General Education Program
Past, Present and Future

"Sep 2005 - Present"

Asst. Prof. Dr. Mürüde Çelikağ

Brief History of General Education

- During **ABET** visit to Engineering Faculty, it was one of the observations of the committee members that the GE component in Engineering curriculums is not adequate.

- Then the Rector's office decided to form a GE Dept. to gather all the relevant courses under one roof.

- The aim was to have easier and more effective management of the GE courses.

- Change is not easy and it is always better to Pilot first and then gradually introduce a new system. This is where there has been problems at the time.

- However, after prolonged discussions throughout the EMU Campus the new GE requirements and basic rules by **UCC** for Departmental Curriculums were approved by Senate.

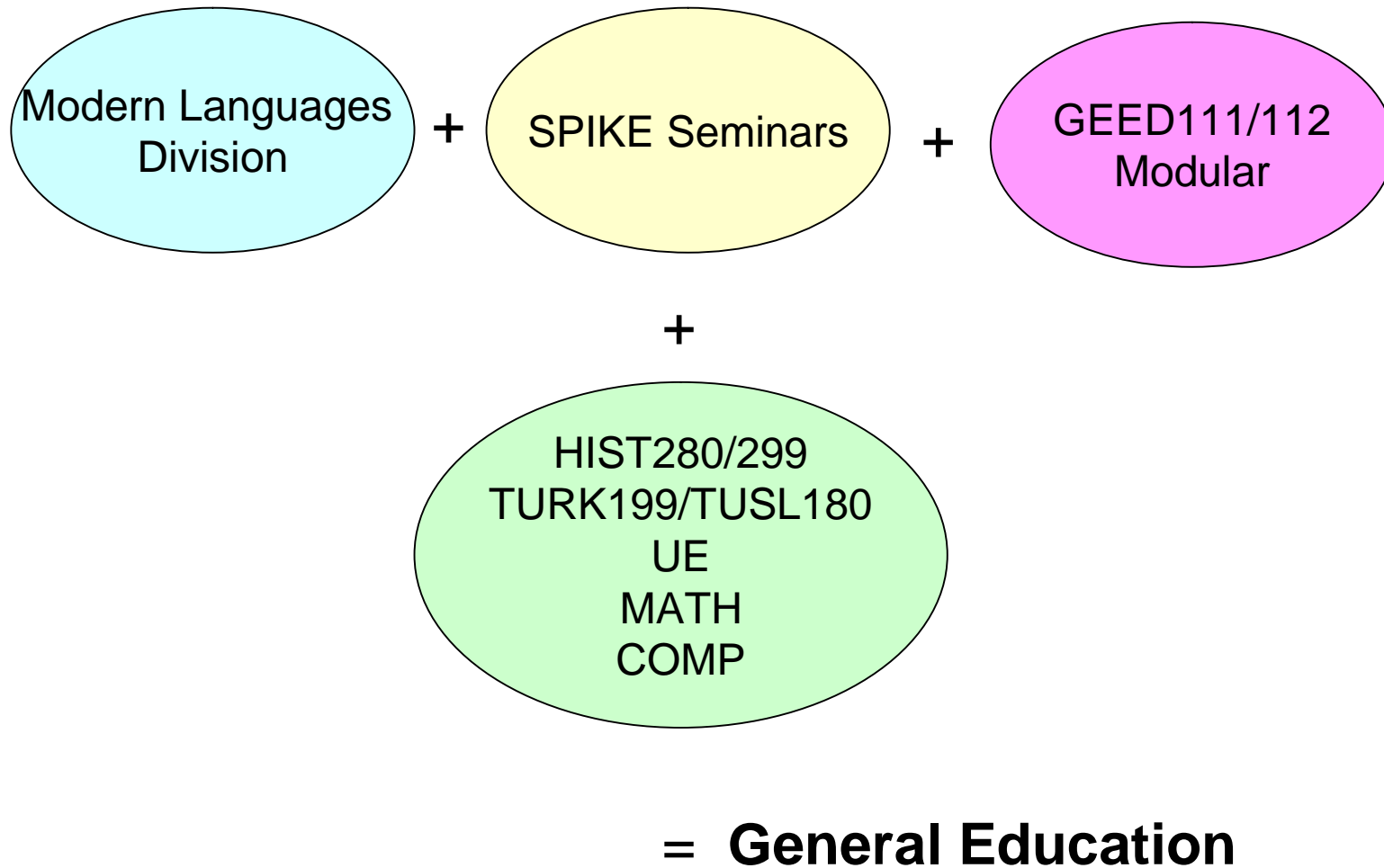# Brief History of General Education
MLD Joining GE

- MLD asked to support new **Critical Thinking Curriculum** through two freshmen English courses – which aimed at raising the awareness in interdisciplinary issues parallel to GEED course topics with emphasis on writing.

- Fall 2005, **MLD** merges with GE Dept. under Arts and Sciences where it used to be.

- MLD promised **resources and representation** in new arrangement.

- MLD redesigns programme in summer **2005** with contributions from most involved teams to parallel Critical Thinking programme.

- Newly formed **ENGL191/192, GEED111/112** courses started, Fall 2005-06.

- Building, offices, resources, computers etc. as promised <u>not delivered</u>. Education to 5000 students takes place with almost no resources, and no secretarial or administrative support. Class sizes increased.

Brief History of General Education

Brief History of General Education

- **Serious logistic problems**.

- Late 2005, a commission was formed to investigate the problems associated with GEED courses.

- January 2006, new Chair is appointed. The following **Urgent and Important** matters had to be prioritized and deal with.

  a) **GEED and ENGL** courses had to be re-considered.

  b) **SPIKE rules** and the way it is run had to be re-considered.

  c) **GE - Arts and Sciences** - it was impossible to effectively manage

     80 staff and various operations within the dept.

  d) **MLD staff de-motivated**, dept. not functioning properly

  e) **Lack of resources** and staff for operations

Brief History of General Education

- **Jan 2006- Feb 2007**

    a) GEED Courses re-visited (Templates)

    b) SPIKE seminars, logistics and rules re-considered.

    c) STAFF and **RESOURCE** requirements identified

    d) **GE – Arts and Sciences**, re-considered

    e) **GE STAFF** motivation was considered – no easy way

- A **Civil Engineer** leading a department predominantly "**NON-TECHNICAL**"

- Disillusioned staff – very difficult to convince and get motivated.

- EMU going through very difficult times, *financial crises, strikes*.

