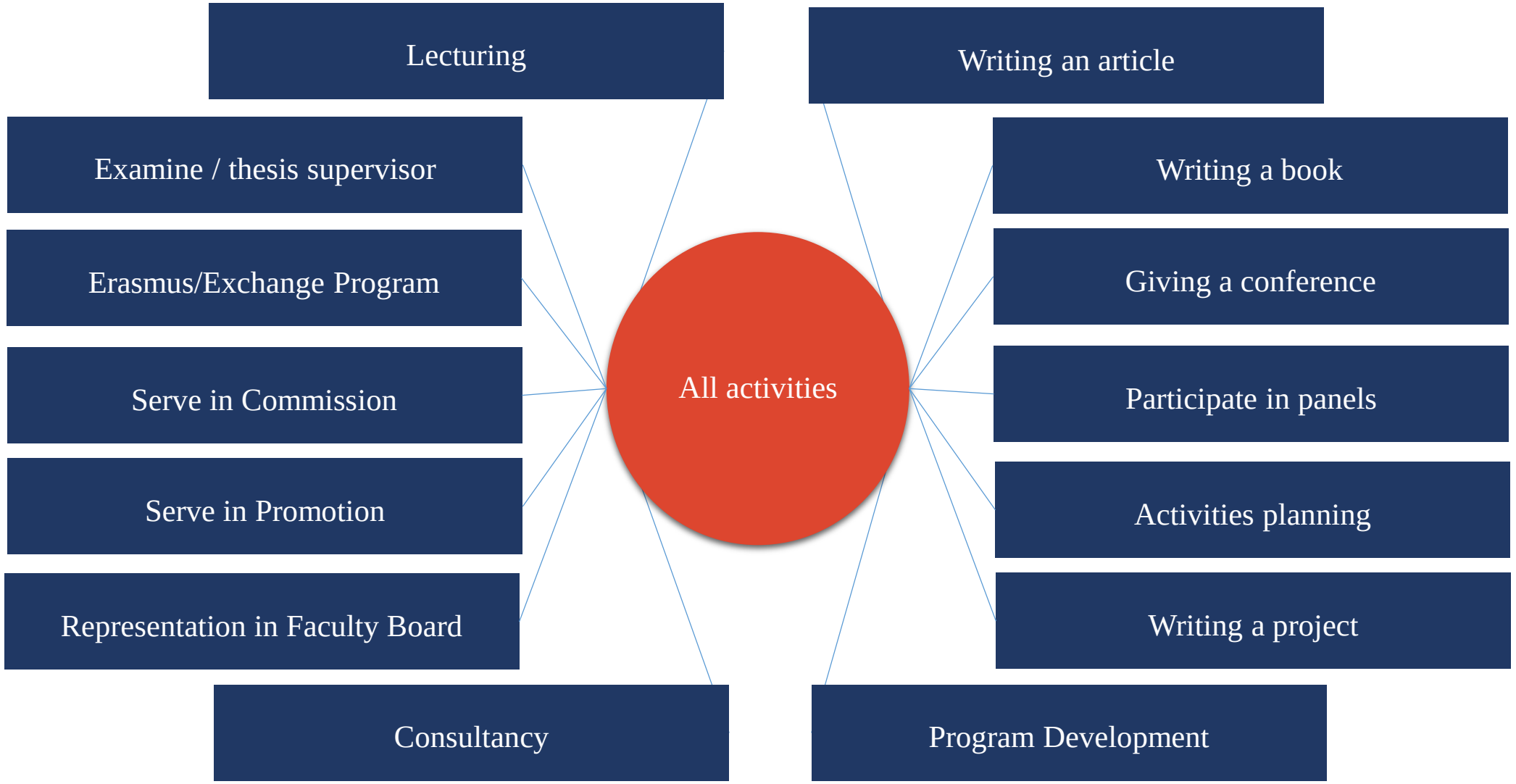
Standardization at the global level, global accreditation, joint and / or parallel laboratories, to be charged based on the performance of academics, to produce information and teaching for protection of nature, qualified human resources training, technology, manufacturing, general manufacturing services for society;

