

**19/11/2020 Tarih ve 2020/15 Sayılı Senato Kararı**

**ISTANBUL AYDIN UNIVERSITY**

**CODES OF PRACTICE OF QUALITY ASSURANCE IN  
DISTANCE/MIXED/BLENDED EDUCATION**

These codes of practice put forward the rules, responsibilities of the stakeholders, the processes to be followed and the quality standards that are established for the execution of online (online/blended) education and service processes as a part of digital transformation regarding Mixed (Hybrid) Education applications of Istanbul Aydın University (IAU). IAU Distance Education Policy, which was included in the decision accepted by the Istanbul Aydın University Senate on 12.10.2020 with number of 2020/14, will be updated by applying and following these Codes of Practice, taking into account the planning, implementation and development processes in the text.

IAU Digitalization Policy stipulated that, by putting forward the work and contribution weight of the teams in the implementation phase, the rules and committees regarding the transformation in this process should be determined. The definitions concerning these rules and committees and explanations about the parties are made.

In addition, based on YÖKAK 2020 Distance Education Quality Assurance Criteria and Evaluation Guide, the categories related to IAU Digital University Quality Management were included with general headings and digital quality standards for these categories were set forth.<sup>1</sup>

**Digital University Approach**

The pace of digitalization, technological developments and the spread of diversity, the change in the most basic services that make up daily life have reached to a further stage, especially with the recent Covid-19 epidemic.

The situation should not be seen as just a temporary change, especially in the field of education. Since this situation is a digital transformation, policies regarding the need to handle the transformation with a strategic perspective and a road map should be put forward.

Adopting the universal, innovative and value-creating corporate strategies in the national and international academic community as a mission since its establishment, IAU has demonstrated

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<sup>1</sup> These Codes of Practice were prepared based on Higher Education Quality Council – YÖKAK 2020 Distance Education Quality Assurance Criteria and Evaluation Guide.

its leadership and awareness in this subject with distance education technologies from the beginning of the pandemic as an important stakeholder of this digital transformation process.

These codes of practice are not limited to the pandemic period, but have been classified by considering the categories included in the YÖKAK 2020 Distance Education Quality Assurance Criteria and Evaluation Guide in order to ensure the quality assurance of Istanbul Aydın University's distance/mixed/blended education processes.

The Codes of Practice aims to maximize the contributions of the parties not only in education processes, but also the ones in all service processes that have direct or indirect impact on the education. In this context, in virtue of the said Codes of Practice and Quality Standards, all administrative and academic units will have measurable criteria regarding the minimum service quality they must provide. On the other hand, it is aimed to redesign the administrative and academic processes in a way that they support each other and to create a Digital University culture as an IAU policy. Accordingly, the requirements of the digital age are stipulated as a new management process that blends a modern and dynamic management approach while preserving the traditional structure of the university.

In terms of education processes, the concept and definition of the Digital University is predicated on supporting all learning and teaching processes at IAU with educational technologies, helping the stakeholders to achieve higher achievements in all development areas such as academic, administrative, career-oriented, ethical values and intellectual knowledge, designing and improving their higher education experiences with scientific studies and technological competencies, by gaining an interdisciplinary perspective that is in accordance with the requirements of the age.

Accordingly, in the face-to-face, mixed and online education, it is aimed to create an effective, efficient and quality-oriented university learning experience enriched with the experience opportunities provided by structures such as research and application centers and incubators, suitable for interdisciplinary, global learning experiences and economic and sectoral developments. In this context, learning processes inside and outside the campus are redesigned in accordance with the changing needs and requirements, enriching the campus life with face-to-face learning.

With these principles, which are structured with a holistic approach, it is also intended to improve all processes with quality and quantity standards and review them to enhance the

student experience and quality in education, and increase the national and international effects of the produced social benefit by ensuring automation.

