



EDUCATION AND TEACHING POLICY

SECTION ONE

Purpose, Scope, and Definitions

1. Short Title

“Arkin University of Creative Arts and Design (ARUCAD) Education and Teaching Policy”.

2. Definitions

For the purposes of this Policy, the following terms shall have the meanings set out below;

- a) University: ARUCAD University,
- b) Board of Trustees, Senate, or the relevant Administrative Board: ARUCAD Board of Trustees, ARUCAD Senate, or the relevant ARUCAD Administrative Board,
- c) Rector: the Rector of ARUCAD,
- d) Academic Unit: The faculties, schools, and institutes within the University that conduct education and teaching activities,
- e) Programme: An associate, undergraduate, or graduate education programme leading to a diploma in a specific field,
- f) Curriculum / Teaching Plan: The plan showing the semester-based distribution of courses that students are required to complete in order to graduate,
- g) Programme Learning Outcomes: The knowledge, skills, and competencies that students are expected to possess upon successful completion of a programme,
- h) Course Learning Outcomes: The knowledge, skills, and competencies that students are expected to acquire upon successful completion of a course,
- i) ECTS (European Credit Transfer and Accumulation System): The credit system indicating the total workload required for a student to successfully complete a course,
- j) Student-Centred Learning: An educational approach that promotes students’ active participation in the learning process; takes into account individual learning needs, learning pace, interests, and different learning styles; and aims to develop critical thinking, problem-solving, research, creative production, and self-assessment skills,
- k) Assessment and Evaluation: The systematic process of evaluating students’ levels of knowledge, skills, and competencies through various assessment tools and methods in line with course learning outcomes and programme learning outcomes,
- l) Learning Outcome: The level of knowledge, skills, and competencies that a student is expected to demonstrate at the end of a learning process,
- m) Assessment Tool: Examinations, projects, performance tasks, portfolios, presentations, practical applications, and similar assessment instruments used to determine students’ levels of learning,
- n) Blended Learning: An instructional approach that combines face-to-face teaching with digital learning environments,
- o) Stakeholder: Internal and external individuals, institutions, and organisations that are affected by or contribute to the University’s education and teaching activities,

- p) Quality Assurance: The systematic processes aimed at planning, implementing, monitoring, and improving education and teaching activities,
- q) PDCA Cycle (Plan–Do–Check–Act): The quality management model based on the planning, implementation, monitoring, and continuous improvement of institutional activities in accordance with the results obtained.

3. Purpose

Arkin University of Creative Arts and Design (ARUCAD) conducts its education and teaching activities through an approach that aims to develop students' creative, critical, and interdisciplinary thinking skills, enhance their artistic and academic production capacities, and educate graduates who are capable of competing at both national and international levels. Bu politika; eğitim ve öğretim süreçlerinin planlanması, uygulanması, izlenmesi ve sürekli iyileştirilmesine ilişkin temel ilkeleri belirler. This Policy establishes the fundamental principles governing the planning, implementation, monitoring, and continuous improvement of education and teaching processes.

4. Scope

This Policy covers all associate, undergraduate, and graduate education and teaching activities conducted at Arkin University of Creative Arts and Design (ARUCAD), together with the principles governing these activities.

SECTION TWO

Fundamental Principles, Education and Teaching Processes, and Continuous Improvement

5. Fundamental Principles of Education and Teaching

The University conducts its education and teaching activities in accordance with the following principles:

- (1) Student-Centred Learning:** Education and teaching processes are implemented in accordance with a student-centred learning approach that promotes students' active participation, takes individual differences into account, and aims to develop critical thinking, creative production, research, and problem-solving skills.
 - (a)** Students are encouraged to take an active role in their learning processes.
 - (b)** Practical, project-based, research-based, and experiential learning methods are incorporated into courses.
 - (c)** Students' individual learning paces, interests, and learning styles are taken into consideration.
 - (d)** Students' self-assessment, peer assessment, and reflective thinking skills are supported.
 - (e)** Students are encouraged to participate in decision-making, production, and evaluation processes.
 - (f)** Learning environments are supported physically, digitally, and socially in ways that enhance student interaction.
 - (g)** Students are encouraged to gain interdisciplinary learning experiences.
 - (h)** Students are encouraged to participate in research, creative production, exhibitions, projects, performances, and academic activities.
 - (i)** Students' academic development is supported through academic advising, feedback, and guidance mechanisms.
 - (j)** Student feedback is regarded as one of the primary sources of data for the enhancement of education and teaching processes.

