



ISTANBUL COMMERCE
UNIVERSITY

ENGLISH PREPARATORY PROGRAM

**“ONLINE LEARNING PLATFORMS &
INFORMATION AND COMMUNICATION
TECHNOLOGIES (OLP & ICT)”**

HANDBOOK

ENGLISH PREPARATORY PROGRAM

OLP & ICT



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Beyond the Classroom

PURPOSE

The purpose of this handbook is to describe the responsibilities, duties, operations and workflows of the ICU EPP Online Learning Platforms & Information and Communication Technologies. It also provides guidance for all the ICU EPP instructors as to how the OLP&ICT works and how they can find practical solutions for their tech-related problems they might face.

OUR VISION

Our vision is to help the ICU EPP to be able to reach the ideal balance of tech-integrated teaching and learning by continuously backing up the EPP's predetermined curricular goals through the integration of the most recent pedagogic and innovative technologies.

OUR MISSION

Our mission is to search, find and introduce the most useful and practical technological sources for the EPP instructors to make use of in their own lesson designs and to support them by solving their tech use problems in terms of online learning platforms that will deepen and enhance students' learning in and outside of the classroom.

OUR PHILOSOPHIES

- “Technology can become the wings that will allow the educational world to fly farther and faster than ever before.”

Jenny Arledge

- “If we teach today as we taught yesterday, then we rob the students of tomorrow.”

John Dewey

- Teaching is in class, but learning is everywhere.

OUR CORE VALUES

1. Efficiency and Effectiveness
2. Innovative thinking
3. Commitment to encouraging learner autonomy
4. Collaboration
5. Flexibility

OUR UNDERSTANDING ABOUT TECHNOLOGY INTEGRATION

Technology integration is the incorporating of wide range of technological tools such as computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc. into our language teaching and learning programs; specifically into day-to-day classroom practices, bearing in mind its immense learning opportunities outside the classroom.

OLP & ICT IN ICU ENGLISH PREPARATORY PROGRAM ORGANIZATIONAL STRUCTURE

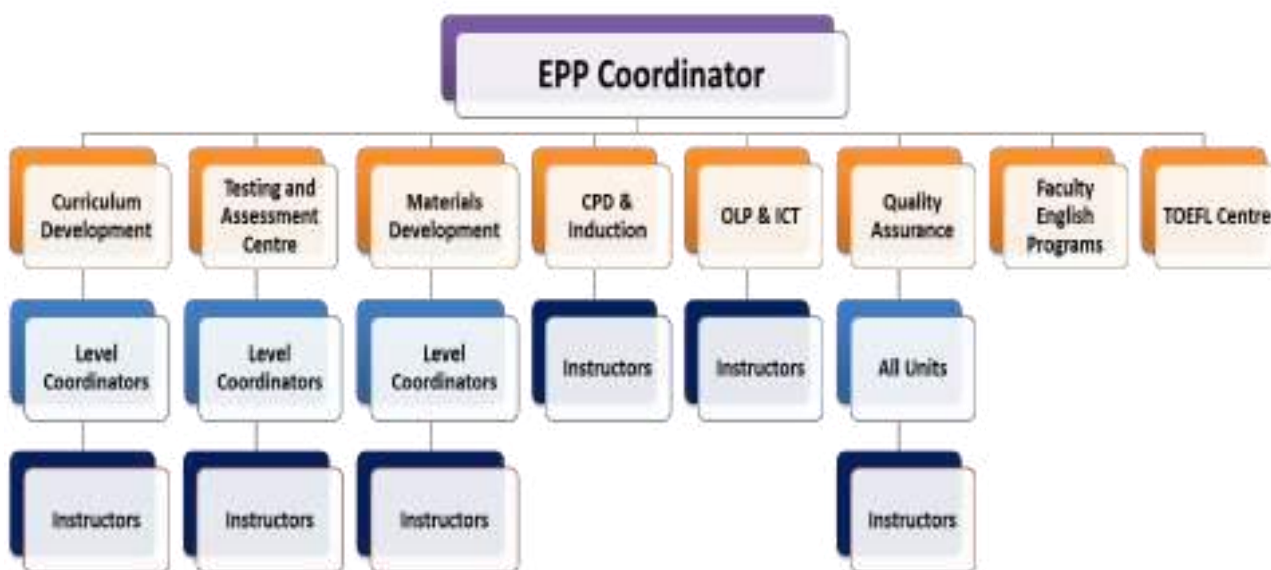


Figure 1: ICU EPP Organizational Structure

OUR RESPONSIBILITIES AND DUTIES

ICU EPP OLP & ICT members are mainly responsible for;

- guiding and supporting the ICU EPP instructors in terms of using LMS and ICT tools and applications more effectively.
- communicating with the EPP LMS/OLP provider regularly and solving both the instructors' and students' problems in the shortest time possible.
- collaborating with the EPP Materials Development to provide useful web-based links/sources.
- informing all the EPP instructors about conferences & workshops related with the use of technology in education.
- managing official social media accounts to inform the EPP students about announcements in connection with the ICU EPP.
- providing research and articles about technology-integrated teaching for the EPP instructors.
- keeping the EPP instructors and students updated on different uses of educational technology.
- collaborating and cooperating with all the ICU EPP Units and Committees to increase the performance, efficiency and effectiveness levels of the whole program.

- collecting feedback from the EPP students and the instructors about the activities and practices of OLP & ICT on a regular basis.
- analysing the feedback obtained and making improvement accordingly by taking into quality concept consideration in all its activities and practices.