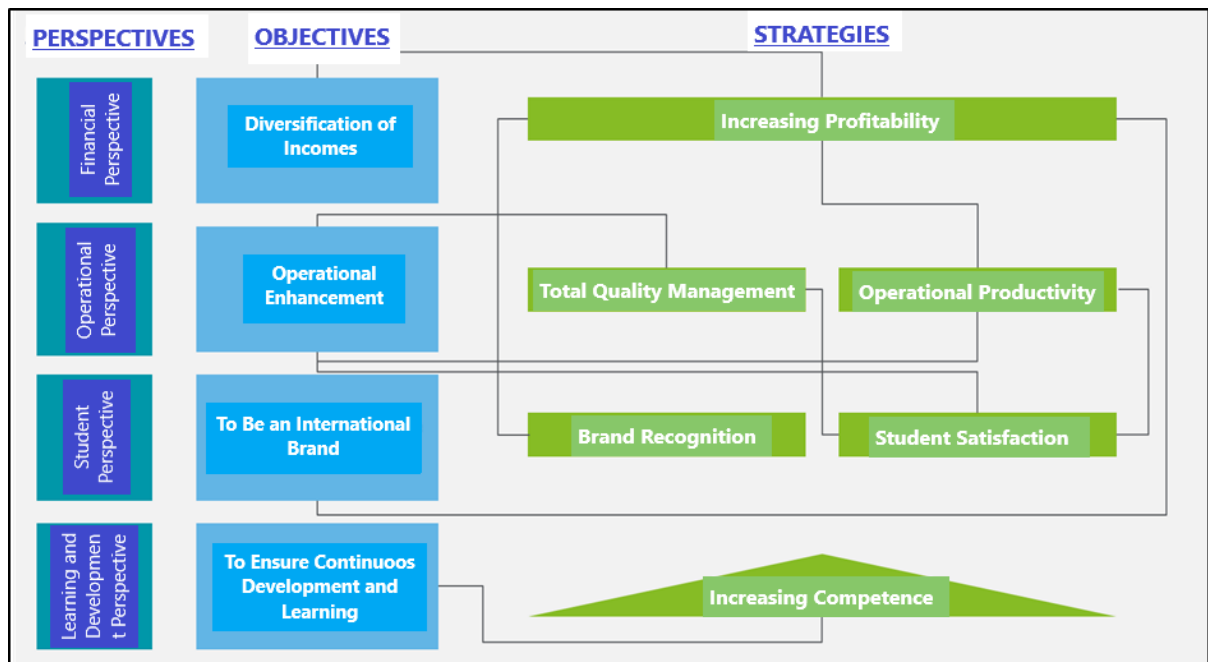
Achieving all of these goals is contingent upon the entire administrative and academic structure working concertedly, the accessibility of them in a blended and mixed working order, and the establishment of data-based decision mechanisms that can give fast and accurate results.

It is not only the idea of solving the difficulties encountered in the pandemic process that is behind this approach, but also the matrix structure of the modern education approach that is evolving into a very different structure in the globalizing and digitalizing world. In this context, it is aimed to increase the quality of education in every step to be taken.

Consequently, ensuring the technological and institutional accessibility of every stage of the education process and a data-driven sustainable development constitutes an important basis of these principles.

### **Digitalization and Turquality**

IAU has adopted the quality assurance system in order to achieve its strategic goals determined in accordance with its mission, vision, values and principles, and aims to be an active, productive, competitive and entrepreneurial university that is predicated on improving the institutional management system with quality-oriented education, research and development, national and international contribution to society within the scope of national and international evaluation criteria. It has been estimated that this process will make an important contribution to the digitalization process in terms of quality assurance systems and will accelerate the integrity of quality management.