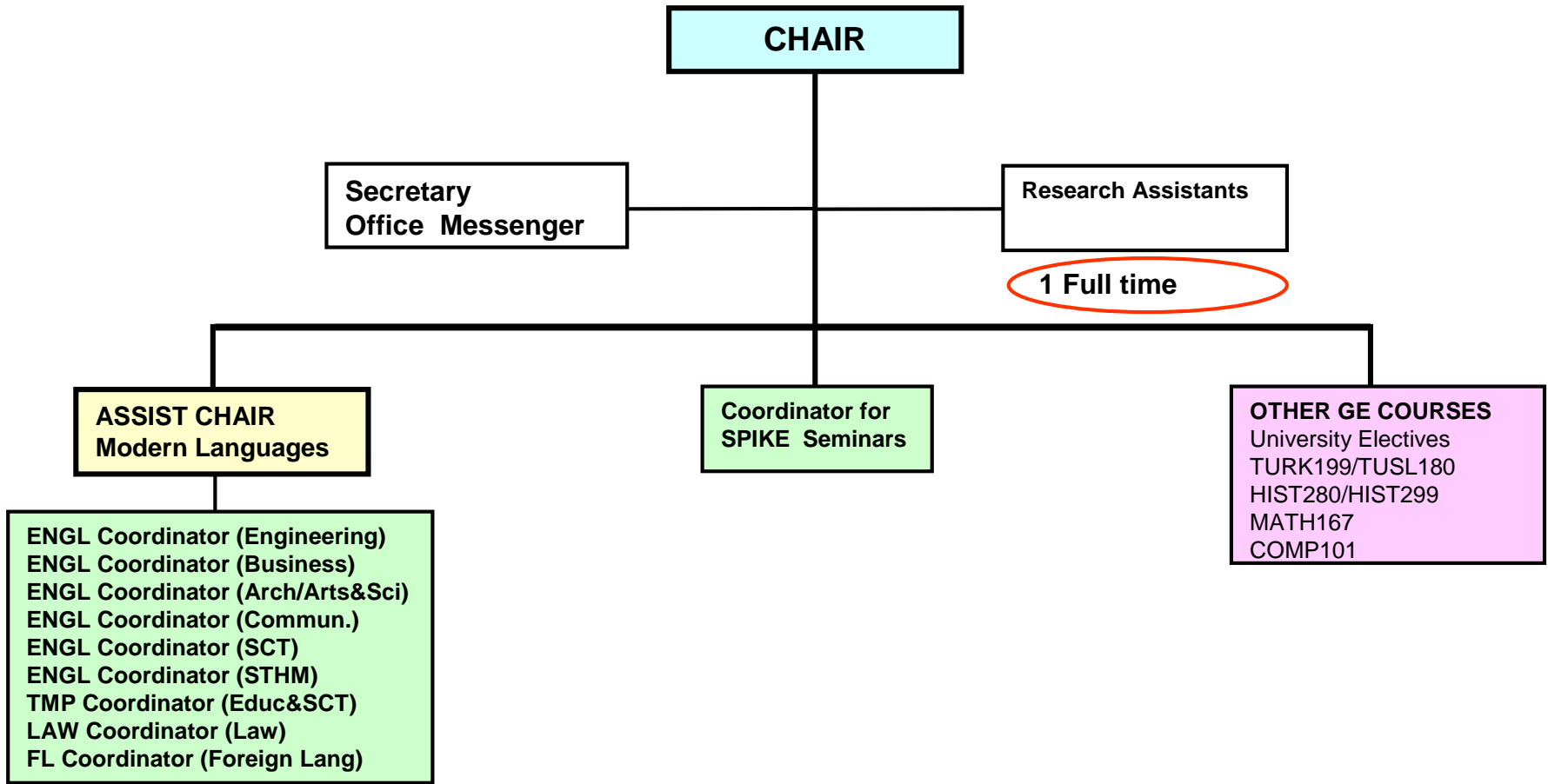- Strong opposition to GE (Senate Approved) by Academic Staff

Brief History of General Education

- **Feb 2006- Sept 2008**

  a) GE moved out of Arts and Sciences - under Vice Rector

  for Academic Affairs

  b) SPIKE seminars, electronic registration, depts. Responsible

  for only arranging seminars.

  c) GEED courses settled, course surveys indicate **good**

  progress but EMU Academic staff (Administration)

  still opposing

  d) **Social and academic** gatherings helped staff **motivation.**

  Chair has more **recognition and trust** within and outside GE.

  Two Vice Chairs, SPIKE asst. Academic staff, resources,

  research assistants, student assistants etc

CHAIR

Secretary
Office Messenger

Research Assistants

1 Full time

ASSIST CHAIR
Modern Languages

Coordinator for
SPIKE Seminars

OTHER GE COURSES
University Electives
TURK199/TUSL180
HIST280/HIST299
MATH167
COMP101

ENGL Coordinator (Engineering)
ENGL Coordinator (Business)
ENGL Coordinator (Arch/Arts&Sci)
ENGL Coordinator (Commun.)
ENGL Coordinator (SCT)
ENGL Coordinator (STHM)
TMP Coordinator (Educ&SCT)
LAW Coordinator (Law)
FL Coordinator (Foreign Lang)

68 Full Time

In the absence of GE Dept Chair, the Asst.
Chair was managing MLD and the Dean of
Arts and Sciences (Ex-Chair of GE)
was trying to coordinate the GEED courses

CHAIR

Secretary
Admin Officer
Office Messenger

Research Assistants
Student Assistants

1 Full Time
6 Student Assistants

ASSIST CHAIR
GEED / SPIKE

OTHER GE COURSES
University Electives
TURK199/TUSL180
HIST280/HIST299
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FL Coordinator (Foreign Lang)

Coordinator for
GEED Courses

Coordinator for
SPIKE Seminars

40 Academic Staff

70 Academic Staff

MODERN LANGUAGE COMMITTEES
Testing and Moderation Committee
Course Review Committee
International Exam Committee

Note: Committees can be formed and dissolved according to need

GENERAL EDUCATION COMMITTEES
Statistics Committee
Publications and Promotions Committee
Invigilation and Exam Committee
Social Activity Committee
Professional Development Committee

CHAIR

Secretary
Admin Officer
SPIKE Assistant
Office Messenger
Cleaner
Computer Operator

Research Assistants
Student Assistants

3 Full + 4 Part Time

Requires more work

ASSIST CHAIR
Modern Languages

ASSIST CHAIR
GEED / SPIKE

ASSIST CHAIR
Other GE Courses

ENGL Coordinator (Engineering)
ENGL Coordinator (Business)
ENGL Coordinator (Arch/Arts&Sci)
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ENGL Coordinator (SCT)
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TMP Coordinator (Educ&SCT)
LAW Coordinator (Law)
FL Coordinator (Foreign Lang)

Coordinator for
GEED Courses

Coordinator for
SPIKE Seminars

Coordinator for
University Electives

68 Full Time +
4 Part Time Staff

33 GEED Course
63 groups 31 STAFF
10 Full +
9 Part Time Staff – GE
2 Staff - BA
5 Staff -STH
2 Staff – AS
3 Staff - CM

OTHER GE COURSES
University Electives
TURK199/TUSL180
HIST280/HIST299
MATH167
COMP101

6 Full Time +
8 Part Time Staff
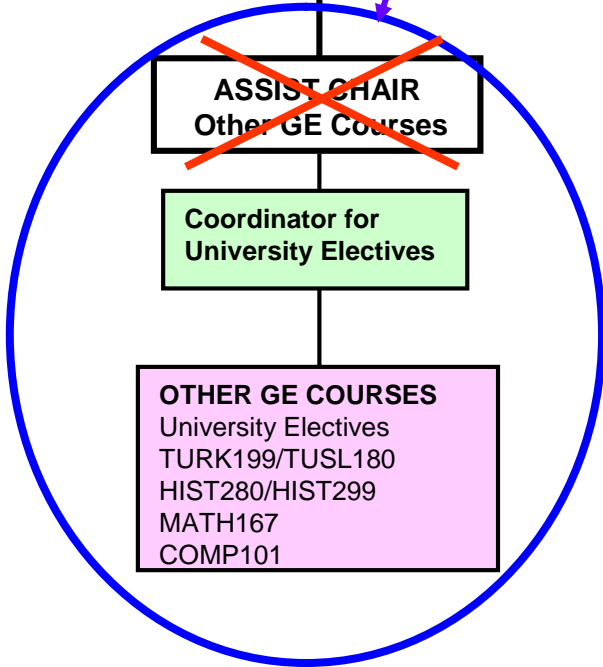
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Brief History of General Education

- Now the department **offers**

  English and Foreign Languages,

  SPIKE seminars

  GEED courses

- **Coordinates**

  Turkish, History, Basic Computing, Mathematics and University Elective courses.