we do all these in our department,

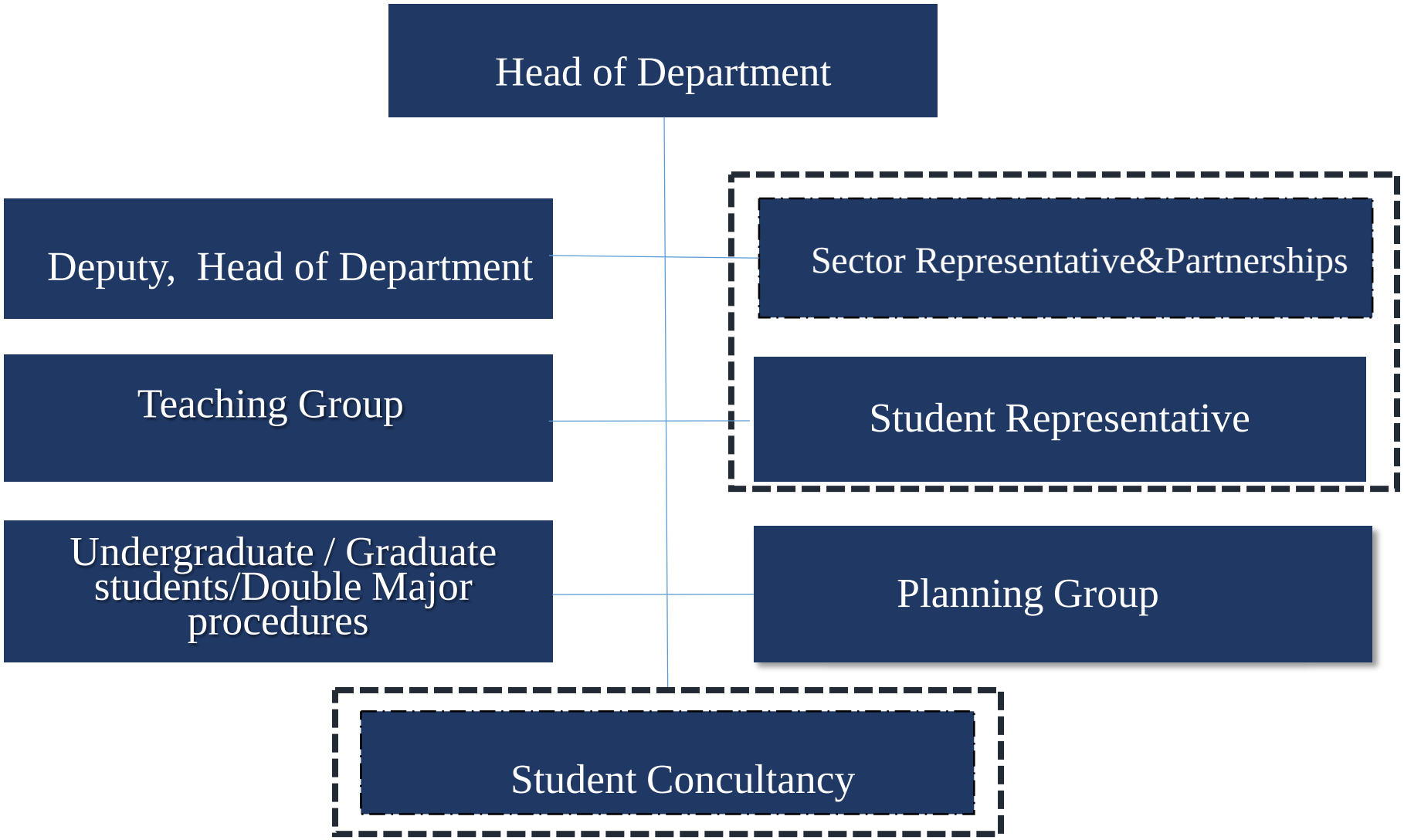
heart of education

department

training activities of a department



the department



Sector representatives of the departmentent

Mete Çubukçu	Journalist NTV
Kemal Geçer	CEO, Lufthansa Airways in Turkey
Burak Erdenir	Permanent Delegation of Turkey to EU
Süha Atatüre	Chief of Department
Şevki Tekgündüz	Rep, Denge ve Denetleme Platformu
Ömer Madra	Founder of Açık Radio Academicien

Two Student representatives from Turkish and English International Relations Departments

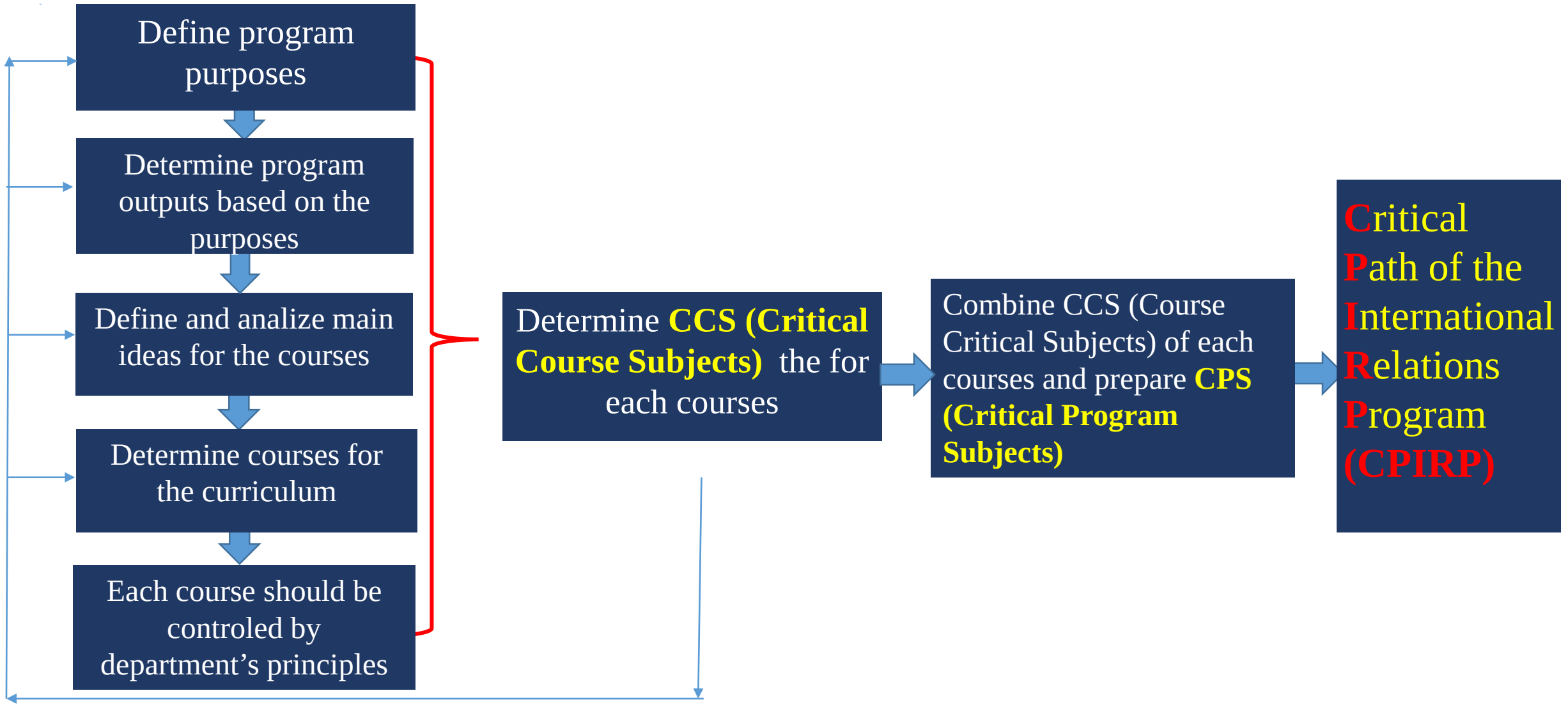
The purpose of the department for the students

- They have to have at least two foreign languages near to their native,
- 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.