- IAU has adopted to create its own quality assurance system by combining the national quality assurance system, which created by adapting the international standards (ESG 2015-European Standards and Guidelines) initiated within the scope of the Bologna process that includes the improvements in the European Higher Education Area to the Institutional External Evaluation Criteria of the Higher Education Quality Council, with our regional/national culture. Focusing on international standards and relevant legal regulations in all its activities, our university has determined it as the university management policy to regularly monitor the satisfaction and complaints of our students and all our stakeholders, to return to all kinds of complaints and to produce solutions in a reasonable time.
- Universities, which play the most important role in the development of science, technology, entrepreneurship activities, and the training of qualified work force required by the changing business world, on the one hand lead the change, and on the other hand, adapt to the world by taking power from local ecosystems. In an environment where universities establish such a strong harmony with the internal and external world, it is of great importance to manage these activities with a holistic perspective through Strategy and Quality activities. In order for our university to operate in accordance with National and International Quality and Accreditation systems, our Strategy and Quality Development Department has been established to provide the necessary infrastructure, system, human resources and consultancy support to all units in need.

- The concept of Quality in Higher Education has gained momentum and has been supported by accreditations and other quality systems with the increasing importance of harmony, communication with internal and external stakeholders, strong connections and the expansion of the areas of responsibility of higher education institutions. With the European Standards Directive, the European University Association Quality Systems and the Higher Education Quality Council established in 2015, the quality improvement processes of our country's universities have reached to a certain level and are observed and followed transparently. By closely following the work of the Higher Education Quality Council of Europe in Turkey, our university ensures the integration within itself. Our university has been included in the TURQUALITY Support Program ® under the brand of "ISTANBUL AYDIN UNIVERSITY". Turquality is the first and only state supported branding program. ISO 9001: 2015 Quality Management System, ISO 10002: 2006 Customer Satisfaction and ISO / IEC 27001: 2013 Information Security Management Systems were established in our institution and surveillance audits were successfully passed. IAU ranked first in the International Student category among the top 300 World Universities in the QS World University rankings. As IAU, our belief in quality has been reflected to all of our practices since the day we were founded. 21 departments are accredited in our faculties. Through the "Feedback System", which was put into operation in our institution to follow the quality improvement, accreditation and continuous improvement processes, the feedbacks of students, staff and academicians are conveyed to the Strategy and Quality Development Department.

### **IAU QUALITY MANAGEMENT IN DISTANCE/MIXED EDUCATION**

Istanbul Aydin University implements a distance/mixed education model that accords with the changing conditions and technologies, arranges its infrastructure and spaces accordingly, continues to educate the educators and updates the course information packages. In order to monitor and evaluate that the quality of these processes are under its assurance, the criteria in the Higher Education Quality Council (YÖKAK) 2020 Distance Education Quality Assurance Criteria and Evaluation Guide were taken as basis. The purpose of this guide is to provide a basis for the evaluation of the quality assurance processes regarding Distance/Blended Education practices adopted by higher education institutions with the Covid-19 Pandemic. This

national scale monitoring and evaluation system has been adopted at the Institutional scale and evaluation criteria have started to be used in self-evaluation processes.

## **A. Quality Assurance System**

### **A.1. Mission and Strategic Goals**

Our university has an institutional and sustainable understanding of the university consisting of the mission, vision, strategic goals, purpose and values stated in the documents shared with the public on the comprehensive and corporate website. In addition to Turquality and other quality accreditations, digital quality standards are also determined by these codes of principles. Within this scope;

- The institution has a governance structure that enables systematic and continuous improvement regarding the management of face-to-face, mixed, blended and online training.
- The institution has a management structure that makes it possible to take clear, timely, effective and comprehensive decisions regarding face to face, mixed, blended courses / programs.
- The process followed involves the necessary permissions to be obtained for the use of all digital course materials.

#### **A.1.1. Mission, vision, strategic goals and targets**

Our university has an institutional and sustainable understanding of the university consisting of the mission, vision, strategic goals, purpose and values stated in the documents shared with the public on the comprehensive and corporate website. In addition to Turquality and other quality accreditations, digital quality standards are also determined by these codes of principles. Within this scope;

- The goals are monitored monthly and presented to the top management with semiannual reports. Strategic goals and performance charts are approved by the university senate.

In this context, distance education, which can be defined as a flexible education format independent of time and place, where learner, teacher and learning resources are located in different places, courses are conducted synchronously or asynchronously through information and communication technologies, is also a strategic point of departure within the body of our university due to its essentialness in the global and digital world.