- A team of **86 academic** and **5 administrative staff** from GE department and **13 academic staff** from other faculties and schools are serving up to **7500 students** every semester.

- So this is a big and a **VERY IMPORTANT** operation.

MAIN AIMS OF THE GENERAL EDUCATION DEPARTMENT

Among main duties of any university are

- **Preparing students** to their relevant disciplines

- **Prepare the students for life**.

This can best be achieved by **General Education**.

General Education provides a *variety of service* and *elective courses*. It also organizes a wide range of **educational and cultural events** across the university. Through these offerings it actively seeks to develop in **EMU students** the **skills, knowledge and attitude** which are also described in the **Common European Framework (CEF)**.

MAIN AIMS OF THE GENERAL EDUCATION DEPARTMENT Continued

- **SPIKE programme** provides a wide variety of cultural and educational events which contributes to students' intellectual development.

- **Arguments and Knowledge I and II (GEED) courses** develop and broaden students *critical thinking skills, study skills, communication skills* and further develop their **knowledge and awareness of interdisciplinary issues**.

- **English language courses** develop the English language skills for both general and specific academic purposes.(Undergraduate and Graduate Level)

- Through **Second Foreign Language Electives** students acquire the basics of a second foreign language.

MAIN AIMS OF THE GENERAL EDUCATION DEPARTMENT Continued

Since 2004, there had been **changes and improvements** in the program. Continuous development in **educational materials and teaching methods** are maintained through the programme to help our graduates to meet the **ever changing needs** of the modern world.

There is an **extremely competitive** world out there and our graduates should be **well equipped** to meet the new challenges in working life.

Recently, together with the ALUMNI office, GE has proposed a "Coaching and Career Advising Program". This program also aims to prepare our students for after graduation.

GE is also pursuing "Civic Involvement Projects". Currently a GEED111 course is also offered.

We try to prepare our students to become **good responsible citizens** of their society. We need

- graduate citizens with <u>sense of belonging</u> to their society,

- graduates who <u>work effectively and responsibly</u>,

- graduates who <u>value, appreciate and practice concepts</u> such as team work, integrity, hard work, leadership, transparency, quality control and quality management, meeting dead lines, attending and managing meetings, etc.

These concepts are relatively new in the modern world, in fact they are concepts that have been in practice **since 1950's** and they are behind all the achievements that **we effortlessly enjoy today**.

GEED 111/112 - Arguments and Knowledge I and II

- **Discoveries in Science**
- **World Civilizations**
- **Culture and Society**
- **Visual, Literary, and Performing Arts**

GEED114	Interpretation of Stories and Films	Hatice GUNEYYELI
GEED119	Ecology and Environment	Burak Ali CICEK
GEED122	Evolution of North Cyprus Economy	Kamil SERTOGLU
GEED123	Progress in Science	Eser AYDIROGLU
GEED129	Sociology and Everyday Life	Urszula FORYSINSKY
GEED130	Science	Eser AYDIROGLU
GEED131	Great Discoveries in Archaeology	Riza TUNCEL
GEED138	Shipwrecks in History	Matthew HARPSTER
GEED139	Communication, Culture and Society	Nurten KARA, Erhun SAHALI
GEED142	Academic Speech	Ayfer SEN
GEED148	Tourism Industry	Nazmi BULDANLIOGLU
GEED151	International Financial and Economic Org.	Kaan KUTLAY, Aydin SOYER
GEED153	Historical Environment	Tacgey DEBES
GEED154	Introduction to Film Making	Elvan LEVENT
GEED162	Power of Language and Persuasion	John ELDRIDGE
GEED164	Media Literacy and Reading Between the Lines	Cem CICEK
GEED165	Understanding the Media	Nurcan GARIP
GEED167	Civic Involvement Projects	Zehra NALBANTOGLU
GEED169	Understanding Ecotourism	Ozgur VEHIT
GEED170	Developing Management Skills	Tuna KARATEPE
GEED171	Introduction to Language and Learning	John ELDRIDGE
GEED172	Experimental Film	Aysu ARSOY
GEED173	Developing Creative and Critical Thinking	Peril EMIROGULLARI
GEED174	New Trends in Tourism	Orhan ULUDAG, Ali Ozduran
GEED179	Analyzing Culture and Art	Senem GOKEL
GEED181	Intorduction to Visual Communication	Selen MESUTOGLU
GEED183	Intertpersonal Skills	Deniz CIRAKOGLU
GEED185	Cyprus Archeology	Uyum VEHIT
GEED187	Cultural Studies	Elvan LEVENT
GEED223	Health, Sports and Nutrition	Hulya AKDUR
GEED225	Human, Nature and Science	Mustafa GAZI
GEED226	Alcohol, Nicotine, Drugs and Society	Mustafa GAZI

Implication on Undergraduate Education

Given that students are required to take the Arguments and Knowledge courses during their **first year**, these courses will provide them with <u>necessary skills for</u> **<u>contemporary undergraduate education.</u>**

"significantly develop their academic skills which then will help to improve their academic success in the following years"

Comparison of Arguments and Knowledge and University Elective courses?

1. UE's are usually taken in **3rd or 4th year**.

2. Main ideas in UE is to pass on non technical knowledge relevant to specific fields.

3. Through the General Education program all first-year students will be exposed to the Arguments and Knowledge course and will be able to acquire the same academic skills through courses that have common learning outcomes as far as skills are concerned.

SPIKE "Socio-cultural, Professional, and Industrial Knowledge and Experience." Seminars

- The SPIKE program was developed to help students to **enjoy their learning experience** as a university student, make the **best use of their time outside classes** at EMU, and **prepare for their career** in this rapidly changing world.

- The SPIKE consists of events in the form of organized conferences, seminars, panels organized by all departments in EMU as well as institutions outside university. Besides, SPIKE program also offer **cultural events** such as exhibitions, concerts, and performances.

- Students should attend **4 events** in every semester for the first two years of their education. If they attend 8 or more events then they get **certificates** to include in their portfolios.

- **On-line SPIKE** has also been offered as a **PILOT** this semester. Students are expected to log into **MOODLE** site to do various activities and then submit a minimum of 75 words to show their understanding of the subject.

Why Language Teaching in General Education

- Implies that language knowledge is a fundamental part of education, and not a mere 'tool' of convenience or necessity.

- Suggests links between language development and other elements of general education as well as specialised education – often takes responsibility for study skills programmes etc.

- GE Language courses are also offered to Postgraduate research students by well qualified staff. They give service to other Faculties.

- GE staff is involved in research, attends conferences publishes Citation Indexed articles and articles in national and international conferences

- They use latest technology in their courses and **if possible in the classrooms**. **MOODLE** is a technological tool which provides a flexible learning environment for courses. This has been in use for GE courses and GE department is eager to spread the usage of this tool throughout the university.

- Language teachers are as important as any other department academic staff, since this university's medium of instruction is English and success of its students heavily depend on their English Proficiency.

