

BAHÇEŞEHİR COLLEGE TAKES HIGH-QUALITY EDUCATION TO EVERY CORNER OF TURKEY

Bahçeşehir College takes high-quality education to every corner of Turkey with great investments. Students are provided with skills of the 21st century and prepared for life in campuses with new-generation education facilities.

Bahçeşehir College opened 7 campuses in Edirne, Kayseri, Bursa (the second campus), İzmir, Mardin, Batman and Tokat in the period 2012-2013 and 8 new campuses in Halkalı and Umraniye districts of Istanbul, Denizli, Adana, Ankara, Şanlıurfa, İskenderun and Bartın in the period 2013-2014. Having increased number of its campuses to 59 and number of schools to 109 by opening 5 campuses in Istanbul Çamlıca, Sancaktepe, Beylikdüzü, Dalaman and Keşan in the academic year 2014-2015, Bahçeşehir College aims to open 11 more campuses in 2015.

With its view “Content determines the quality of education”, Bahçeşehir College makes a difference in the education system with Digital World School and Bilingual Education.

Bahçeşehir College offers a unique educational environment where students will have excellent education and gain skills of the 21st century on their road to academic success. Bahçeşehir College campuses with its sports areas designed for different branches, Innovation Laboratories equipped with advance technology, Digital Library, Art Workshops, Science Museum and social living spaces specially design for students to socialize, are designed as a world of education where students will be happy and get prepared for life with a high motivation.

Bahçeşehir College with figures

2015 - Planned Investments

- The Number Of Campuses: **11**
- Investment: **\$ 120 million**
- New employment: **700 people**
- Total number of employees: **will be around 3000**

2014- Investments Made

- The Number Of Campuses: **8**
- Investment: **\$ 96 million**

- New employment: **520 people**
- Total number of employees: **2250**

2013- Investments Made

- The Number Of Campuses: **7**
- Investment: **\$ 80 million**
- New employment: **450 people**
- Total number of employees: **1380**

THE AWARD FOR “CONTRIBUTION TO GLOBAL EDUCATION” GOES TO ENVER YÜCEL

“UNCA AWARDS” CONDUCTED UNDER UNITED NATIONS AND CONTINUING THROUGHOUT THE YEAR WHERE UN ACTIVITIES ARE AWARDED WERE GRANTED TO ENVER YÜCEL DUE TO HIS CONTRIBUTIONS IN EDUCATION OF THE WORLD.

At the ceremony held under United Nations, Enver Yücel, founder of Bahçeşehir Uğur Educational Institutions and Chairman of Board of Trustees of Bahçeşehir University was granted the “Contribution to Global Education Award” due to his contributions to global education. Enver Yücel, being the first Turkish in the world receiving an award on this field, received his award from Ban Ki-moon.

Many politicians, diplomats, artists and journalists in addition to UN officials attended the award ceremony held in New York. Enver Yücel, making a speech at the award ceremony, emphasized the importance of education and stated that the future of humanity is shaped by education. Yücel, emphasizing that in case education is disrupted, the world and humanity will lose, also said “I believe that there is no problem in the world that cannot be solved by education. I have served for this cause for my entire life. Everything is my country Turkey, for the world, for humanity. I also thank my wife supporting me greatly for receiving this award.” Conducting a special meeting with Ban Ki-moon after the award ceremony, Enver Yücel exchanged ideas about educational problems in the world, especially education of refugee children and their solutions with the General Secretary of UN, Ban Ki-moon.

Enver Yücel regards the education as most important problem to be solved and therefore he defines the field of education as an area of social responsibility. He offers educational support by providing scholarships to students at his institutions from Morocco, Djibouti, Somalia and Middle East to the different parts of the world, and he believes that this process will bring peace to the world.

Enver Yücel received Award of Merit from TBMM (Turkish Grand National Assembly) before due to his contributions to education in Turkey. Yücel expands his contribution to education from country boundaries to the world through UNCA awards, he serves humanity through education.

INTERVIEW WITH ENVER YÜCEL

Chairman of Bahçeşehir Uğur Educational Institutions

‘Bahçeşehir College will be one of the leading education brands of the world’

Enver Yücel, Chairman of Bahçeşehir Educational Institutions, plays an active role in the world’s education sector as the Chairman of World Education Entrepreneurs Association and asserts that investment in education will determine success in future. We talked about changes in education in the world, importance of the development of private education in Turkey and prominent qualities of Bahçeşehir College with Enver Yücel.