### **A.1.2. Quality assurance, education, research and development, social contribution and management system policies**

Distance education, which can be defined as a flexible education format independent of time and place, where learner, teacher and learning resources are located in different places, courses are conducted synchronously or asynchronously through information and communication technologies, has significant differences compared to formal education.

IAU, which has policies regarding socially important governance systems, ranging from education and training to quality management, as it can be accessed via the corporate website, has regulations regarding digital infrastructure.

Our Distance Education Policy, which is one of the most basic requirements for the quality of the distance education process and for this quality to reach a developmental structure and which also reveals what the institution wants to achieve with its distance education processes and where the institution wants it to reach, was approved with the decision of the senate dated 11.03.2020 and numbered 2020/03.

### **A.1.3. Institutional performance management**

Strategic goals and targets have been determined in our institution and are monitored periodically. However, during the pandemic period that is effective in the world and in our country, the importance of distance education has increased and new requirements have emerged. Efforts are underway to integrate the goals and objectives of distance education, which have been created as a result of these recently surfaced requirements, into the existing strategic plan.

On the other hand, various methods have been developed in order to instantly solve the problems of our stakeholders in our distance education system.

There is a White Table web/network application, which includes the problems that students report back instantly when they have issues with the course. This application is used to provide solutions to students' problems.

With the White Table WhatsApp application, lecturers of the course are supported during their class times. In addition to these, with the White Table application, the lecturers of the course are supported with live connection to the class in order to solve their problems. In addition, the "Feedback System", which is actively used at our university, played an important role in solving

many problems related to distance education during this period. Within the scope of this system, anyone can submit complaints, suggestions and feedback anonymously.

## **B. Education**

### **B.1 Design and Approval of Programs**

- The program and course information of the departments can be accessed through the IAU Education Information System (EBS). The program and course information of the departments can be accessed through the IAU Education Information System (EBS).
- Department course structures of the students are included in EBS in Turkish and English.
- The way the courses are given (face to face/synchronous/asynchronous), the category of the course and the percentage of contribution, the purpose, the content and the contribution of the course to provide vocational education are clearly expressed in the course structure.
- There are clear links between all activities and assessment methods related to the lessons and learning objectives and results.
- While determining the ratio of online/face-to-face lessons at the program level, the actions with which the qualifications of the program can be achieved (qualification-course-teaching method matrices) are planned at the department meetings and submitted to the Rectorate for approval. The theoretical parts of the course are planned synchronously or asynchronously online, while the application parts are face-to-face training, according to the theory-application balance of the courses and the course outcomes.
- While determining online/face-to-face courses at the program level, the proficiency-course-teaching method matrices are presented to the students clearly, regarding the actions with which the competencies of the program can be achieved.
- The software developed by IAU for online courses creates and encourages student-student, student-lecturer and student-content interactions. This software, which can be used through a virtual server, has no additional charge.
- Online course contents have been developed in a way that will increase students' awareness of different perspectives and in accordance with learning outcomes.
- Online course contents have been created to encourage critical thinking and problem solving.



- Online course processes provide opportunities for students to share their responsibilities towards learning.
- Accessibility is in the foreground in online lessons.
- The design of the online course complies with universal design standards and while these courses are designed, attention is paid to ensure that the objectives of the lesson are consistent with the evaluations and activities.
- Learning outcomes of the course are specified in the curriculum (or at the beginning of the modules).
- Learning outcomes of the course are clearly defined and can be measured.
- Learning outcomes of the course comply with the program and/or institutional learning outcomes.
- Courses are regularly assessed in order to be compatible with learning outcomes and content.
- Contribution of the course to the learning outcomes of the program is handled in terms of knowledge, skills and personal and professional competencies.
- The level of relationship between the learning outcomes of the course and the learning outcomes of the program, the workload of the course, ECTS credits and assessment-evaluation methods are clearly stated.
- The learning outcomes of the course, the learning and teaching methods to be used in the course, the weekly course subjects and the materials to be used in the courses in the relevant weeks and the resources of the course are found in UBIS (IAU University Information System). UBIS is available online in accessible/mobile compatible/searchable format.
- Online course resources are clearly defined and easy to access online.
- Textbooks/E-books/Online Tools work seamlessly with the LMS.
- Regular feedback is received from students about the quality of the course materials used for all courses.
- Student feedback is encouraged for course improvement purposes and requested by IAU after each lesson.
- Students who want to attend face-to-face to online and mixed courses make an appointment with the software developed by IAU on UBIS one week before the week they want to attend the classes. Since this system is in the pandemic process, students can check their HES code and make an appointment when they are not in the risk group. In addition, due to the pandemic process, the appointment requests of the students are

