Energy Usage and Green Public Transportation in Future Smart Cities: An Innovate Teaching Program for Students, Stakeholders and Entrepreneus
nº 2020-1-TR01-KA203-094242

Co-funded by the
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Detail info about Module 1

including visuals of project outputs developed up to now
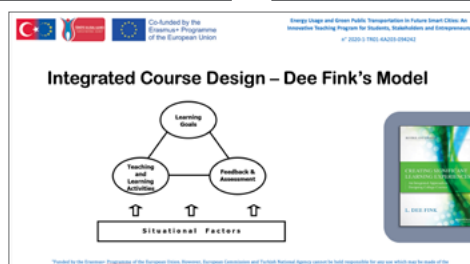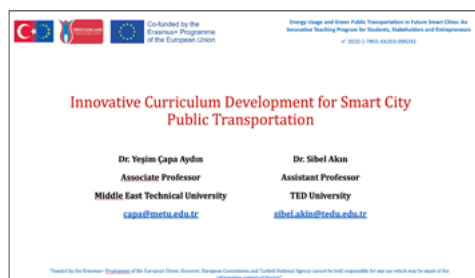
Module-1

"Innovative Curriculum Development for Smart City Public Transportation"

As the Module 1 owners, we help develop an innovative curriculum for energy usage and green public transportation in future smart cities. In addition, we seek to support our 7 module owners in using innovative learning-teaching and assessment methodologies.

Developing a Training
January 2021

To this end, first, we developed and delivered a half-day interactive training in January on how to design a course effectively, including all the essential components. We first discussed the differences between student-centered and teacher-centered learning-teaching approaches, including behaviorist vs. constructivist theories. Building on this, we then introduced the integrated course design model (developed by Dee Fink's) and elaborated on each step of the design: identifying situational factors, determining course objectives and learning outcomes, selecting teaching and learning activities, designing feedback and assessment, and making sure that all these components are aligned with each other.

2

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TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

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Developing Course Syllabus Through
March-June, 2021

We assisted our 7 module owners in developing a course syllabus for their own modules. To ensure uniformity across all modules, we developed a course syllabus template in March, which included the following dimensions: course information, instructor(s) information, course objectives, learning outcomes, prerequisite knowledge, skills, attitudes, supplementary materials, topical outline, instructional methods, assessment of student learning, grading, course policies, and academic honesty.

We designed an analytical rubric to assess all module syllabi considering the essential dimensions mentioned above.

Once the module owners developed the first drafts of their module syllabi, we used this rubric to provide feedback to all module owners between April and June. In addition, the module owners were also encouraged to provide feedback to each other.

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Preparing Teaching Notes Template Through
July-September, 2021

We developed a teaching notes template between July and August that covered the following dimensions: lesson title, related learning outcome(s), duration of the lesson, dominant instructional method, instructional materials, prerequisite learning, discussion questions, and formative assessment activities. In addition, module owners were asked to provide details regarding the implementation of their lessons in relation to beginning activities, activities at the heart of the lesson, and closure activities.

We designed a checklist to assess all teaching notes developed by the module owners. The checklist was used to provide feedback to all module owners in September. In addition, the module owners were also encouraged to provide feedback to each other.

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Sibel Akin-Sabuncu, Ph.D.

is an Assistant Professor of Curriculum and Instruction at the Faculty of Education at TED University. She obtained her Ph.D. degree in Curriculum and Instruction Program at Middle East Technical University. Dr. Akin-Sabuncu was a visiting scholar at Teachers College, Columbia University during her doctoral studies, and is currently also a post-doctoral researcher at Teachers College, Columbia University. Her research focuses on curriculum design and evaluation; pre-service and in-service teacher education; elementary teacher education; teacher/teacher educator beliefs; teaching and teacher education for social justice/immigrant and refugee students/disadvantaged students; educational equity; critical pedagogy; and culturally responsive pedagogy. Dr. Akin-Sabuncu's recent research project, which aims to investigate teacher educators' perspectives across Turkey, United States, and Hong Kong for preparing teachers for immigrant students, has been granted Global Education Research Award in 2021.

Yesim Capa Aydin, Ph.D.

is an Associate Professor in the Department of Educational Sciences and director of the Center for Advancing Learning and Teaching (ODTÜ ÖGEM) in Middle East Technical University. . She received her doctorate in quantitative research, measurement, and evaluation in education from The Ohio State University. She has 16 years of professional experience as a faculty member in addition to three years of experience as a researcher in the Research, Evaluation, and Data Analysis Consultation Service at The Ohio State. She has been involved in 29 research projects and published more than 30 scientific articles. Her research interests include assessment and feedback in higher education, faculty development, formative assessment, performance evaluation, and assessment of psychological constructs.

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