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Secretary
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SPIKE Assistant
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Computer Operator

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Student Assistants

3 Full + 4 Part Time

Requires more work

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Modern Languages**

**ASSIST CHAIR
GEED / SPIKE**

**ASSIST CHAIR
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4 Part Time Staff

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Coordinator for
University Electives

35 GEED Course
19 Staff – GE
7 Staff - BA
4 Staff -STH
3 Staff – AS
2 Staff - CM

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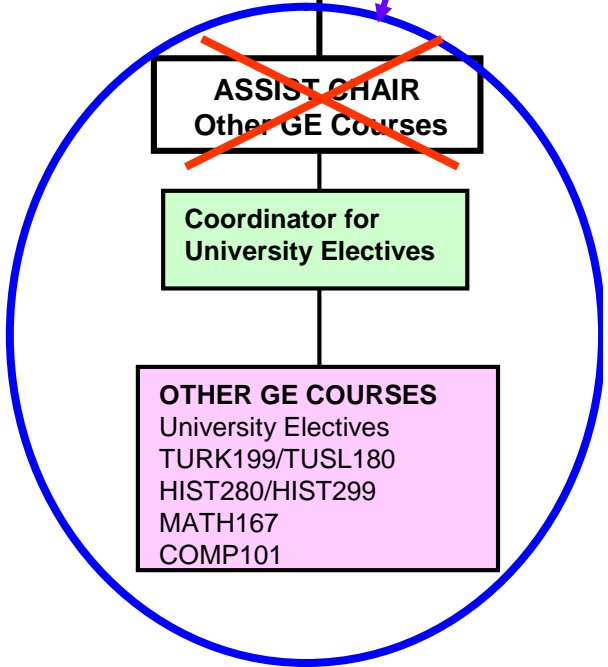
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What can be done for University Electives

- Currently around 150 courses are offered in each semester as University Electives and Non Technical Electives

- Besides the course titles that has been offered at EMU for many years there are new titles too.

- There is a need to form core and specific learning outcomes for these courses to better control the contents and provide uniformity among these courses.

- Also Second Foreign Languages that has been offered as Non Technical Elective for many years also need to be put into a category within the University elective system. In fact, according to Bologna Process it is a must for students to know two foreign languages in addition to their native tongue.

- There is a need to determine the ECTS for University Electives too.

English Courses Pass Rate 2007-08 Fall Semester
(Student No. ENGL191-2099, ENGL192-934, ENGL201-203)
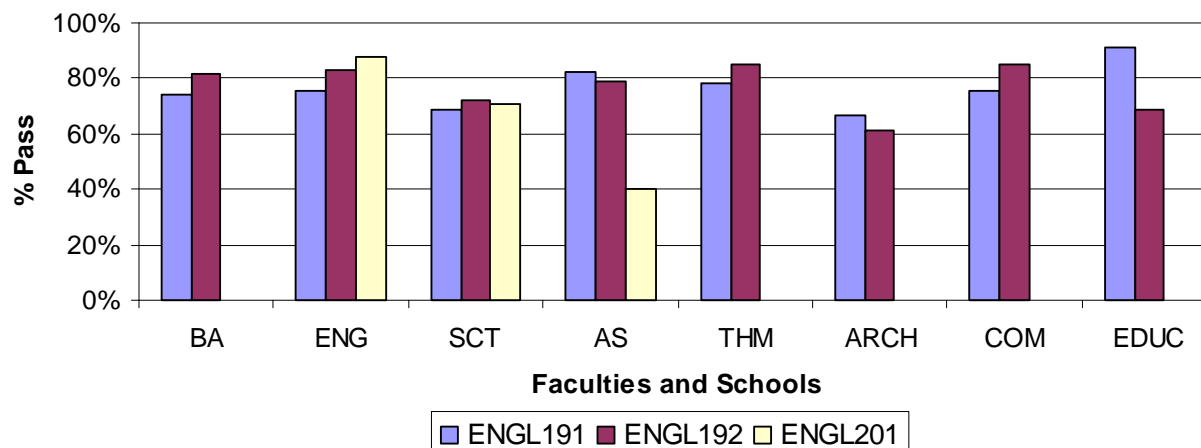
	ENGL191			ENGL192			ENGL201		
	PASS	FAIL	TOTAL	PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
BA	262	91	353	193	43	236			
ENG	206	67	273	121	25	146	147	20	167
SCT	279	128	407	122	47	169	22	9	31
AS	155	34	189	48	13	61	2	3	5
THM	111	31	142	67	12	79			
ARCH	140	71	211	65	41	106			
COM	154	50	204	67	12	79			
EDUC	292	28	320	40	18	58			
TOTAL	1599	500	**2099**	723	211	**934**	171	32	**203**

**English Courses Pass Rate 2007-08 Spring Semester
Student No. ENGL191-794, ENGL192-1090, ENGL201-198)**
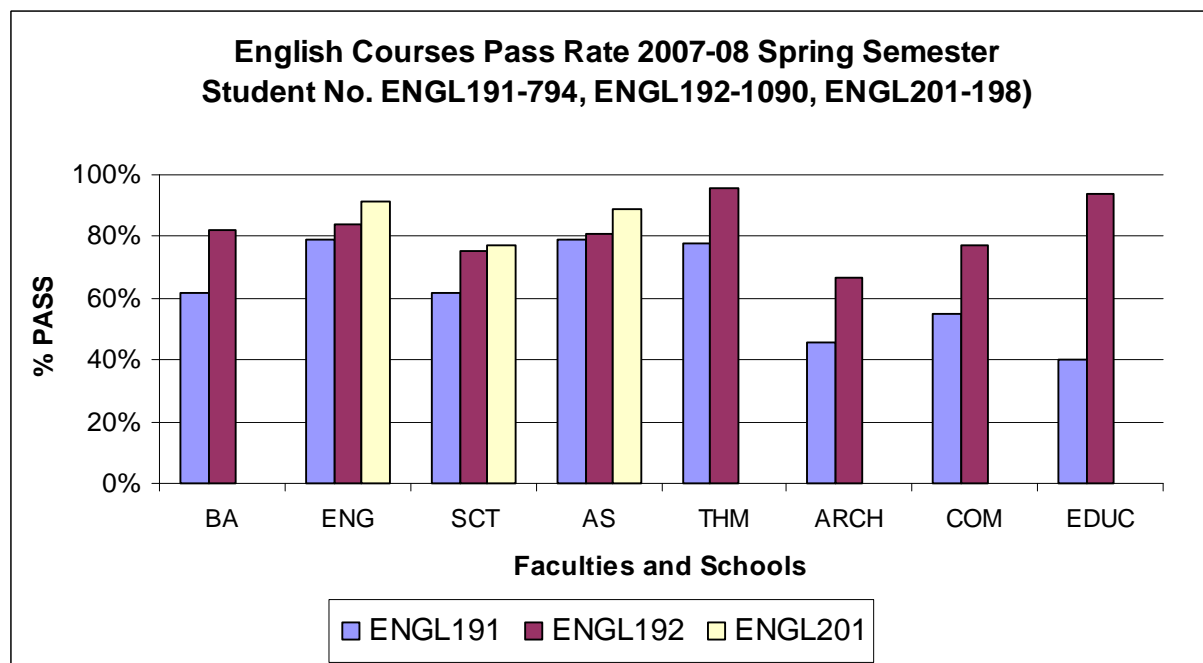
	ENGL191			ENGL192			ENGL201		
	PASS	FAIL	TOTAL	PASS	FAIL	TOTAL	PASS	FAIL	TOTAL
BA	111	68	179	231	50	281			
ENG	175	47	222	164	32	196	149	14	163
SCT	50	31	81	62	20	82	20	6	26
AS	23	6	29	63	15	78	8	1	9
THM	62	18	80	104	5	109			
ARCH	54	65	119	90	45	135			
COM	38	31	69	123	37	160			
EDUC	6	9	15	46	3	49			
TOTAL	519	275	**794**	883	207	**1090**	177	21	**198**
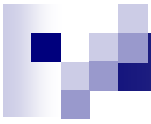
ENGL153 Law Faculty 2007-08 Spring Semester St.No.66

