

Chemistry (English)			
Bachelor	TR-NQF-HE: Level 6	QF-EHEA: First Cycle	EQF-LLL: Level 6

Course Introduction and Application Information

Course Code:	SEG003						
Course Name:	Manifest of İstinye 3						
Semester:	Fall						
Course Credits:	<table border="1"> <tr> <td>ECTS</td> </tr> <tr> <td>1</td> </tr> </table>			ECTS	1		
ECTS							
1							
Language of instruction:	Turkish						
Course Condition:							
Does the Course Require Work Experience?:	No						
Type of course:	Compulsory Courses						
Course Level:	<table border="1"> <tr> <td>Bachelor</td> <td>TR-NQF-HE:6. Master`s Degree</td> <td>QF- EHEA:First Cycle</td> <td>EQF-LLL:6. Master`s Degree</td> </tr> </table>			Bachelor	TR-NQF-HE:6. Master`s Degree	QF- EHEA:First Cycle	EQF-LLL:6. Master`s Degree
Bachelor	TR-NQF-HE:6. Master`s Degree	QF- EHEA:First Cycle	EQF-LLL:6. Master`s Degree				
Mode of Delivery:	E-Learning						
Course Coordinator:	Öğr. Gör. ELİF VARDAR SOLAK						
Course Lecturer(s):	TLCE, ISU Academics						
Course Assistants:							

Course Objective and Content

Course Objectives:	To ensure the adaptation of our undergraduate students to University life, to create a social and academic infrastructure for our students throughout their University life and to manage their competence development for the 21st century skills. Focus on the so called soft skills-basic skills more on individual level for learning, communication, and psychological resilience concepts
Course	This program offers seminars on traditional, innovative and adult learning theories, practicing

Content:	mental processes, student motivation, learning styles and strategies, using supportive communication in education, resilience to support pedagogical empowerment in education, stress tolerance and flexibility.
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Learning Outcomes

The students who have succeeded in this course;

- 1) Developing individual-level social, emotional and mental skills in the areas of learning awareness, effective communication and psychological resilience, reasoning in mental processes, and idea development.

Course Flow Plan

Week	Subject	Related Preparation
1)	Course orientation	Course syllabus and the orientation program
2)	Active-Passive Learning	Asynchronous Video Course Material
3)	Learning Strategies	Asynchronous Video Course Material
4)	Learning Styles, Routines and Positive Practice	Asynchronous Video Course Material
5)	Principles of Effective Communication	Asynchronous Video Course Material
6)	Body Language in Communication	Asynchronous Video Course Material
7)	Supportive Communication	Asynchronous Video Course Material
8)	Psychological Resilience	Asynchronous Video Course Material
9)	Stres Tolerance	Asynchronous Video Course Material
10)	Flexibility	Asynchronous Video Course Material
11)	Reasoning	Asynchronous Video Course Material
12)	Problem solving	Asynchronous Video Course Material
13)	Idea Generation	Asynchronous Video Course Material
14)	Course wrap up	Course materials
15)	Final Exams Week	Final Exams Week