“EDUCATION IS A MUST FOR EQUALITY OF OPPORTUNITIES”

You are the Chairman of World Education Entrepreneurs Society. You are both an educator and an entrepreneur and you have a significant position in the world. How did you get here?

I carried out entrepreneurship activities in the world of education. I determined my field at very early ages and created a life full of education for myself. I started primary school when I was 7. Since then, I have been involved in the education sector. I was not interested in any field other than education. Today, we have our educational institutions in both Turkey and different countries of the world. We, as Bahçeşehir Uğur Educational Institutions, have institutions for all stages of education in an individual’s life, including preschool, primary school, secondary school, high school, university, master’s programs and doctoral programs. As these institutions have been successful and become widespread and we have the capacity to establish international cooperations, we have been referred to as an education entrepreneur and education designer in public. In this extent, I have been teaching entrepreneurship in education to master students in Harvard University for 3 years. It is now clear that the most fundamental value is education; society, individual, country or world cannot progress without education; equality of opportunities among people is a must for education; and therefore, both access and equality are indispensable in education for today’s world and for the future. We do every effort to achieve this in education.

Turkey is not at the top in education indexes. The sense of private education has just started to develop in Turkey. What do you think about this development?

In international assessments, Turkey does not get what it deserves for human development indexes and for educational criteria. We have all witnessed that Turkey is not in a good position in PISA exams, which is the most concrete example of this situation. Turkey has a very young population; there are 17 million pre-university students and Turkey has not fulfilled all educational needs of these students yet. Because of the pressure of migration and population growth, education facilities in cities are unfortunately not at the desired level; educational problems have dramatically increased and continue to increase. Turkey is trying to solve this problem only with the sources of government. Private education in Turkey was at a level of 2% just until yesterday. It is now 3%.

Turkey is one of the countries far behind the world level in terms of private education. Today, 97 out of 100 children have their education in state schools. There is no such system in the world. Even in Russia, share of private education has become 15%. Private education is highly widespread in European countries, Japan and Southern Korea. Today, what really matters is not the body that gives education, but the quality of education. In this regard, Turkey should make more investment in private education and give a greater support. This does not mean “only those with money will go to paid schools”. This is a policy. You, as a government, assign the whole education to the private sector and buy service from the private sector. Today, the Republic of Turkey buys 30% of health services from private hospitals. Low-income families can also go to private hospitals for their health and the government covers the expenses. This system may also be used in the education sector. A parent enrolled his child in a private school and received government support this year for the first time, which, in my opinion, is a revolution for Turkey and highly important. Turkey should elaborately review this. This is a significant beginning for Turkey. For example, there are “charters schools” in America. The whole budget of these schools is covered by the government. In England, 75% of high schools are now operated by the private sector, but students do not make any payment. What really matters is not the body that gives education, but the quality of education. In this respect, the government, nation and private sector should develop education in Turkey all together.

How do you evaluate the developments in education sector in the world? How does Bahçeşehir College put these changes into practice?

We, through the medium of Bahçeşehir College, make an effort to bring innovations and changes to education in Turkey. As the most significant dimension of this effort, we apply “Personalized Learning Model, which is also referred with concepts like individual learning, personalized education, tailored education, as a result of the advancing technology. Factory-made education will now be over. Each individual is a world and the world of each student, each child is different. Therefore, they learn in different ways. We should determine their learning style and educate them accordingly. There are details, tests, modes of application for this. In Bahçeşehir College, we have been applying Personalized Learning Model for 6 years. We try to teach a student in his way of learning. The aim is to progress towards full success.

How is this achieved?

Of course there are some misconceptions. They ask “Do you put every child in a different class?”. No, we do not put every child in a different class. Although each child is a different individual, there are not hundreds of differences in learning models. Firstly, we determine the learning styles of students. By using technology, we diagnose the parts that the child cannot do or understand and then we make a suitable treatment. Before, it used to go like this: You did not get a good score, you are weak, the other is good. These expressions are not disappearing. However, it is not easy to put this into practice. That is why we train our teachers, raise the awareness of our students and talk to parents. We are striving to have this approach comprehended.

Maybe the most important advantages of Bahçeşehir College is the support of BAU Faculty of Education. What would you like to say about the reflections of this support especially on teacher quality and education system?