FAIL, 13.6%

PASS, 86.4%
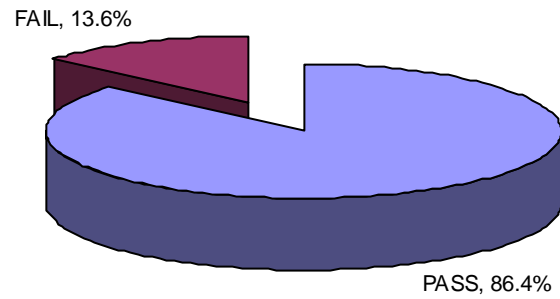
ENGL154 Law Faculty 2007-08 Spring Semester St.No.142

FAIL, 9.9%

PASS, 90.1%
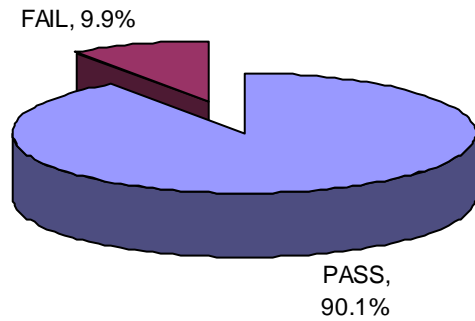
ENGL253 Law Faculty 2007-08 Spring Semester St.No.100

FAIL, 10.0%

PASS, 90.0%
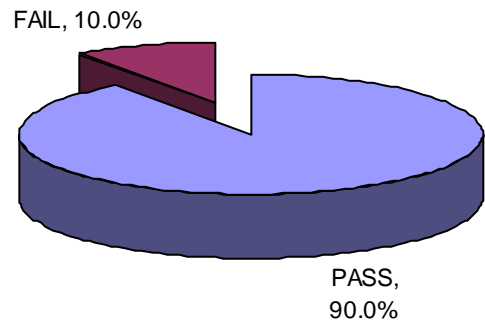
ENGL254 Law Faculty 2007-08 Spring Semester St.No.128

%FAIL, 3.9%

%PASS, 96.1%
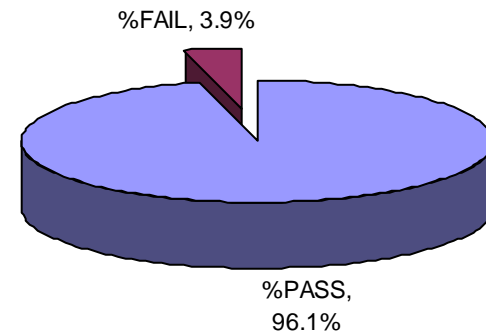
ENGL171 for Turkish Medium Programs 2007-08 Spring Semester St.No.160

FAIL, 38.1%

PASS, 61.9%
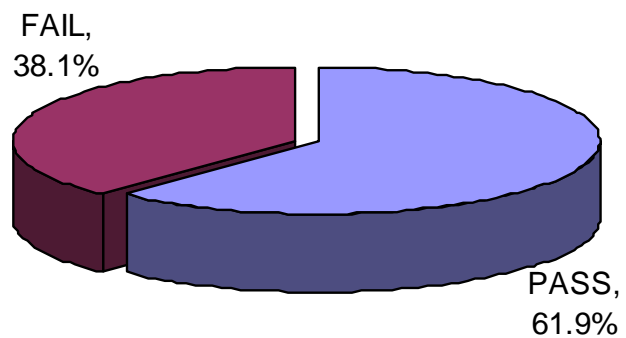
ENGL172 for Turkish Medium Programs 2007-08 Spring Semester St.No.995

FAIL, 16.7%

PASS, 83.3%
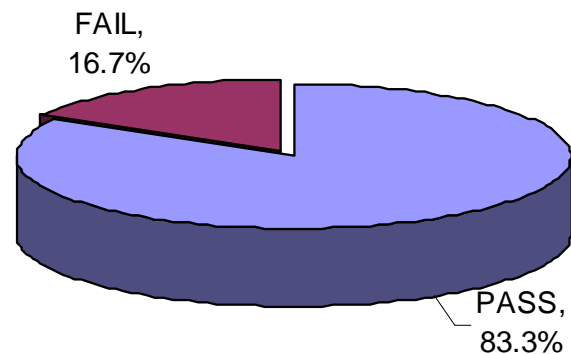
ENGL271 for Turkish Medium Programs 2007-08 Spring Semester St.No.53

FAIL, 45.3%

PASS, 54.7%
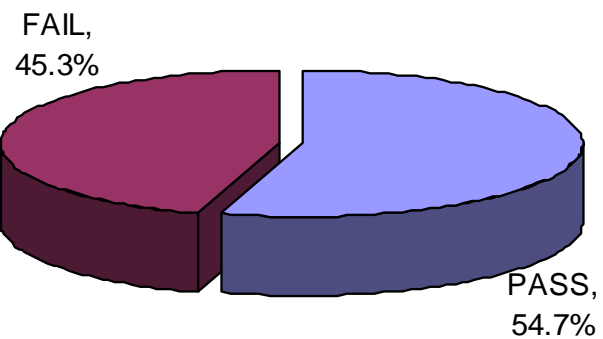
ENGL272 for Turkish Medium Programs 2007-08 Spring Semester St.No.135

FAIL, 8.9%

PASS, 91.1%
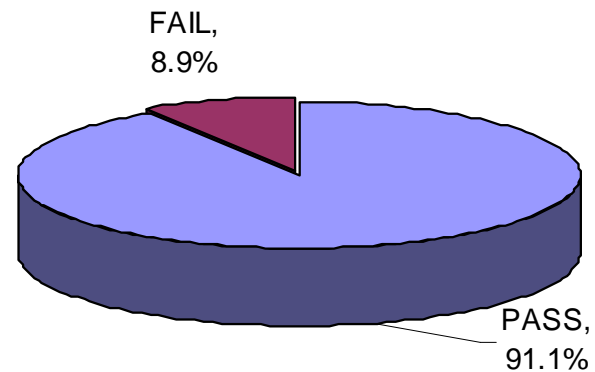
GEED 111+112 SPRING 2006-07 RESULTS AND GRADES

GEED 111		GEED 112		GEED 111+112	
A	101	A	169	A	270
A-	57	A-	91	A-	148
B+	66	B+	115	B+	181
B	76	B	127	B	203
B-	67	B-	92	B-	159
C+	69	C+	65	C+	134
C	78	C	70	C	148
C-	60	C-	51	C-	111
D+	51	D+	32	D+	83
D	70	D	85	D	155
D-	24	D-	23	D-	47
F	164	F	60	F	224
NG	127	NG	20	NG	147
I	10	I	8	I	18
W	57	W	16	W	73