THE MUST-HAVE QUALITIES OF ICU EPP OLP & ICT MEMBER

ICU EPP OLP&ICT member should;

- theoretically and conceptually understand how people learn.
- be open to continuous learning and self-reflection; have an inquisitive mind.
- be proactive and willing to take initiative.
- be capable of seeing the value of the details and using different perspectives.
- be following the latest developments in technology, specifically educational technologies.
- be well-aware that creativity is the spark that clears the path in all the teaching and learning processes.

FEEDBACK AND EVALUATION MECHANISMS OF OLP&ICT

ICU EPP OLP & ICT regularly collects structured feedback as regards the activities and practices for evaluative, corrective and developmental purposes. EPP OLP & ICT, by taking account of all the collected and analyzed feedback, continuously seeks areas of improvement relating to its activities and quality. In figure 2 data collection, analysis, reporting and archiving processes are shown.



Figure 2: Feedback, analysis, reporting and archiving system of OLP & ICT

THE FLOW OF FEEDBACK AND REPORTING



Figure 3: The flow of Feedback and Reporting

EVALUATION AND QUALITY MECHANISMS (CONTINUOUS)

The purpose of the evaluation of ICU EPP OLP & ICT is to gather formal and structured data regularly and systematically to make informed and accurate decisions with regard to the OLP & ICT's activities and practices to better its performance and quality. As Bachman (1996) suggests, evaluation should be made as comprehensive and accurate as possible; otherwise, ineffective or wrong decisions can be made, rendering all the evaluation process futile.

ICU EPP OLP & ICT follows the below quality cycle in order to continuously review and develop all its activities and practices. Along with this, it always seeks different opportunities to make more contributions to better the ICU EPP students' learning.

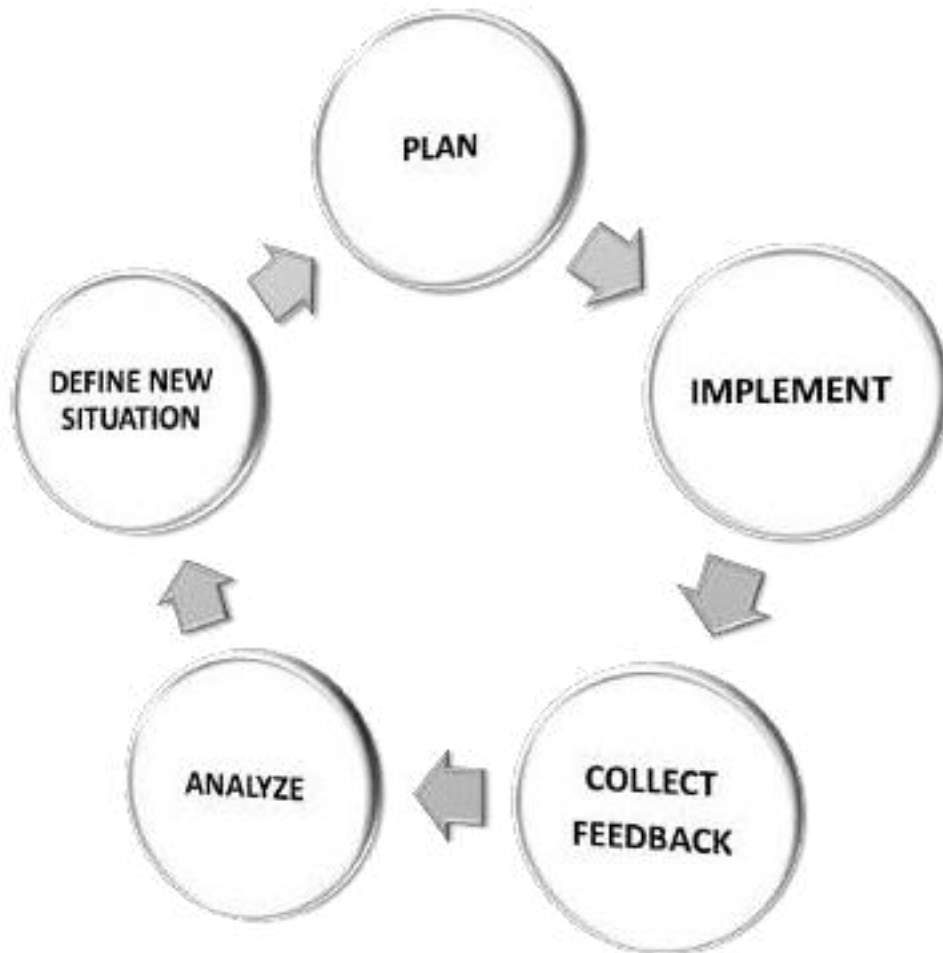


Figure 4: ICU EPP OLP & ICT Quality Cycle

In order to obtain a comprehensive quality evaluation to see and make the necessary changes and improvements, the below methods are to be utilized:

- Questionnaires (Students - Instructors)

<i>Quality Evaluation Tools</i>	<i>Students</i>	<i>Instructors</i>	<i>Level Coordinators</i>	<i>Statistical Data Evaluation</i>
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Questionnaires	1 per academic year	1 per academic year	x	x
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Table 1: OLP & ICT Quality Evaluation Mechanism



Figure 5: ICU EPP OLP & ICT Quality Evaluation Perspective

SOLUTION STEPS OF LMS-RELATED PROBLEMS