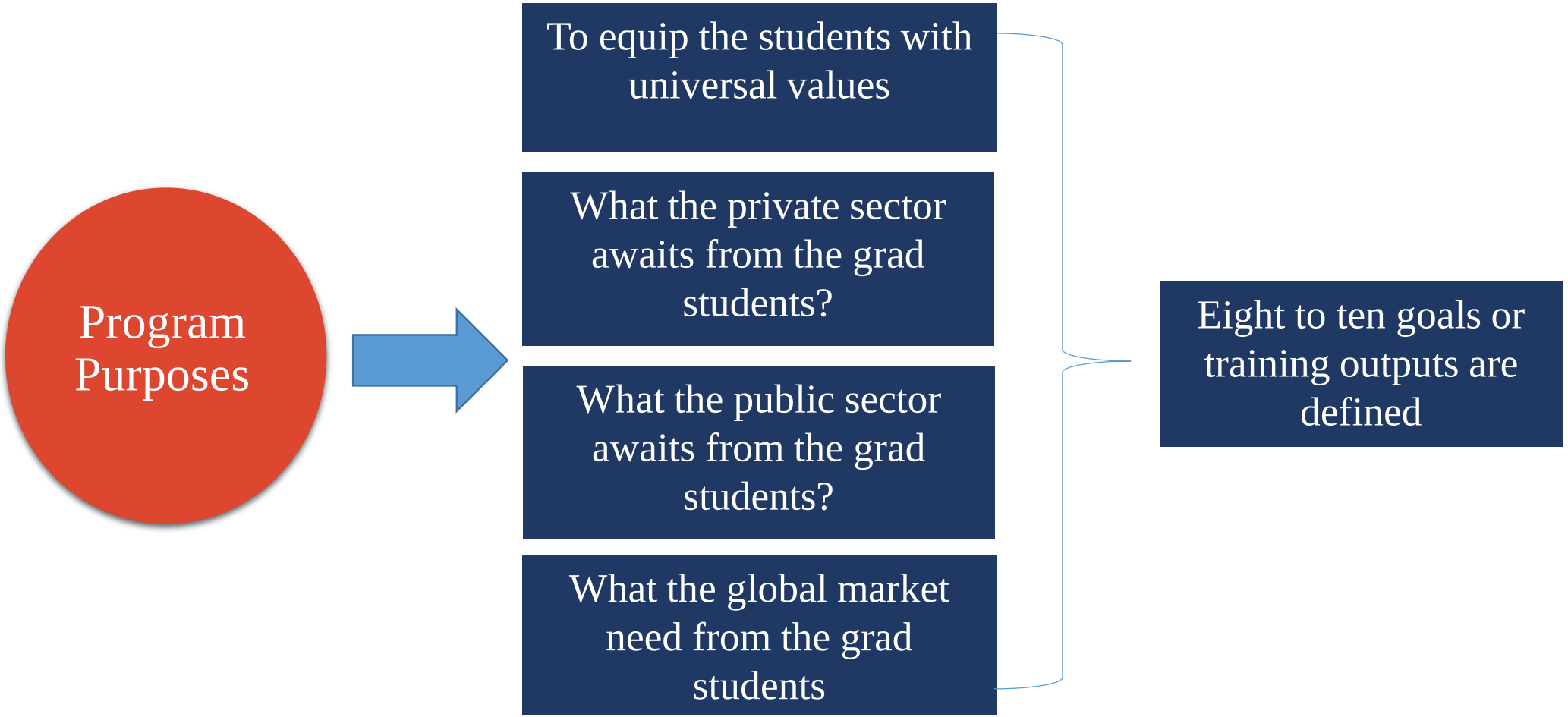
Values we care about

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

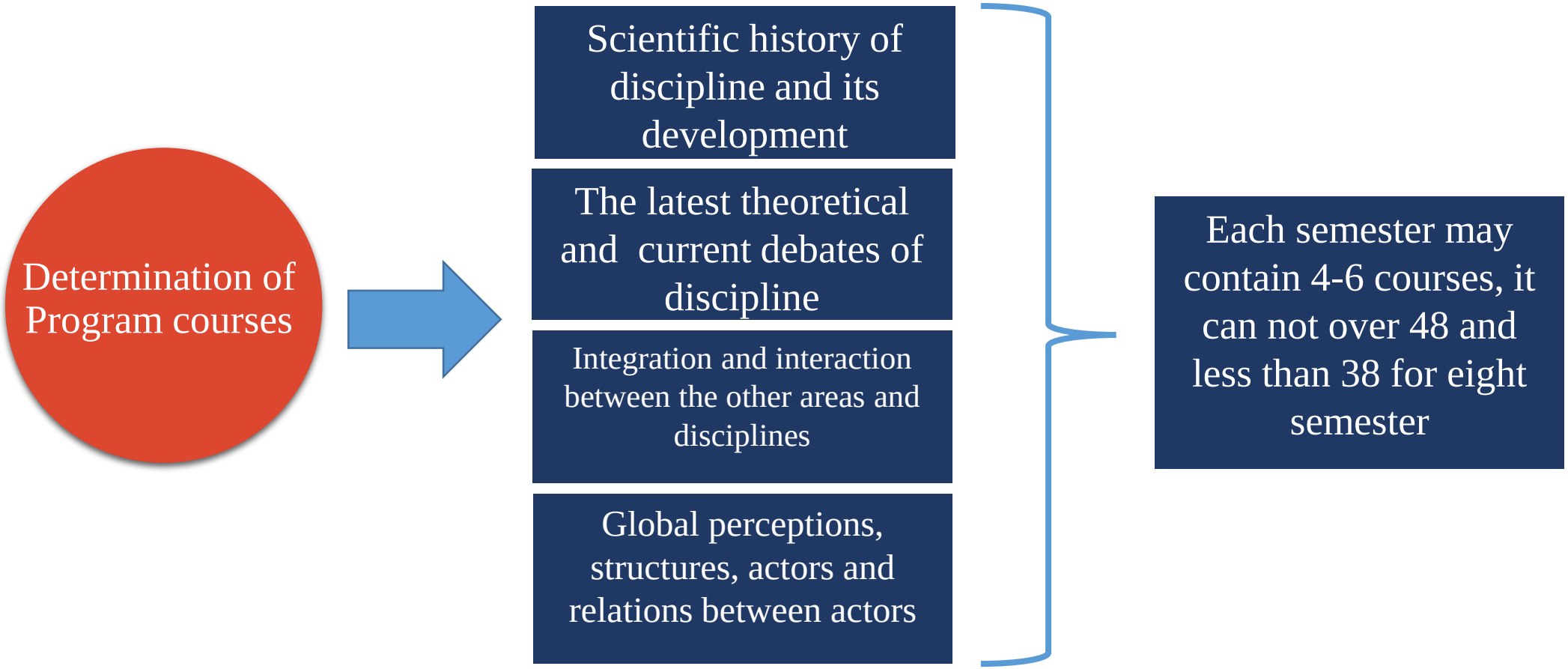
The model (as a whole)