evaluated by the COVID-19 COMMISSION, taking into account the daily number of people that can be on the campus.

### **B.1.2. Assessment and evaluation**

- All online courses in the programs are evaluated through an assessment process that has predetermined standards and implements them.
- In order to make changes to improve all alternative assessment and evaluation tools offered within the scope of online courses, data obtained from the academic feedback system is used.
- Feedback is regularly received from students within the scope of the quality of the mixed/online courses and the course materials.
- There are clear links between learning goals and outcomes regarding the activities and assessment conducted within the scope of mixed and online courses.
- Learning outcomes are built on the existing knowledge.
- Course activities are determined appropriately for the targeted students and distributed equally among modules.
- Activities carried out within the scope of online lessons are meaningful, purposeful and related to learning outcomes.
- Assignments are directly related to the learning objectives of the course/lesson.
- Homework is meaningful, purposeful, and related to the learning outcomes.
- Homework evaluation criteria are clearly defined and after the end of the assignment deadline, the evaluation criteria are shared with the students through the course management system along with the answer key.
- The lecturer prepares various types of assignments to provide opportunities for different learners to show their skills.
- The lecturer structures learning activities to encourage student-to-student interactions.
- Homework encourages critical thinking and problem solving.
- The lecturer prepares a homework schedule including deadlines and periods and shares it with the students.
- The lecturer constantly evaluates the effectiveness and content of online lessons.
- Student feedback (for the lesson improvement) is encouraged and requested.
- At the end of the lesson, the lecturer provides learning platforms for students to reflect on and discuss within the lesson.

- The lecturer shows his/her presence by interacting actively and frequently throughout the lesson.
- Classroom discussion boards are designed by the lecturer to facilitate student interaction.
- Lecturer submits critical, reflective questions to discussion forums.
- The lecturer provides a clear explanation for the students on how to use classroom discussion.
- Expectations for participation in discussion forums and other classroom communications are clearly stated by the lecturer.
- The lecturer provides various types of assignments to provide opportunities for different learners to demonstrate their skills.
- The lecturer structures learning activities and assessment processes to encourage collaborative interactions.

## **B.2. Matriculation and Improvement**

- Students can have detailed information about the institution by making virtual trips
- A separate tool covering the e-campus and services has been developed by the institution for distance education student.
- University applications can be made online. Field level help and live chat are available for application completion.
- There is a web-based software where the student can follow the application, admission and registration processes step by step and then get information about which items are required.
- A user-friendly secure payment system is available in both web-accessible and mobile-compatible formats.
- Students have the opportunity to interact with the financial aid specialist electronically using a variety of methods such as live chat, e-mail and telephone. A financial specialist is assigned to the student by IAU and also a CRM solution is used to ensure the continuity of the process.
- IAU provides students with financial literacy that can be accessed remotely and can be used both by themselves and as a personal assistance.
- During the placement process, students can easily contact the disabled students office if they have a disability before the classes start.
- An e-orientation program has been developed by IAU.