From the foundation of our university to the present, we have attached great importance to the international dimension. We have very close relationships and connections with universities of the world. We have founded two universities abroad, one in Berlin and one in Washington DC, the capital of the United States of America. We comprehend the position of education systems in the world and we very well know what is going on and which methods and models are developed. One of the most prominent purposes of our Faculty of Education is to establish education policies and make researches on the actions to be taken in the training of teachers. There are particular where Turkey falls behind and Personalized Education, foreign language education, evaluation and assessment and PCG are the primary ones. We structured our faculty of education with priority to these areas. BAU Faculty of Education is in a close relationship with Harvard, Yale and Stanford Universities. We apply Personalized Learning Model on the basis of the multiple intelligence theory of Howard Gardner, a professor of Harvard University. Every model we apply has an internationally accepted academic infrastructure. We get into these areas with the support of our university. Our university and Faculty of Education are highly powerful. In this regard, we maintain our education policies, particularly the training of teachers, with a renewable approach. Thanks to our faculty, faculty members and international connections, managers and teachers of Bahçeşehir College have access to every piece of information and method in the world. Of course, no matter which models or systems are applied, what really matters is the teacher. If you do not invest in your teachers and train them well, you will not be successful in that country, regardless of the method you apply. Therefore, we always give in-service trainings to our teachers.

It is known that technology is now an indispensable part of education. We give education with tablets. We are the solution partner of Apple in Turkey. Apple accepts Bahçeşehir College as the best implementer in the world and shows us as an example in different countries. I mean we give the highest priority to teachers. Development of teachers is highly significant and we attach a great importance to this.

In your speech in the opening of Çamlıca campus, you said “Successful schools have a climate and it is the creation of this climate that counts. Parents also play considerable roles in creating this climate.” What is your message to parents?

You cannot be successful without the support of parents. Approach to schools and education is a little different in Turkey. Parents sometimes come to private school thinking ‘This is a private school and I pay money. So, the school is responsible for the education of my child’. There is no such understanding. Neither in private school nor in state school.

Family is the most important step of education. If families cannot give a good education to their children, you cannot be successful in the education of those children, no matter which school they go to. Maybe, you may successfully train them and provide them with academic knowledge. But, there

is a more important dimension of education. You cannot provide them with this dimension. We believe that we can achieve this with the support of parents and sometimes we even give trainings to parents. We, all together, can bring education to perfection within a relationship of school, student and parent. Style of parents is highly important in creating school climate.

You always emphasize equality of opportunity in education. You say “We bring high-quality education to every corner of Turkey”. We know this is a significant statement for you. In this extent, what are the investments and growth targets of Bahçeşehir College.

We, as Bahçeşehir Uğur Educational Institutions, are a large family. We offer service to around 200 thousand students. Bahçeşehir College has been on the agenda of Turkey for more than 20 years and is an ever growing institution. We have set a mission. Our country will develop and reach to the level of contemporary civilizations; take the road Mustafa Kemal Atatürk, founder of our Republic, showed; and progress, only if we have a high-quality education. Each child needs to have high-quality education. Each child deserves high-quality education. We will assure equality of opportunity, only if we provide everyone with high-quality education. Lack of equality of opportunity among children means we make concessions to the rule of law principle in our democracy. In this case, we cannot mention a fair income distribution.

Education is the only means to provide a fair and equitable income distribution and a fair sharing in economy. It may be ensured only with equality of opportunity in education. We should take quality education to everyone through both public sector and private sector. Bahçeşehir College was founded in Istanbul, but then we understood that we should take this education to every corner of Anatolia. We make our investments accordingly. We are growing both in Istanbul and throughout Turkey. Today, we have 59 campuses and 109 schools. We have become a big family, a large community. We desire to grow and expand more. Our investments will continue in this direction.

What is a deep-rooted educational institution in your opinion? Is it time, history or principles that matters?

Being deep-rooted means having a tradition, a culture, a level. It means graduates’ sense of belonging to their school. It means solidarity among students and parents. Do you need 100 or 200 years for this? You might have needed such periods in the past, but today we cannot wait for that long. It is now the age of communication. It is possible to do a work, which would take 10 years in the past, in 1 year now. Sometimes you can even do it in 1 month. During the foundation of Bahçeşehir University 17 years ago, I said: We will not wait for 250 years to become an Harvard. We will turn months into days, years into months. We move faster, as we use the advantage of youth. We see that graduates of Bahçeşehir College continue their relationships with each other and have good careers. We are a big family and take firm steps to maintain the relationships of this family. Bahçeşehir will be an important group and an important family in the world. We will not wait for 100 years to achieve this. Bahçeşehir College will be a significant brand of education in the world.