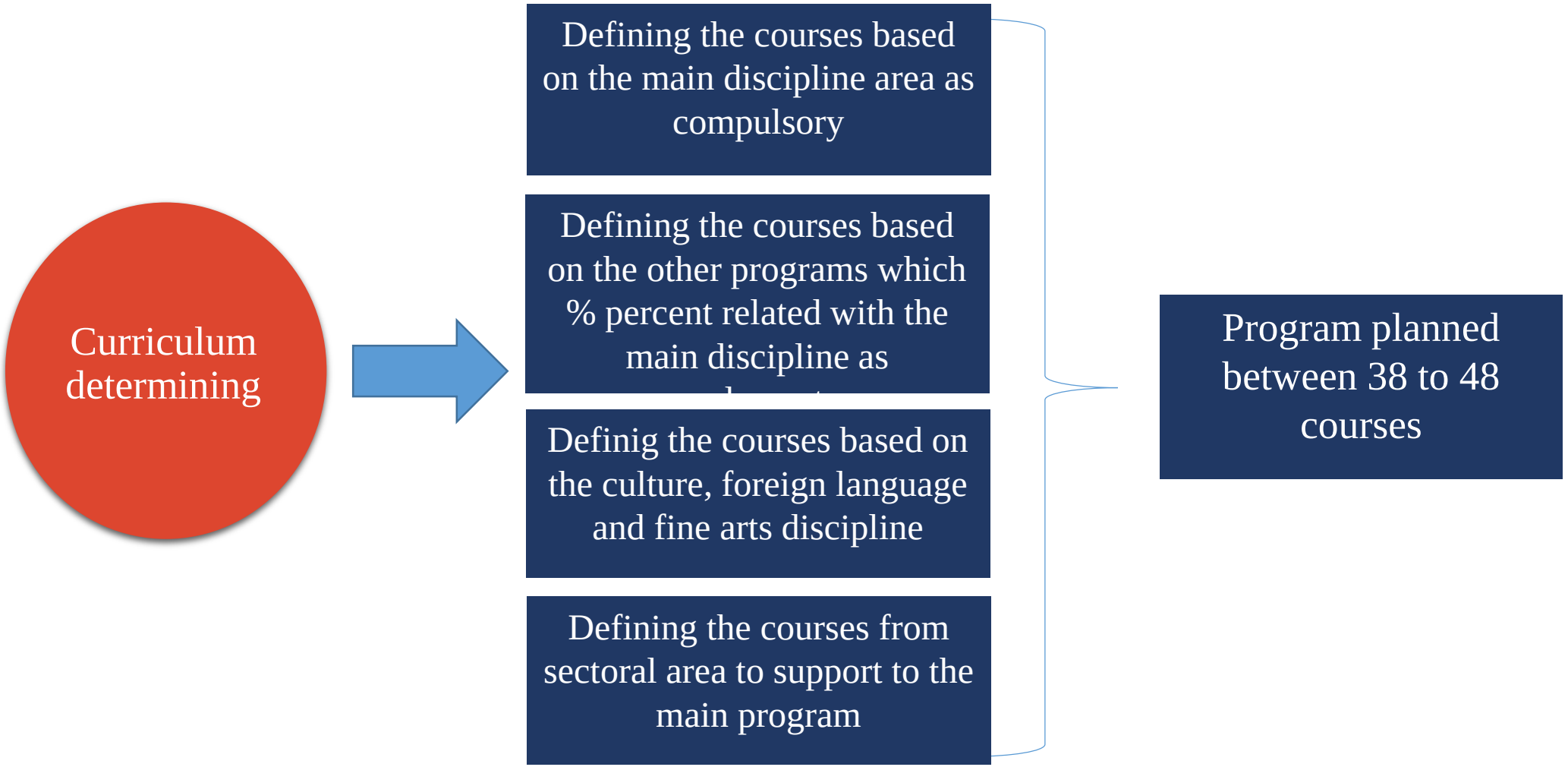
determining the program outputs based on the purpose



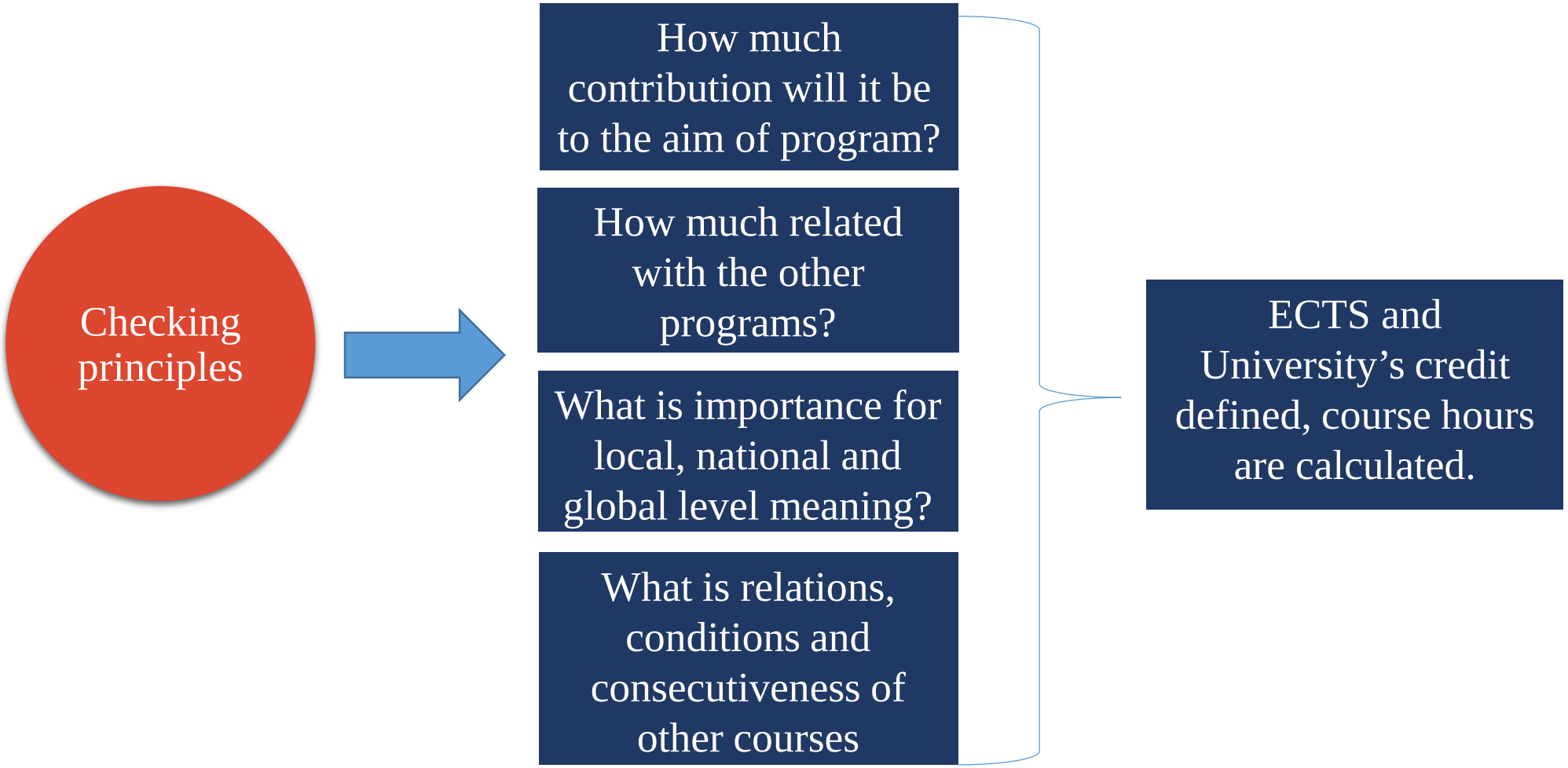
determination the main ideas for the courses in the program