GEED 111		GEED 112		GEED 111+112	
Total no. of students	1077	Total no. of students	1024	Total	2101
Total without I and W	1010	Total without I and W	1000	Total w/o I and W	2010
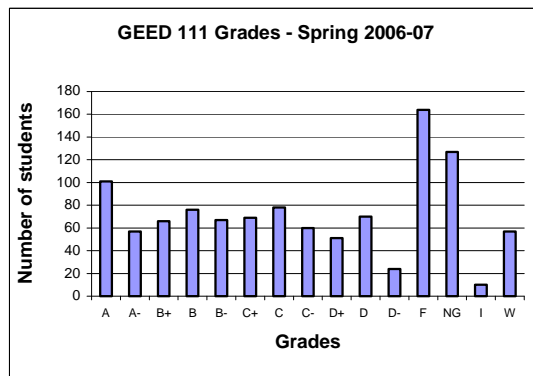
PASS	695	68.8%	PASS	897	89.7%	PASS	1592	79.2%
FAILED	315	31.2%	FAILED	103	10.3%	FAILED	418	20.8%

Avarage	1.8	Avarage	2.5	Avarage	2.2

GEED 111 Grades - Spring 2006-07

GEED 112 Grades - Spring 2006-07

GEED111+GEED112 Grades - Spring 2006-07
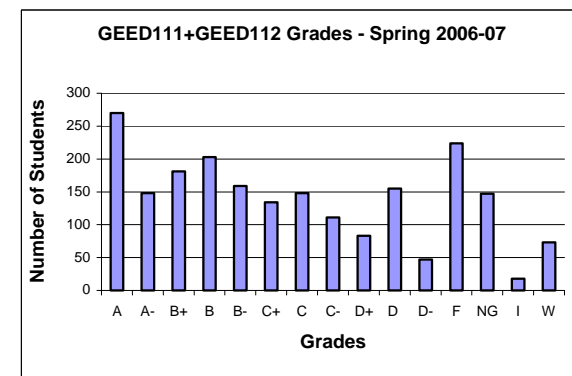
GEED 111+112 2006-07 Fall Semester Grades
Total Students 2249

Number of Students values: A 322, A- 132, B+ 167, B 188, B- 162, C+ 141, C 137, C- 91, D+ 96, D 186, D- 69, F 289, I 15, NG 143, W 111

GEED111+GEED112 Grades - Spring 2006-07
Total Students 2010

Number of Students values: A 270, A- 148, B+ 181, B 203, B- 159, C+ 134, C 148, C- 111, D+ 83, D 155, D- 47, F 224, NG 147, I 18, W 73
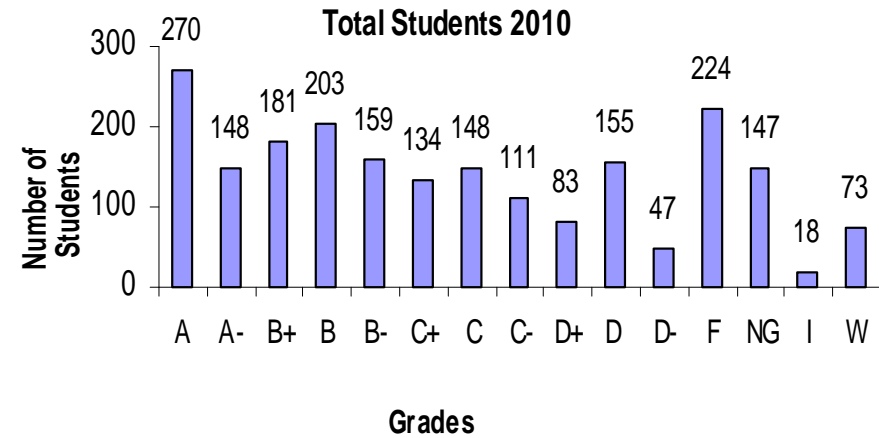
GEED 111 Grades, 2007-08 Fall Semester
Total Students 2166

No of Students values: A 219, A- 88, B+ 121, B 135, B- 101, C+ 94, C 98, C- 68, D+ 56, D 140, E 3, D- 52, F 259, NG 134, W 68, I 3

GEED 111+112 2006-07 Fall Semester Grades

FAIL
28%

PASS
72%
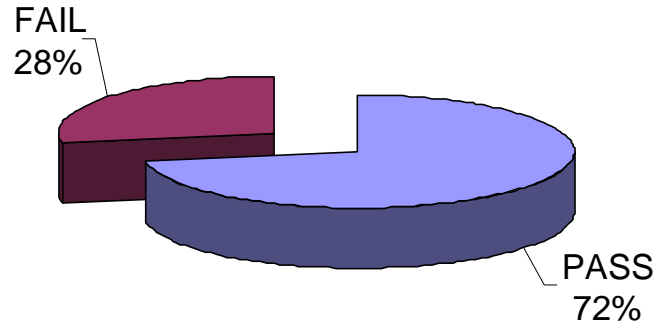
Total Student 2249

GEED111+GEED112 Grades - Spring 2006-07
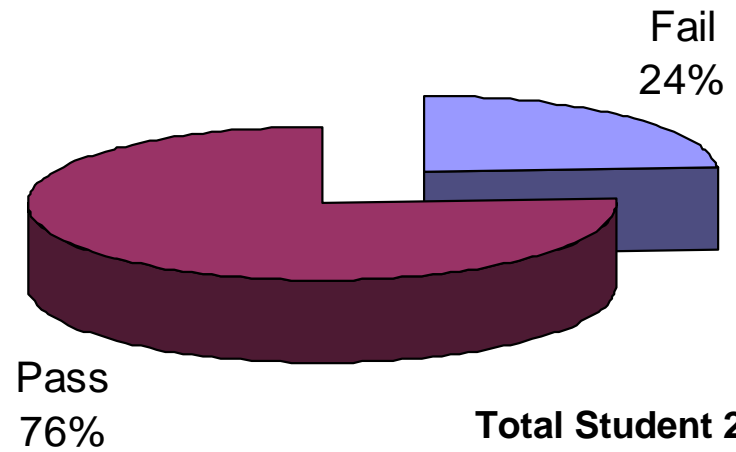
FAILED,
20.8%