- Transcripts, letters of recommendations, shooting records and other admission documents can be submitted online.
- Thanks to the success tracking system, students produce solutions together with their academic advisors for the courses they are expected to fail.
- IAU provides services to help students with mental and psychological problems they may encounter. Services can be provided both face to face and virtually.
- IAU provides services to help students with health issues. The services provided for the problems they may encounter can be provided both face to face and virtually.
- Students have opportunities to participate in student clubs, **mentoring/personal development** programs, research projects or other activities.
- IAU provides the necessary infrastructure for students to participate in remote campus organizations.
- Library support staff works seamlessly traditionally and online. Students can even ask for help almost one-on-one after working hours.
- The library has sufficient resources to support students' homework and studies in online classes.
- The library has an application that can be used on any mobile device that provides access to library support staff, electronic materials and educational support.
- White Table support is provided 24 hours a day via e-mail, chat or telephone to respond to students' technical problems.
- IAU provides full-time information flow on using grant searching tools and best practices for finding grants.
- Postgraduate students have the opportunity to join postgraduate student organizations or support groups via web conference.
- IAU provides full information sessions for postgraduate students about the processes involved in writing or publishing their academic dissertations.
- Workshops and one-to-one sessions for interview preparation are offered to students before they come to the campus.
- Career evaluations can be done online.
- Job placement services are provided to students before they come to the campus; after-hours service support is also provided.
- Academic counselling and all similar activities, which were previously held face to face, continued to be provided online throughout the pandemic process.

### **B.2.1. Recognition and certification of diplomas, degrees and other competencies**

In our university, there are Distance Education Master's Programs and Certificate Programs supporting lifelong learning for the recognition and promotion of formal and distance acquired qualifications. Applications are systematically monitored and improvement mechanisms are developed.

The criteria and processes for the recognition and certification of diplomas, degrees and other competencies obtained through distance/mixed education have been determined and are managed and administered within the framework of both the Institute of Graduate Education and the Distance Education Center and Continuing Education Center.

### **B.3. Student-Centered Learning, Teaching and Evaluation**

#### **B.3.1 Teaching methods and techniques**

- Online activities and assignments are written with clear instructions on how to participate, when responses or presentations are expected, and how activities will be evaluated.
- Course contents developed online are student-centered and designed to attract the attention of the student.

#### **B.3.2. Assessment and Evaluation**

- Based on the learning outcomes of the course, the lecturer focuses on process evaluation approaches as well as outcome evaluation approaches in evaluating student success.
- The lecturer uses multiple assessment approaches in the process to provide effective and timely feedback in the process of monitoring and evaluating the learning.
- At the beginning of the process, the lecturer bases on 21st century skills and daily life elements while determining the homework to be given, performance tasks and other approaches to be used in monitoring the developmental progress of the student.

#### **B.3.3. Student Feedbacks**

- Student feedbacks are evaluated by the Faculty Dean's Offices and Vocational High School (MYO) Directorates and in cooperation with the Student Council, through face-to-face or online meetings.

- Information, demands and expectations received from an info address open to all students and the public within the body of the University General Secretariat are evaluated and forwarded to the relevant units.
- Requests, complaints and suggestions received by name or anonymously through the "Feedback System" are also followed up by forwarding them to the relevant units.
- In addition, the flow of information from the "We Are Listening to You", which is open to all stakeholders and students, is maintained in a controlled manner.
- Social media studies, especially webinars, are carried out by all Application and Research Centers, and maximum sensitivity is shown to ensure that the connection with students is sustainable.
- In addition, the Head of Health, Culture and Sports (SKSDB) communicates with students through social media and e-mail, and emphasizes communication with students through publications and webinars. Within the body of SKSDB, attention is paid to the use of e-sports applications and virtual technologies.
- Webinars and social activities in which the Student Council actively participates are tried to be used effectively by using digital channels.
- Requests and complaints received from all these channels are delivered to the relevant persons via e-mail, **effectively** solved and/or directed to the relevant units and followed up.