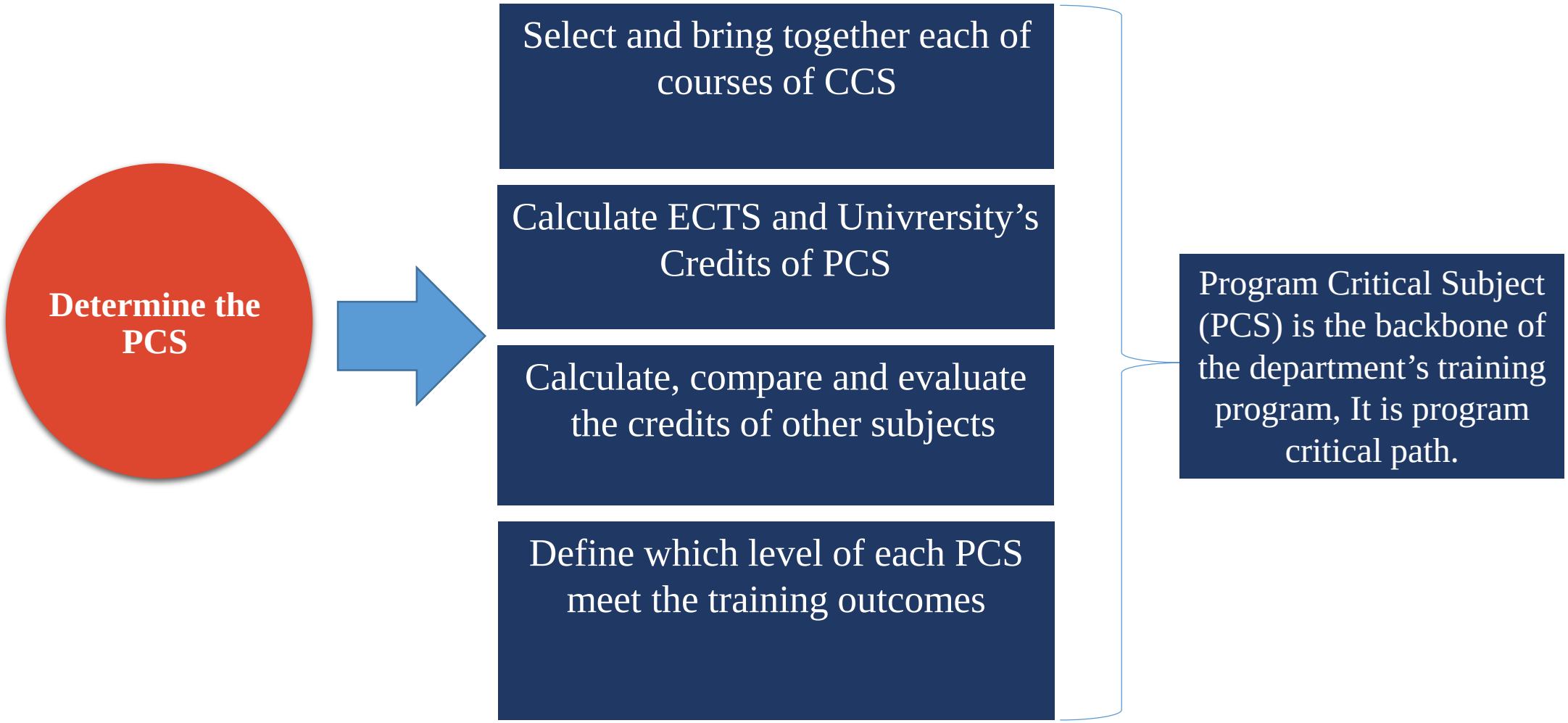
determine the courses for curriculum



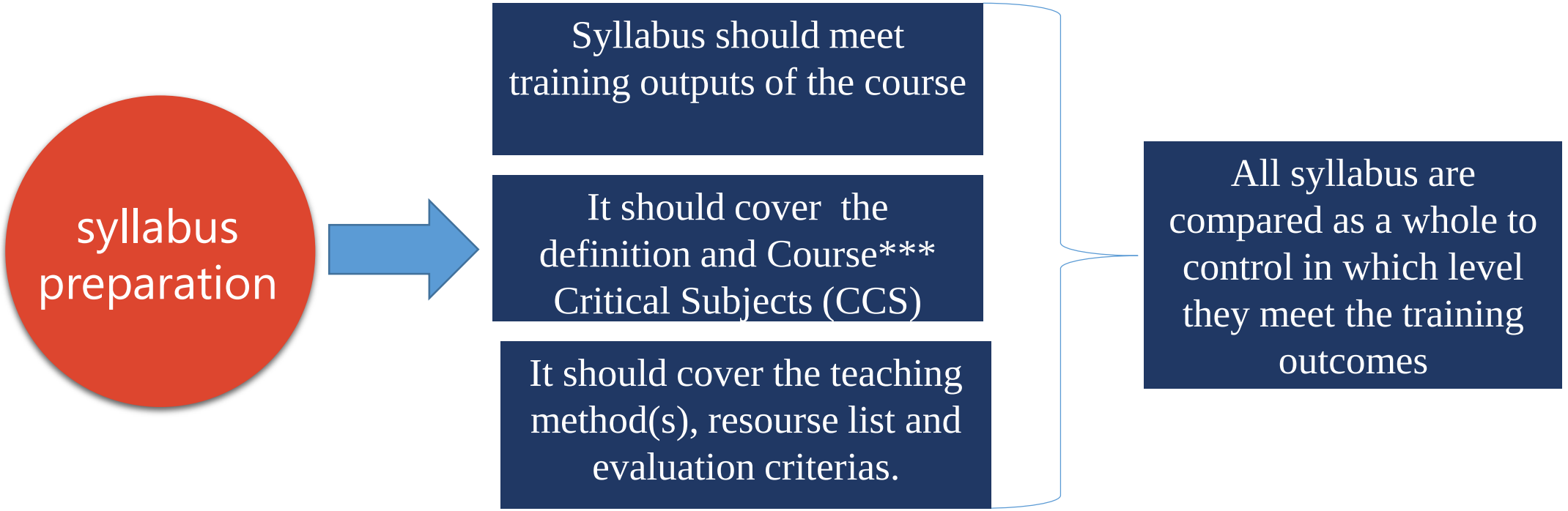
Each courses should be checked by the program principles



Determining Course Critical Subjects (CCS) and Program Critical Subjects (PCS)