PASS,
79.2%
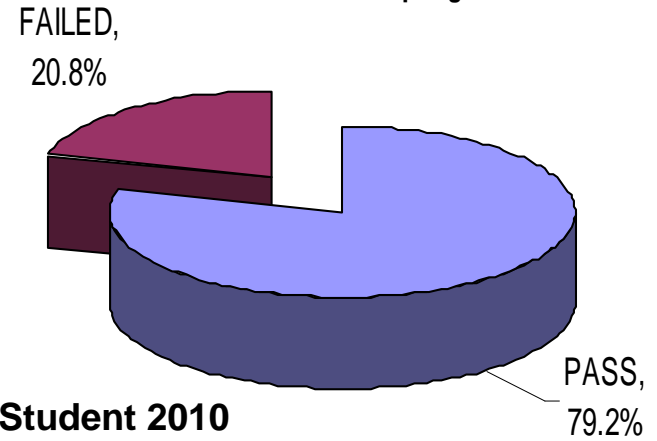
Total Student 2010

GEED 111+112 2006-07 Fall Semester Grades

FAIL
28%

PASS
72%
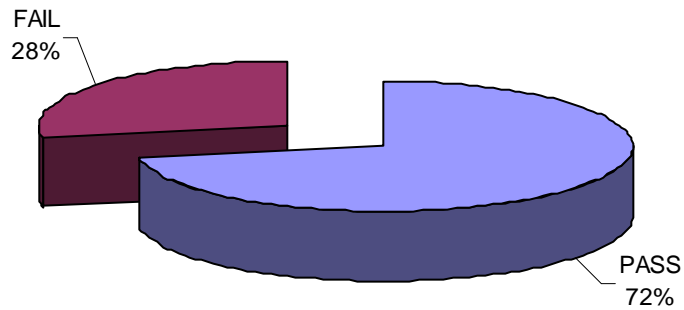
Total Student 2101

GEED111+112 2007-08 Spring Semester

Fail
24%

Pass
76%

Total Student 2041

GEED 111-2007-08 Fall Semester Pass Rate For EMU
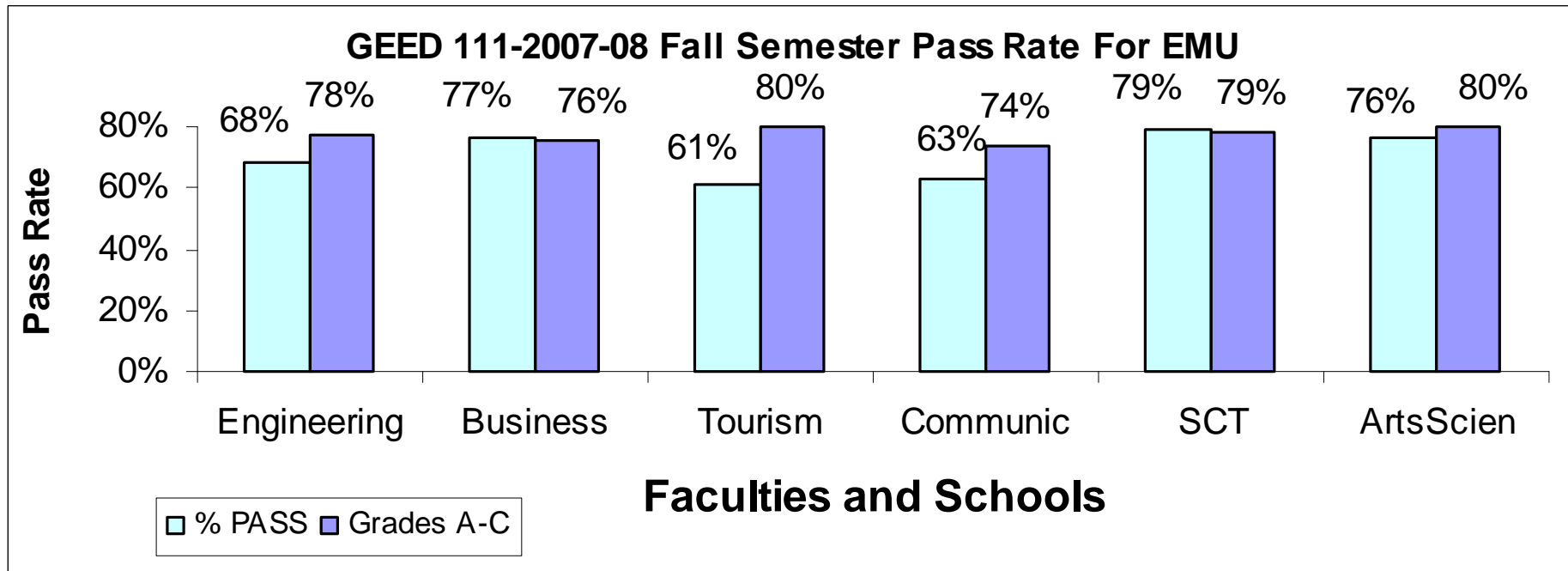
GEED111 and GEED 112 Arguments and Knowledge Overall Survey Results
Fall Semester 2006-07, Spring Semester 2007-08

GOOD TEACHING

	Fall 2006	Spring 2008
BROADLY DISAGREE	7.3	7.7
NEUTRAL	5.7	5.8
BROADLY AGREE	**87.1**	**86.5**

CLEAR GOALS

	Fall 2006	Spring 2008
BROADLY DISAGREE	15.2	10.1
NEUTRAL	8.8	7.4
BROADLY AGREE	**76.0**	**82.4**

APPROPRIATE WORKLOAD

	Fall 2006	Spring 2008
BROADLY DISAGREE	30.2	22.2
NEUTRAL	14.1	13.6
BROADLY AGREE	**55.7**	**64.2**

ASSESSMENT

	Fall 2006	Spring 2008
BROADLY DISAGREE	32.0	29.1
NEUTRAL	20.2	19.5
BROADLY AGREE	**47.8**	**51.5**

GENERIC SKILLS

	Fall 2006	Spring 2008
BROADLY DISAGREE	33.6	30.7
NEUTRAL	8.5	9.2
BROADLY AGREE	**58.0**	**60.1**

MOTIVATION

	Fall 2006	Spring 2008
BROADLY DISAGREE	23.4	17.3
NEUTRAL	16.8	9.3
BROADLY AGREE	**59.9**	**73.4**

ENGLISH AS A BARRIER

	Fall 2006	Spring 2008
BROADLY DISAGREE	29.1	44.7
NEUTRAL	9.6	10.5
BROADLY AGREE	**61.3**	**44.8**

OVERALL SATISFACTION

	Fall 2006	Spring 2008
BROADLY DISSATISFIED	15.5	13.3
NEUTRAL/ DON'T KNOW	19.6	16.1
BROADLY SATISFIED	**64.8**	**70.7**
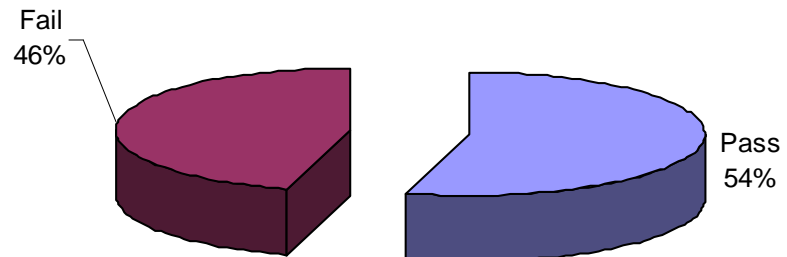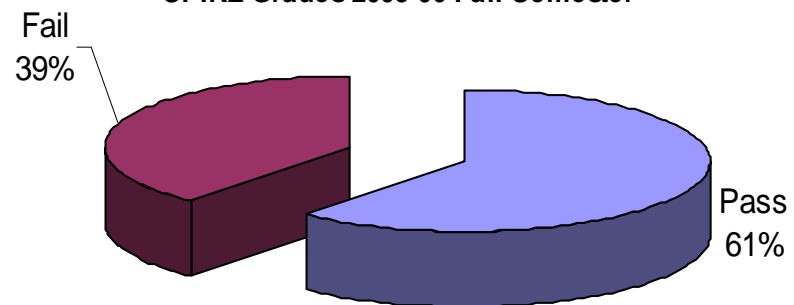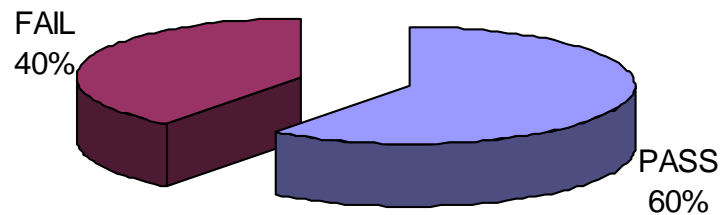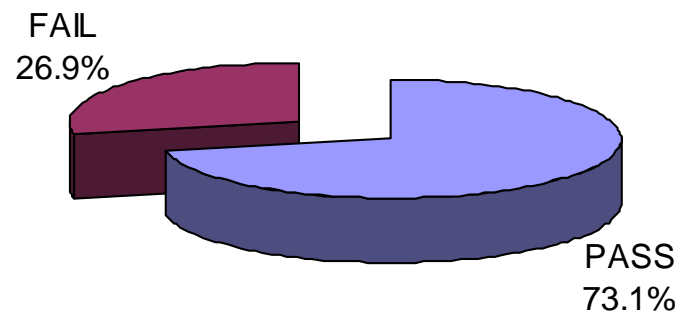
Statistics SPIKE