Unfortunately, Turkey has scarcely any brand in the world. We have set our target; we will be Turkey's globally known brand of education.

INTERVIEW WITH HÜSEYİN YÜCEL / Chairman of the Executive Board of Bahçeşehir College

'Our schools abroad provide students with the opportunity of experience'

Hüseyin Yücel, Chairman of the Executive Board of Bahçeşehir College, informed us about their domestic and foreign investments and growth strategies and his opinions concerning the development of private education sector in Turkey.

Bahçeşehir College is the part of a large education family. Can you tell us about this family?

We are just a family engaged in education. We are rooted in Uğur Dershaneleri, the training center founded in 1968. We are a deep-rooted educational institution having invested only in education for 45 years and still investing what we earn from education again in education. The adventure started with Uğur Dershaneleri and then, in 1994, Bahçeşehir College was opened with its first campus in Bahçeşehir. Today, we give education to around 25,000 students in 59 campuses. Following Bahçeşehir College, our university, the crown of Bahçeşehir Educational Institutions, came into operation. BAU continues to give education with 16,000 thousand students. We also have enterprises abroad. We opened an American university in Washington DC and a German university in Berlin this year. This has been a first for Turkey. Besides Turkey, we also have steps towards becoming Turkey's education brand in the world and we make investments for this purpose.

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OVERSEAS INITIATIVES

How was Bahçeşehir College's strategy of growth and expansion in Turkey developed?

Two sentences of Enver Yücel, our founder, guided us: First of them is that education is not a matter of income, but a matter of heart. The second is that every child deserves high-quality education. We set out with this philosophy and mission. Besides big provinces, we also have campuses in Diyarbakır,

Van, Mardin and Batman. Education quality in these campuses is same from A to Z with schools in Istanbul. We seek to bring high-quality to the children all across our country. This is our primary goal. As of 2014, we have reached to 59 campuses and 109 schools. We will increase the number of our campuses especially in Eastern provinces in scope of the social responsibility project and in other large provinces with our investments.

Bahçeşehir College has a highly valuable “know-how” in education. Do you think of taking this knowledge abroad?

Our most remarkable distinction from other educational institutions is that we invest what we earn from education again in education. We do not make investments in different areas or sectors. We, as Bahçeşehir College, achieve our targets in Turkey. Besides, overseas initiatives have begun to come significant. In this respect, we have an initiation to open 2 campuses in England, where we have been operating for about 2 years, taking advantage of the privatization of state universities. This will be concluded in about 1 year and we will give both parents and Turkey the good news, which will be the pride of Turkey. Another new development is that we have made an application concerning charter schools in New York in America. I hope we will begin this structuring in 1 or 2 years.

Government should become the inspector

What advantages will the development of private education bring for the country?

It is not the government’s duty to manage schools or give education. Government is not engaged in many sectors and education should be one of these sectors. I think education should be privatized. A control mechanism is needed for this. However, the government should assign education to the private sector anyway. They talk about free education; there is no such thing as free education. There is an education system operated with the taxes collected. This is somehow paid. What matters is controlling and comparing the output. When we compare these two, considerable differences arise. Government should stop being the manager and become the inspector.

Targets in education

What are the targets of Bahçeşehir College while continuing to grow with its new campuses?

As we always emphasize, quality of education is determined by its content. Especially with our investments in recent years, we make physically excellent campuses. There may be similar campuses. There are many examples of these campuses abroad. The main investment, which really counts but is not visible, is the one made in content. Investment in content is permanent. In this regard, we have a vision which we gather under 2 main titles and in which we always invest: Personalized Education and Bilingual Education. We, as Bahçeşehir College, believe this. Basic lessons like Math, Turkish, Physics, and Chemistry etc. are given almost in all schools. There is a certain curriculum in all schools. However, our Personalized Education model and bilingual education system are the products of our privileged approach of education. It was said that there might be one native language, but researches on bilingual education show that acquisition of a second native language is possible. With our bilingual education system, we do not teach students a second language, but we have a second language acquired. Our most important investment in content is the implementation of bilingual education system.

We aim to ensure that our students speak English as well as Turkish when they graduate. Of course, it is also very important that our students graduate as self-confident individuals with the ability to express themselves and think freely.