#### **B.4. Lecturers**

- In order to focus on the learning process, the lecturers give students detailed information about how the online education process will continue.
- In accordance with the communication policy, lecturers immediately return to all phone calls, messages and e-mails received from their students.
- Lecturers provide all the support to help students perform successfully in their classes.
- Lecturers encourage students to communicate with them on and off the job when their questions arise.
- Lecturers use announcements effectively and appropriately.
- Lecturers provide continuous and meaningful communication.
- Lecturers provide clear, useful, fast and constructive feedback to students.
- All announcements made by the lecturers on UBIS are made in a clear language that all students can understand.

- Lecturers provide students with information about computer, hardware and software requirements as well as where to get technical assistance.
- Lecturers provide students with opportunities to participate in relevant activities where they can gain different experiences outside of their lessons.
- Lecturers create an inclusive, supportive and engaging environment through various methods such as using students' names frequently.
- The lecturer provides activities/assignments that encourage student interaction.

#### **B.4.1 Teaching Competence**

Distance/mixed education processes require technology knowledge as well as field and pedagogical knowledge. Accordingly, trainings were given to all teaching staff within the scope of the training of the trainer. These trainings;

- "Process Based Assessment and Evaluation Methods and Techniques" by IAU Assessment and Evaluation Application and Research Center,
- "Instructional Design and Technology Applications Education in Online Education" by Computer and Instructional Technologies Teaching Program,
- Has been given by the Distance Education Applications and Research Center under the titles of "Learning Management System (Moodle)" and "Training to Use Effective Virtual Classroom (Adobe Connect)".
- In addition to the trainings provided, Turkish and English guides and videos were prepared for the use of lecturers.

#### **B.5. Learning Sources**

##### **B.5.1. Learning Sources**

- IAU uses Adobe Connect video application to process live lessons. Adobe Connect application is implemented over UBİS. In this application; In addition to web camera and microphone applications, there are functions such as sharing presentations, drawing and writing on the whiteboard, creating a questionnaire, creating a discussion environment with students, giving students the authority to open microphones and images.
- All resources and materials needed by students are shared with students through UBİS, and students can access these resources and materials from outside the campus.

- Turkish and English guides have been prepared for students and lecturers/staff in order to facilitate the access of students and lecturers/staff to learning environments and resources in distance/mixed education processes.
- In order to keep student interaction at the highest level in distance/mixed education processes, principles specific to developing contents and materials have been determined. These principles are shared with all faculty members/lecturers during the Instructional Design and Technology Applications Education in Online Education provided by the Computer Education and Instructional Technologies Program.
- Synchronous and asynchronous technical support is provided to ensure student and faculty members' access to learning environments and resources. While students are provided with technical support by the “White Table Team” established within the Distance Education Applications and Research Center, technical support is provided to the faculty members by the Department of Information Technologies and Distance Education Applications and Research Center.
- Feedback on the distance education process is received from students and faculty members and evaluated for improvement studies.

### **B.5.2. Unimpeded University**

Higher education institutions should take the necessary precautions for individuals with special needs in distance/mixed education applications in accordance with the Law No. 25868 on Disabled Individuals, and by providing equal opportunity in education, all applications are shared with students without losing their rights.

All the work done and planned to be carried out should be carried out by taking into account the Higher Education Institutions Disabled Counseling and Coordination Regulation published in the Official Gazette dated 14/08/2010 and numbered 27672 and the decisions of the Higher Education Institution Disabled Students Commission. Access to education, physical access and access to social activities are constantly monitored and maintained on social media and online communication channels.

Students' demands are received without any difficulty in the distance education process. If they cannot write a petition, their requests received by phone or e-mail are accepted. Disabled Student Units, which were established at universities with students during the distance education process, pay attention to more frequent and dynamic communication. The software



and programs used within the scope of Access to Education are implemented according to the disability groups. Accessibility of video contents, accessibility of picture and graphic contents, accessibility of books and course documents are provided by descriptions, audio books, subtitles, sign language and similar studies. It is ensured that all the decisions taken by the higher education institution are implemented in the exam applications and similar distance education processes. By establishing an academic consultancy system, we ensure that Disabled Student Units are monitored and supported one-on-one through academic advisors in faculties, colleges and vocational schools, and all the work carried out at our University is carried out through the Disability Unit with the support of the relevant Vice Rector and its supervision is continuously followed by the Higher Education Disabled Students Commission.