Sources

Course Notes / Textbooks:	Ders notları, asenkron video ders kayıtları Course materials, asynchronous video lessons
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References:	<p>Tavsiye edilen okumalar: Listelenen makaleler ve Blackboard alanına yüklenen dökümanlar</p> <p>Öğrenci Motivasyonu</p> <p>Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. <i>Online Learning</i>, 22(1), 205- 222.</p> <p>Öğrenme Stilleri ve Stratejileri</p> <p>Veznedaroğlu, R. L., & Özgür, A. O. (2005). Öğrenme stilleri: tanımlamalar, modeller ve işlevleri. <i>Elementary Education Online</i>, 4(2).</p> <p>Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. <i>Psychological Science in the Public Interest</i>, 9(3), 105-119.</p> <p>21. Yüzyıl Becerileri</p> <p>Ananiadou, K. and M. Claro (2009), “21st Century Skills and Competences for New Millennium Learners in OECD Countries”, OECD Education Working Papers, No. 41, OECD Publishing.</p> <p>Psikolojik Dayanıklılık</p> <p>Psychological Resilience - 7 Keys to Finding Your Inner Strength and Overcoming Life’s Hurdles – Karen Reivich and Andrew Shatte Ph.D.</p> <p>Stress Management - The Relaxation and Stress Reduction Workbook (A New Harbinger Self-Help Workbook) - by Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay</p> <p>Psychological Flexibility - The Happiness Trap – Russ Harris & The Reality Slap – Russ Harris</p> <p>Suggested reading: Listed articles, Blackboard document and materials</p> <p>Learner Motivation</p> <p>Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. <i>Online Learning</i>, 22(1), 205- 222.</p> <p>Learning Styles and Strategies</p> <p>Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. <i>Psychological Science in the Public Interest</i>, 9(3), 105-119.</p> <p>21. Century Skills</p> <p>Ananiadou, K. and M. Claro (2009), “21st Century Skills and Competences for New Millennium Learners in OECD Countries”, OECD Education Working Papers, No. 41, OECD Publishing.</p> <p>Psychological Resilience</p> <p>Psychological Resilience - 7 Keys to Finding Your Inner Strength and Overcoming Life’s Hurdles – Karen Reivich and Andrew Shatte Ph.D.</p> <p>Stress Management - The Relaxation and Stress Reduction Workbook (A New Harbinger Self-Help Workbook) - by Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay</p> <p>Psychological Flexibility - The Happiness Trap – Russ Harris & The Reality Slap – Russ Harris</p>
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Course - Program Learning Outcome Relationship

Course Learning Outcomes	1
Program Outcomes	
1) Knows the basic concepts related to the theory and applications of chemistry, uses theoretical and applied knowledge, can select, develop and design methods.	

2) Makes experimental planning and application for analysis, synthesis, separation and purification methods, provide solutions to the problems encountered and interpret the results. Course Learning Outcomes	1
3) Expresses the basic principles of sample preparation techniques and instrumental analysis methods used in qualitative and quantitative analysis of items, discusses their application areas.	
4) Has knowledge about the sources, production, industrial applications and technologies of chemical substances.	
5) Makes structural analyzes of chemical substances and interprets the results.	
6) Work individually and in multidisciplinary groups, take responsibility, plan their tasks and use time effectively.	
7) Follows the information in the field and communicates with colleagues by using English at a professional level.	
8) Uses information and communication technologies along with computer software at the level required by the field.	
9) Follows the national and international chemistry literature, transfers the knowledge gained orally or in writing.	
10) Determines self-learning needs, manages/directs his/her learning.	
11) Takes responsibility and adheres to the ethical values required by these responsibilities.	

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	Knows the basic concepts related to the theory and applications of chemistry, uses theoretical and applied knowledge, can select, develop and design methods.	
2)	Makes experimental planning and application for analysis, synthesis, separation and purification methods, provide solutions to the problems encountered and interpret the results.	
3)	Expresses the basic principles of sample preparation techniques and instrumental analysis methods used in qualitative and quantitative analysis of items, discusses their application areas.	

4)	Has knowledge about the sources, production, industrial applications and technologies of chemical substances.	
5)	Makes structural analyzes of chemical substances and interprets the results.	
6)	Work individually and in multidisciplinary groups, take responsibility, plan their tasks and use time effectively.	
7)	Follows the information in the field and communicates with colleagues by using English at a professional level.	
8)	Uses information and communication technologies along with computer software at the level required by the field.	
9)	Follows the national and international chemistry literature, transfers the knowledge gained orally or in writing.	
10)	Determines self-learning needs, manages/directs his/her learning.	
11)	Takes responsibility and adheres to the ethical values required by these responsibilities.	

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Quizzes	12	% 100
total		% 100
PERCENTAGE OF SEMESTER WORK		% 100
PERCENTAGE OF FINAL WORK		%
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Preparation for the Activity	Spent for the Activity Itself	Completing the Activity Requirements	Workload
Course Hours	14	0			0
Study Hours Out of Class	11	0			0
Total Workload					0