What do you think about the impact of this opportunity on a student's life?

We may perceive this as a large education ecosystem. A student trained in this environment is prepared for life in the best way. We raise individuals who compete and communicate with the world. In today's world, it is of high significance to raise world citizens. Our schools abroad provide students with a great opportunity of experience. Besides education in their own country, our schools abroad are highly important for giving them with the chance to go abroad, have experiences there and open different doors. In this regard, our overseas investments are highly significant.

What is the contribution of private schools to education sector in Turkey?

When you compare Turkey to the world in terms of education sector, you see that education has not become a sector in Turkey yet. It is still thought that education should be in the hands of government. Both public and government have this opinion. Private education sector in countries, which was behind us 10 years ago, is now much better than ours. However, important steps are taken in our country. Besides the increase in the budget allocated to National Education and its becoming one of the most important items, special incentives in education will bring considerable advantages. We will take advantage of these incentives and keep going stronger.

EDUCATION IN BAHÇEŞEHİR COLLEGE

PERSONALIZED EDUCATION MODEL

PEM

WHAT IS PEM?

Recent studies in the field of Neurology clearly indicated that individuals have different learning models. Accordingly each individual has a particular learning style; in other words, each individual applies separate methods to prepare learning, to learn, and to remember. Learning styles are formed mostly in line with the genetic traits during the early childhood period and with social environment conditions in further ages, and that no learning style precedes another. Everyone resorts to all learning styles throughout one's life but give preference to only one of them.

Pioneer of new generation education in Turkey, Bahçeşehir College defines individual differences in learning styles of students and structures the learning process in consideration of these differences thanks to its Personalized Education Model (PEM) as prepared in the light of academic findings and supported by the opportunities of technology. Thus all the obstacles that stand between academic success and the students, who learn in joy and become more curious as they learn, are removed.

WHAT ARE THE CONTRIBUTIONS OF KNOWING LEARNING STYLE IN EDUCATION?

- Those people who are familiar with their learning style are more interested in learning and become better “learners”.
- Students who recognize their own learning style better understand both themselves, and people in their social environment, and establish better relations to their circle.
- Parents informed about learning styles arrange the study environment and study time at home in the most efficient manner for the student.
- Teachers who are familiar with the learning styles of students know their class better, design courses in consideration of individual differences, and create a more productive learning process.

HOW IS THE LEARNING STYLE OF INDIVIDUALS DETERMINED?

Personal Learning Style Test (PLST) as developed by Barbara Prashnig, the Director of Creative Learning Center, is applied in the first stage of Personalized learning Model.

Personal Learning Style Test was developed so as to provide students and parents with information regarding in which environment and by which methods the student’s study could be more productive. This test seeks an answer to the question of “How I learn?” Just as one’s fingerprint is different from others and unique, each person learns in a distinctive way. Students, who know how they learn, study in the correct way and learn more productively in a shorter span of time.

Personal Learning Style Test provide below information regarding the learning style of the student:

- Behavior at the start of the lesson,
- Attitude towards challenges,
- Persistence and concentration in studying,
- Ability to perform simultaneous multitasks,
- Preference for study groups,
- Preference for studying with an authority figure
- Preference for physical environment,
- Preferences for study time,
- Ways of information perception
- Ways of thinking

Personal Learning Style Report

At the end of the PLS test, a personalized report is produced, which contains information as regards the personal learning and studying habits of each student. Based on the report the guidance counselor advises the student and parent as regards the learning style of the student.

Class Learning Style Report

A Class report for each class is also produced at the end of the PLS test. Thanks to class reports teachers are able to recognize the general learning traits of the students and teach lessons as planned in accordance with this information.

Different Learning Environments

Students carry out extracurricular activities in learning environments designed in consideration of their study group preferences as indicated by the PLS test.

WHAT I REMEMBER TEST

Students take a What I Remember test at the beginning of each educational year. Our aim is to determine the level the students retain the objectives of the previous year, find out unattained objectives, and plan enhancement activities.

After announcement of the results of tentative tests, we plan study activities according to the unattained objectives of students. In study activities held with individual students or groups we cover relevant topics and solve problems with students, who failed in the same objective. Therefore we cover the unattained topics of our students immediately after the test and continue with education. Our teachers continuously monitor students via Service Based School Management System (STOYS) and prepare homework, tests, or supplementary studies as regards the unattained objective.