Department of General Education - SPIKE 2006-07 Spring Semester Results

GEED Pass	3618
GEED Fail	1144
GE Pass	1605
GE Fail	779
TOTAL	**7146**
Pass	5223
Fail	1923
Percentage	
Satisfactory	73.1%
Unsatisfactory	26.9%

SPIKE 2006-07 Spring Semester Results
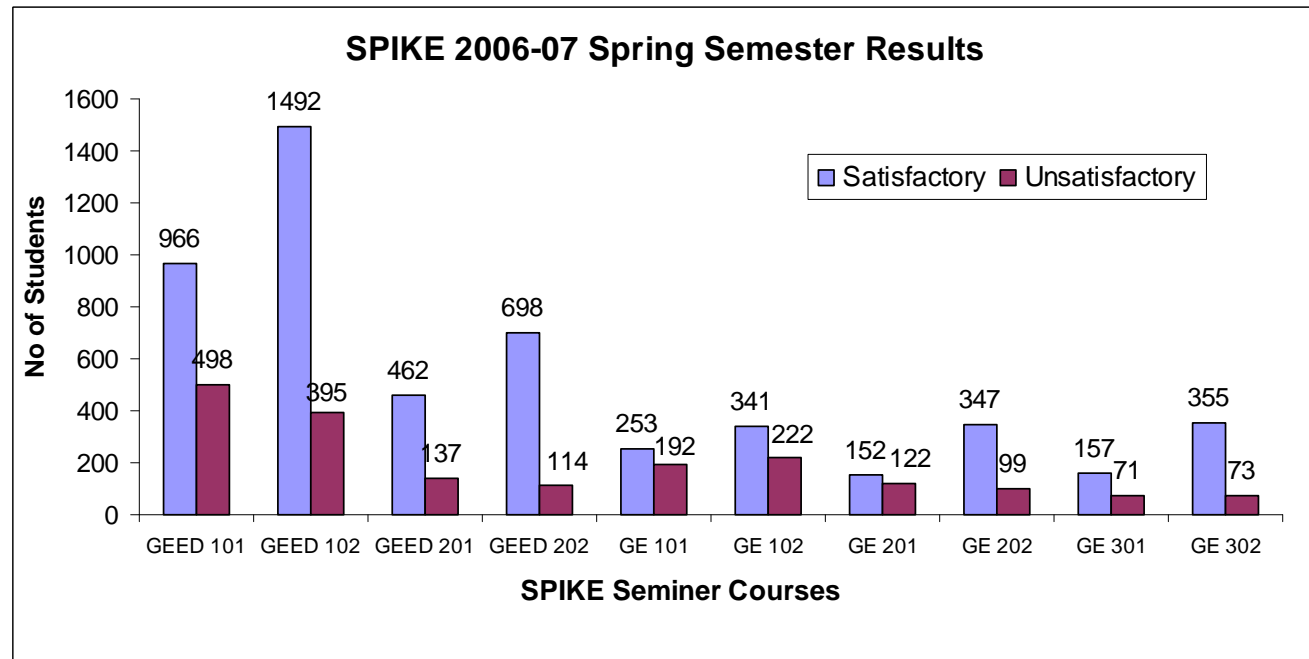
SPIKE 2006-07 Spring Semester Total Results
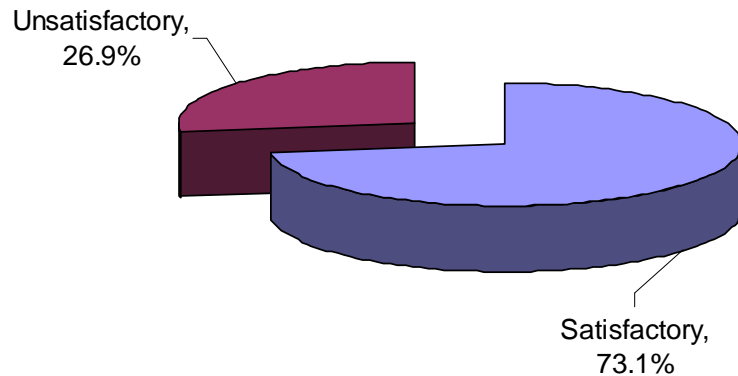
SPIKE 2006-07 Spring Semester Results
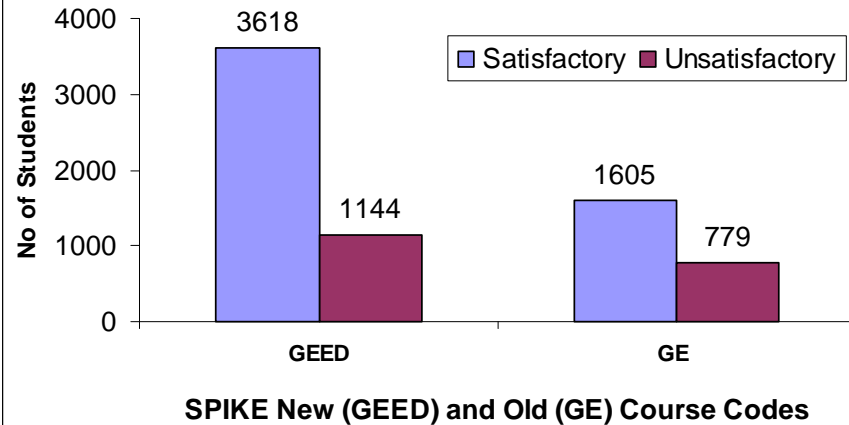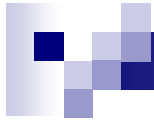
Debates in General Education

- Which knowledge? Is there an agreed set of core areas that everyone should know something about (implies limited set of courses)?

- Or is this too difficult to specify, and it is better to offer variety, and allow choice (implies multiple courses)?

- Or should there be a combination?

- In both cases are certain skills, behaviours etc. essential components, e.g. critical thinking skills, study skills, communication skills, cultural awareness? And how can it be assured that courses provide these?

Debates in General Education

- Are skills and competence in foreign languages an aspect of general education?

- Should language education be thorough and ongoing (an integral part of a general education) or merely a mechanism for survival or coping in certain specific circumstances? (a functional service)?

- Debate about appropriate models in a particular institution then has to consider recent history, logistics, finance, beliefs about language learning and general education, practicality, context of institution, profiles of students etc.)

- There are no right or wrong models as such.

THANK YOU