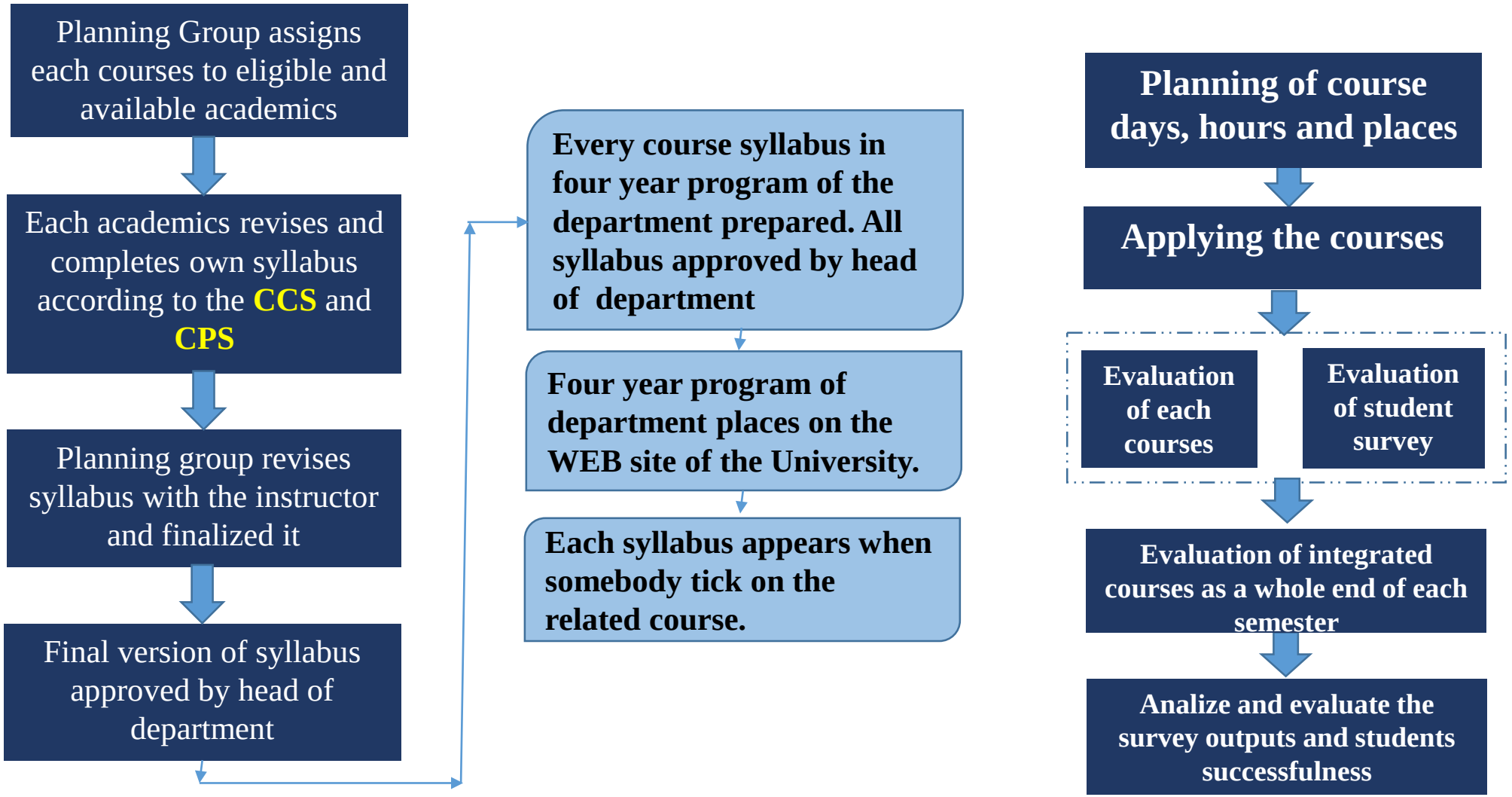


syllabus preparation

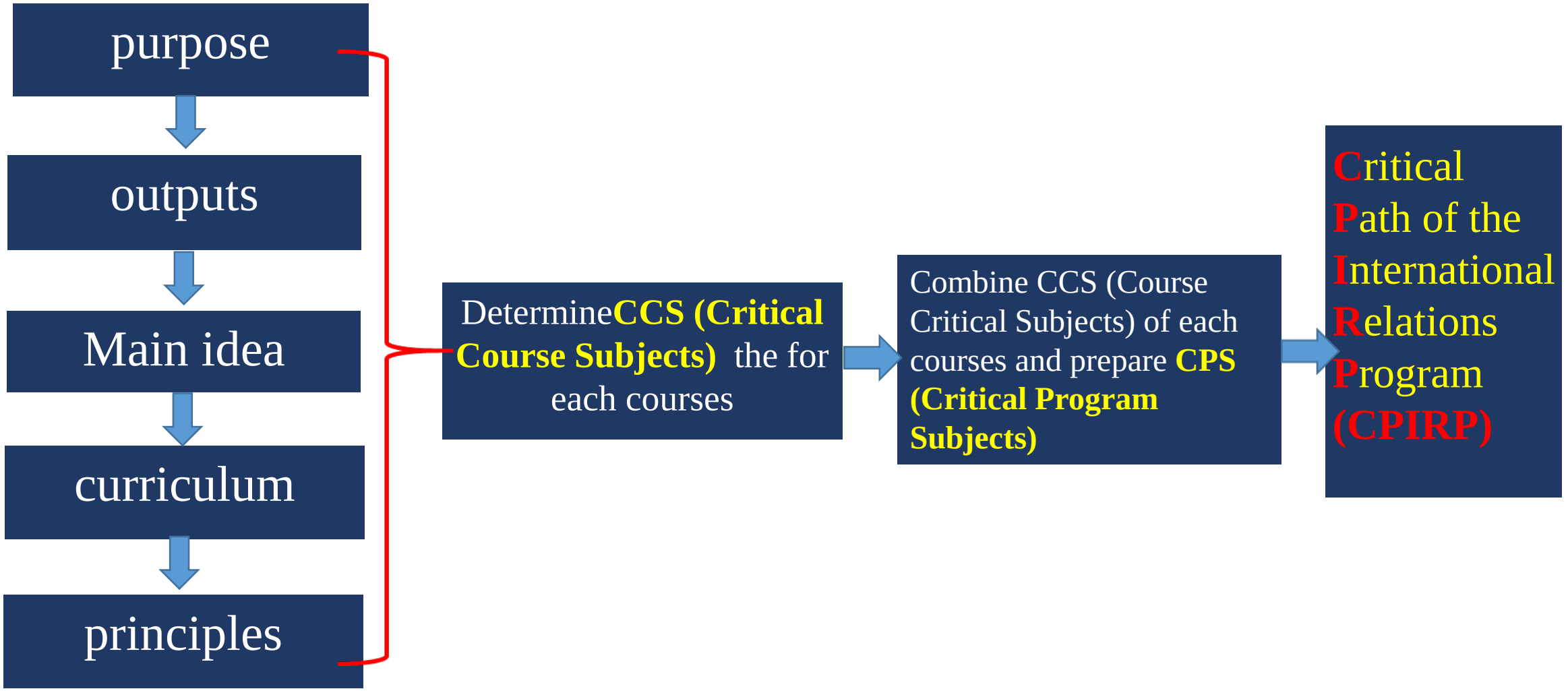


***** Each course syllabus that includes a sine qua non for 6 issues. We called them Course Criticalsubjects. These 6 Course Critical Subjects defined by lecturer and teaching group together. The instructor/lecturer then completes sylabu according to their own understanding**

The model (*cont*)



The model for the departments



sample

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)	
Contact	
Course Description	
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	1. Historical Origins of Nation-State: Thirty Years War, Westphalia Treaties 2. French Revolution, Napoleonic Wars and Concert of Europe 3. Industrial Revolution and rise of imperialism (Opium Wars, Boxer Rebellion, Commodore Perry, Balta Limanı 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	Lecture, Group discussions, Seminar, Roundtable Discussions

No	PROGRAM LEARNING OUTCOMES	COURSE CRITICAL SUBJECT (CCS) EFFECT					
		CCS 1	CCS 2	CCS 3	CCS 4	CCS 5	CCS 6
PLO 1	Develop 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	Recognize and link Antique and Modern Ages’ philosophers and their thoughts				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