- (2) **Outcome-Based Education:** Programme and course designs are developed on the basis of Programme Learning Outcomes and Course Learning Outcomes and are structured in alignment with the Turkish Qualifications Framework for Higher Education.
- (3) **Creative and Practice-Based Education:** Studio-based, workshop-based, project-based, and practice-oriented learning methods are promoted throughout education and teaching processes.
- (4) **Interdisciplinary Approach:** Programmes are developed in a manner that supports interdisciplinary interaction among the fields of art, design, technology, and culture.
- (5) **Research- and Creative Production-Oriented Education:** Students are encouraged and supported to participate in research, project development, and creative production processes.
- (6) **Internationalisation:** Educational programmes are developed in accordance with international academic standards, and the mobility of students and academic staff is encouraged.
- (7) **Stakeholder Engagement:** The views of students, graduates, employers, and other external stakeholders are taken into consideration in programme development and revision processes.
- (8) **Equality and Inclusiveness:** Learning environments are designed in accordance with the principles of equal opportunity, inclusiveness, and accessibility.
- (9) **Academic Freedom and Ethical Values:** Academic freedom, scientific ethics, and academic integrity constitute the fundamental principles governing education and teaching processes.
- (10) **Assessment and Evaluation:** Students' learning achievements are assessed objectively and transparently through a variety of assessment and evaluation methods.
- (11) **Creative Production and Portfolio Development:** Project-, studio-, and portfolio-based activities that support students' individual creative production are encouraged throughout the education process. Students are also supported in presenting their artistic and design outputs on national and international platforms.
- (12) **Engagement with Industry and the Professional Sector:** Educational programmes are implemented in ways that promote collaboration with the creative industries, art institutions, and sectoral stakeholders. Students are supported in gaining professional experience through practical training, projects, and internship activities.
- (13) **Social and Cultural Contribution:** Education and teaching activities support the development of social, cultural, and environmental awareness through art and design. Students are encouraged to participate in cultural production and community engagement activities.
- (14) **Continuous Improvement:** Education and teaching activities are regularly evaluated and enhanced within the framework of the Plan–Do–Check–Act (PDCA) Cycle on the basis of data obtained through monitoring and evaluation processes.

6. Design and Revision of Educational Programmes

ARUCAD educational programmes are developed and revised in accordance with the following principles:

- (1) Programmes are designed on the basis of Programme Learning Outcomes.
- (2) Course content is structured in alignment with Programme Learning Outcomes.
- (3) Programme Learning Outcomes are developed to encompass the dimensions of knowledge, skills, and competencies.
- (4) Course Learning Outcomes are defined in a measurable and assessable manner.
- (5) Curricula are reviewed in consideration of sectoral needs, developments in the creative industries, technological transformations, and international academic trends.
- (6) The views of students, graduates, academic staff, employers, and external stakeholders are taken into consideration in programme development processes.
- (7) Curricula consist of compulsory courses, field elective courses, faculty elective courses, and university elective courses.
- (8) ECTS workload calculations form the basis of course design.

- (9) Structural alignment shall be maintained among programme competencies, Course Learning Outcomes, and assessment and evaluation methods.
- (10) Student achievement data, course evaluation results, and quality assurance reports shall be taken into consideration during programme revision processes.

7. Teaching Methods

The ARUCAD educational approach is based on contemporary teaching methods that support students in actively accessing knowledge, interpreting and applying that knowledge, and transforming it into creative outputs. Within this framework, the following teaching methods may be utilised:

- (1) Lecture method,
- (2) Question-and-answer method,
- (3) Discussion method,
- (4) Brainstorming,
- (5) Demonstration method,
- (6) Case study method,
- (7) Problem solving method,
- (8) Project-based learning,
- (9) Collaborative learning,
- (10) Group work,
- (11) Studio and workshop practices,
- (12) Laboratory applications,
- (13) Role-playing and simulation methods,
- (14) Seminars and panel activities,
- (15) Experiential learning,
- (16) Blended learning,
- (17) Flipped classroom (flipped learning),
- (18) Digital learning and online teaching practices,
- (19) Research-based learning,
- (20) Field studies and practical fieldwork,
- (21) Critique sessions and jury evaluations,
- (22) Portfolio development processes,
- (23) Interdisciplinary projects and applications.