Additional time for disabled students to access online exams, visual enlargement on the screen and user-friendly applications are sensitive.

### **B.5.3. Counseling, Psychological Guidance and Career Services**

Arrangements have been made to ensure that our students are less mobilized in On-Site Application and Summer Internships. Our students provide data entry of the company they will apply through the UBIS system and can access "Internship Approval Forms and Application Books" as PDF, if approved by their consultants. In this pandemic process, which has started online education, the student can perform all internship and application processes without coming to the campus either outside the city or in the city. Thus, the contact during the receipt-delivery period was eliminated.

Webinar and CV writing consultancy for our students and graduates, which will positively contribute to their careers, are carried out online.

In addition, in order to train a peer guide in the Faculty of Education, volunteer students were given peer guidance training before the pandemic. These studies are not planned to be continued online.

Since the beginning of the pandemic many distance education studies have been carried out in and outside the university within the Department of Psychological Counseling and Guidance and studies in this direction are continuing through digital platforms.

## **B.6. Monitoring Program Outputs**

### **B.6.1. Monitoring and Updating Program Outputs**

(Including language education programs in preparatory school.)

Just like in face-to-face education processes, the educational objectives and the level of achieving the targeted learning outcomes of the courses given through distance education are controlled by assessment and evaluation methods throughout the semester. At the end of the period, improvement studies are carried out by addressing the conformity controlled by assessment and evaluation methods. In addition, it is required to indicate the question learning outcome relationship in the online exams created through the IAU Exam System.

## **C. Management System**

### **C.1. Process Management**

The processes required for the positive functioning of the distance education system and its progress in integration with formal processes are defined; human resources and organizational structuring are provided.

Distance education activities at our university are carried out under the coordination of UZEM (Distance Education Application and Research Center) and the Department of Information Technologies. All processes are defined and responsibilities are shared.

The distance education platform is managed by UZEM and user support is provided. The hardware and internet access processes of the place of education are provided by the Department of Information Technologies. Approximately 1,800 lectures given during the day are followed online, if desired, the rectorate can attend and monitor the lessons. At the end of the day, feedback is received from students and academic staff and improvements are made on the system by holding meetings.

### **C.2. Information Security and Reliability**

Distance education is a type of education in which a lot of personal information of students and lecturers, as well as course processes, exams and all connected open and confidential interaction take place on a digital platform. Therefore, there is information security regarding all these information and records, and our university has an Information Security Policy. At this point, the first basic requirement is that the records can be kept on campus and, if possible, by the institution itself. Another requirement is to carefully determine the right to access information and records. In addition, the Personal Data Protection Law No. 6698 is observed in the use of all data and records produced by the distance education system.

Automation of distance education activities is provided through UBIS. UBIS is a system that can be entered with each staff and student's own username and password. Each student can attend online classes with these accounts, and course activities, participation status, homework, **quizzes** and exams are carried out only on the area they can see. In this way, the personal data of each student is stored in areas that can only be accessed by them. Permission to process personal information is obtained from each student during the registration process to the university and the document showing their consent is kept in their file. On the online education platform, students do not have any personal data other than their student number.

Realization of the digitalization process is possible with a radical transformation. This transformation has a key role for our university in the success of its change. In this process, it is important for managers to lead this transformation.

The lecturers' access to general information about the course is the beginning of the interaction of university students with the courses. Making course definitions and determining the face-to-face/online ratios of these courses are one of the most important factors in the success of online courses. It is aimed to enable the lessons, contents, activities and the effectiveness of measurement and evaluation to be continuously evaluated and developed.

While making updates within the scope of digitalization, enriching the learning experiences of students in all updates to support online education is considered as the focus, and the continuous evaluation and improvement of the validity and effectiveness of educational software suitable for the development speed of technology is followed.