Course Title	Semester	Theory	Application	Credit	ECTS
History of International Relations 1	Fall	3	-	3	6

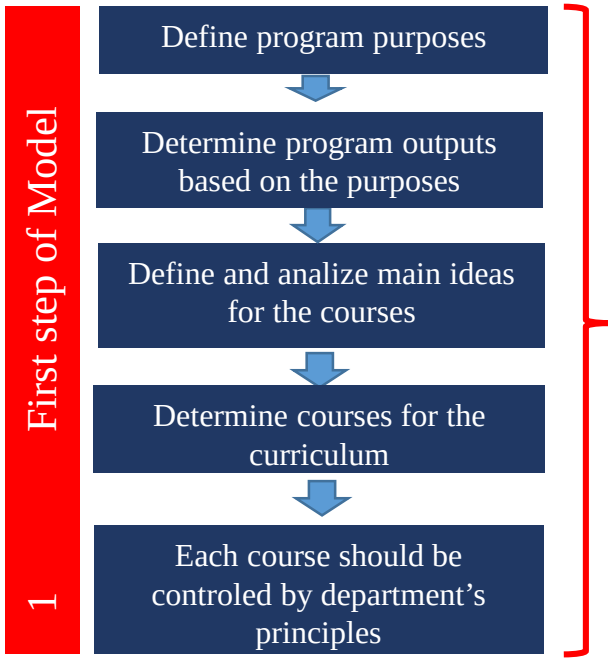
1st Week	
2nd Week	Historical Origins of Nation-State: Thirty Years War, Westphalia Treaties
3rd Week	French Revolution and Napoleonic Wars and Concert of Europe
4th Week	
5th Week	Industrial Revolution and rise of imperialism (Opium Wars, Boxer Rebellion, Commodore Perry, Balta Limanı Trade Treaty)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

Course Title	Semester	Theory	Application	Credit	ECTS
History of International Relations 1	Fall	3	-	3	6

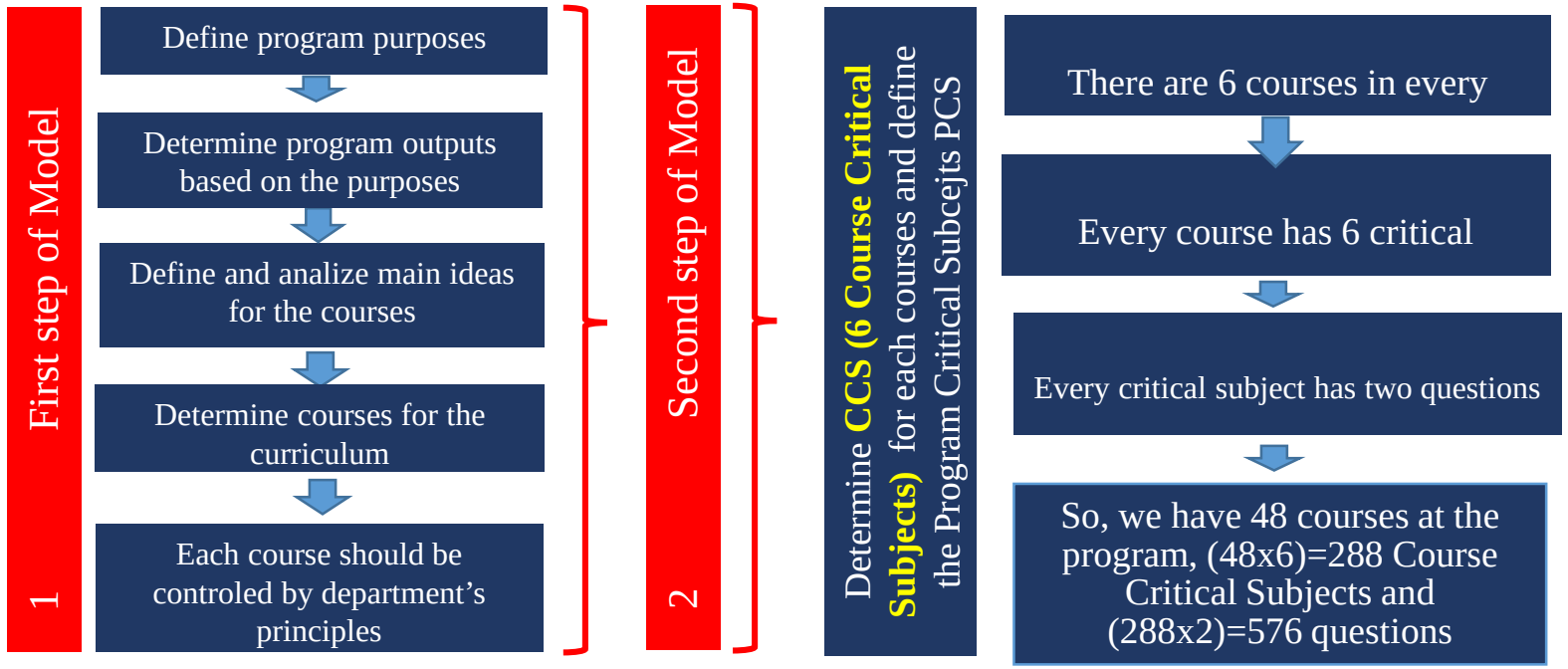
Resources	Book
	Supportive Doc.
Supportive material	

Reports
Daily basis learnings
Graduation thesis//Project
Seminar
Others
TOTAL
OVERALL CONTRIBUTION ON SUCCESS GRADE DURING THE IN TERM
OVERALL CONTRIBUTION ON SUCCESS GRADE END OF THE TERM
TOTAL

How does the Model work? (1)



How does the Model work? (2)



How does the Model work? (3)

First step of Model

1

- Define program purposes
- Determine program outputs based on the purposes
- Define and analize main ideas for the courses
- Determine courses for the curriculum
- Each course should be controled by department's principles

Second step of Model

2

Determine **CCS (6 Course Critical Subjects)** for each courses and define the Program Critical Subcejts PCS