In determining teaching methods, the following shall be taken into consideration;

- (1) Course learning outcomes;
- (2) Programme learning outcomes,
- (3) The theoretical and practical nature of the course,
- (4) Student profile,
- (5) Learning environment,
- (6) Requirements of the discipline,
- (7) Principles of accessibility and inclusiveness,

Academic staff shall support students' active participation, creative production, critical thinking skills, and lifelong learning competencies by employing a variety of teaching methods appropriate to the nature of the course.

Within the framework of the flipped classroom approach, students are encouraged to access fundamental knowledge prior to class through digital content, videos, reading materials, and online learning

resources, while class time is devoted to practical applications, discussion, critique, problem-solving, project development, and creative production activities.

8. Assessment and Evaluation

Students' learning achievements shall be monitored through multidimensional, transparent, valid, reliable, and developmental assessment and evaluation methods in alignment with Course Learning Outcomes and Programme Learning Outcomes.

The following principles shall govern assessment and evaluation processes:

- (1) Assessment and evaluation methods shall be determined in alignment with Course Learning Outcomes.
- (2) Process-oriented and outcome-oriented assessment methods shall be used in combination.
- (3) Students' knowledge, skills, practical abilities, analytical and synthesis skills, creative production, and performance levels shall be evaluated through diverse assessment methods.
- (4) The principles of transparency, impartiality, academic ethics, and equal opportunity shall be observed throughout assessment and evaluation processes.
- (5) Assessment criteria, grading schemes, and performance expectations shall be communicated to students at the beginning of the academic term.
- (6) Students shall be provided with regular and constructive feedback.
- (7) Students shall be encouraged to participate in self-assessment and peer-assessment processes.
- (8) Assessment results shall be used as data for course and programme development processes.

The following assessment and evaluation methods may be employed:

- (1) Open-ended questions,
- (2) Multiple-choice examinations,
- (3) Short-answer tests,
- (4) Matching tests,
- (5) Written examinations,
- (6) Oral examinations,
- (7) Online examinations,
- (8) Midterm and final examinations,
- (9) Quizzes,
- (10) Project and design assignments,
- (11) Performance tasks,
- (12) Performance assessments,
- (13) Portfolio assessments,
- (14) Studio and workshop evaluations,
- (15) Laboratory applications,
- (16) Field studies and practical fieldwork,
- (17) Assignments and research projects,
- (18) Presentation and seminar evaluations,
- (19) Jury evaluations,
- (20) Participation assessments,
- (21) Peer assessments,
- (22) Self-assessment,
- (23) Practical examinations,
- (24) Artistic production and exhibition evaluations.

9. Student Support Processes

ARUCAD implements the following mechanisms to support students' academic, social, cultural, and professional development:

- (1) Academic advising,
- (2) Orientation programmes,
- (3) Career planning and career counselling,
- (4) Internship and practical training opportunities,
- (5) International exchange programmes,
- (6) Psychological guidance and counselling services,
- (7) Library services and digital learning resources,
- (8) Accessible university practices and support services,
- (9) Student clubs and social activities,
- (10) Academic development and portfolio support processes.

10. Monitoring of Education and Teaching Processes

Education and teaching activities shall be monitored and evaluated on the basis of the following data sources:

- (1) Student feedback,
- (2) Course evaluation surveys,
- (3) Academic staff evaluation reports,
- (4) Graduate tracking studies,
- (5) External stakeholder feedback,
- (6) Accreditation evaluation reports,
- (7) Programme self-evaluation reports,
- (8) Student satisfaction analyses,
- (9) Academic performance indicators.

11. Monitoring, Evaluation, and Continuous Improvement

- (1) Education and teaching processes shall be evaluated regularly, and curricula, teaching methods, and learning environments shall be improved in light of the data obtained.
- (2) Processes shall be improved based on feedback and evaluation results.
- (3) Policies shall be updated in accordance with feedback, and processes shall be enhanced within the framework of the PDCA Cycle.

SECTION THREE

Other Provisions

12. Cases Not Included in this Policy

In cases where no provision is included in this policy; the provisions of other relevant legislation of ARUCAD and the decisions of the Board of Trustees, Senate or the relevant Board of Directors shall apply.

13. Entry into Force

This Policy shall enter into force as of the date it is approved by the Senate of Arkin University of Creative Arts and Design.

14. Authority to Execute

The provisions of this Policy shall be executed by the Rector of Arkin University of Creative Arts and Design.