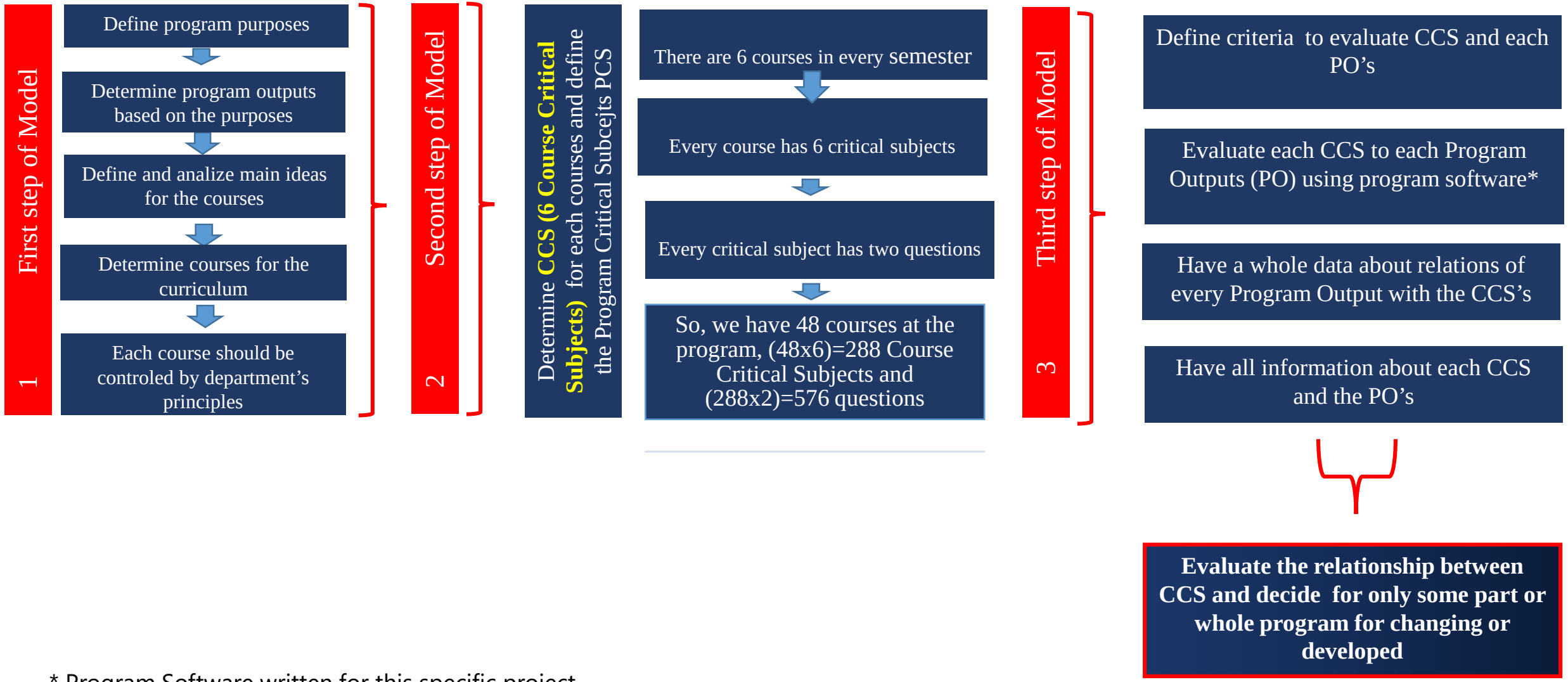
- There are 6 courses in every semester
- Every course has 6 critical subjects
- Every course critical subject has two questions
- So, we have 48 courses at the program, (48x6)=288 Course Critical Subjects and (288x2)=576 questions

Third step of Model

3

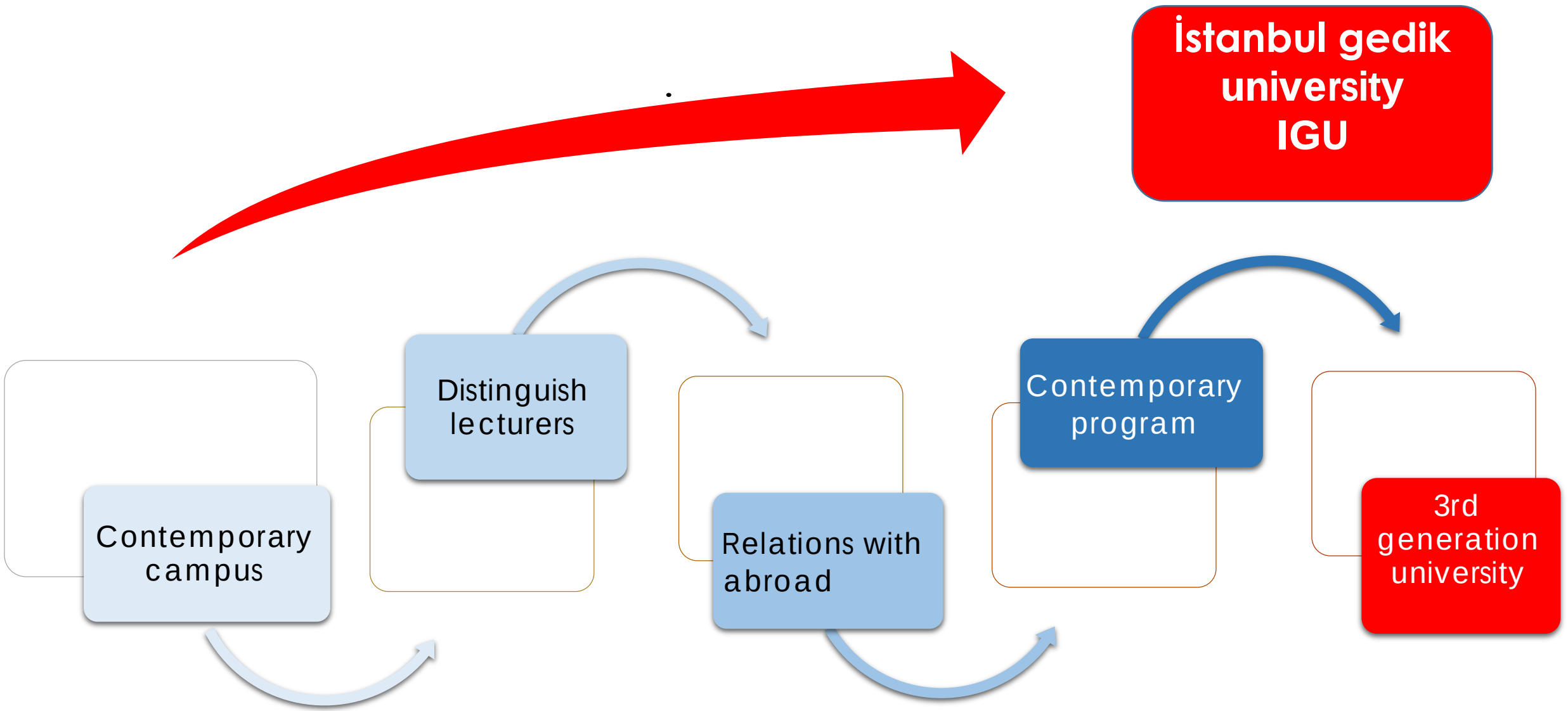
- Building the relational effects of each course and course critical subject to others
- Define criteria to use them ehile making relatinons between evey CCS
- Use CCS Software to define the relations
- Have all information about each ccs and the course ns

How does the Model work? (4)



* Program Software written for this specific project

IGU


İstanbul gedik university IGU
Contemporary campus
Distinguish lecturers
Relations with abroad
Contemporary program
3rd generation university

so, we do the best

thank you for your interest to

Istanbul Gedik University and our department