DIGITAL STUDY

Student specificity is the main feature of digital study, one of the important elements of Personalized Teaching Method, which became more effective thanks to digital monitoring. Digital studies are sent to students according to results of assessment and evaluation. Digital study is displayed as a notice in student's cell phone, e-mail box, and shared software. Similarly parents are also notified of the digital study via SMS message. Parents receive a memo in case the student fails to participate in the digital study. The aim here is to make sure that the student has made up his or her weaknesses.

DIFFERENCE OF PEM IN PREPARING FOR NATIONAL EXAM

Digital system provides the opportunity of keeping a more detailed track of the acquisitions and deficiencies of students. As deficiencies of students are directly determined in Personalized Learning Model, it provides the chance to directly compensate these deficiencies. Students can use video school platform, developed by Bahçeşehir College, whenever and wherever they wish in order to enhance their attainments for the national exam in secondary school. The number of videos they watch, the number of questions they solve, the number of their correct and wrong answers are reported to teachers, parents and mentors. Potential of students is maximized through PEM and digital applications. And this reflects on the achievements of the students of Bahçeşehir College in the Transition from Primary to Secondary Education exams.

INTERVIEW WITH Asst. Prof. Dr. SİNEM VATANARTIRAN (Manager of BAU Institute of Educational Sciences) ON PERSONALIZED EDUCATION MODEL

EDUCATION OF THE FUTURE IS IN BAHÇEŞEHİR COLLEGE TODAY

Sinem Vatanartiran, faculty member in BAU, informed us about the new philosophy brought by PEM to the world of education and targets and implementation of the system.

What is purpose of applying PEM?

There is no student who cannot learn. Each individual is born with a capacity to learn. However, each individual has a different way of understanding and processing new or difficult information. First of all, you should believe that every individual may learn in different ways. In this case, you should find a different solution for each individual. This is the main philosophy of PEM. We believe that each student, each individual has the ability to learn, but prefers different ways of learning. So, we enrich education accordingly.

This model is perceived as a special education or educator for each student. Can you please clarify?

Of course, this approach does not mean that we will take each student from his class and teach him alone. This is beside the point. Quite the contrary, when students with different preferences of learning are together, they gain richness. Each individual learns something from the other. It would be wrong to adopt an approach of separating the group, pulling them into small pieces or gathering those who learn in the same way in a group and teach them in this manner. However, while organizing the lessons, teachers should create events with diversities that appeal to different students.

Does PEM have any goal other than teaching in order to increase the potential of children?

When students see that they can learn, they gain motivation to learn different things. We want our students to have an internal motivation that come with the joy of learning, rather than an external motivation provided with rewards like “I will buy you iPhone if you get 5 in the exam” or punishments given by a teacher, mother or father. How do you provide internal motivation? The child may have a natural sense of wonder. For example, if the child is curious about robots, he will learn everything about robots on his own, whether you want or not. However, if he is satisfied with learning at a point where he does not have a natural curiosity and says “I thought I would never learn this, but I learned, it taught me something and I enjoyed it”, internal motivation for the lesson arises and he can learn in every area this way.

What is the role of teacher in the application of PEM?

What matters here is the knowledge of teacher. If the teacher has a high level of knowledge, highly aware of these differences and has the competency to enrich learning methods according to these differences, this model will work on and be useful for every student and thus every student will learn in the best way.

You have been observing the implementation of a system that you theoretically developed, for long years. How does Bahçeşehir College implement the system and what do you think about the results?

At this point, we have two observations. First of all, we are of course responsible for our students as an educational institution. We want every student in this system to realize and use their potential. Thus, their academic success will enhance. Our ultimate goal is to achieve this and we primarily observe this process. As academicians, the second aspect that is important to us is to track development of teachers. This is because we put our teachers through a long training process. Of course, our teachers are distinctively selected and we work with well-educated and experienced teachers, but ultimately we want them to change their habits in education and improve themselves. PEM is a system different from conventional teaching. Therefore, we have been observing both students and teachers for 10 years since the time we started this application. We have lots of academic data. We have a great amount of academic data.

Personalization of education is called as the future of education. What are the challenges of applying PEM?

PEM is not an easy system. If it were, it would be applied by many educational institutions in the world. Its philosophical aspect is one of these reasons behind the difficulty of its application. You must believe that every student is different and create areas of education according to these differences. This is the second challenge. To create these areas, you should have highly knowledgeable teachers and give them trainings on a continuous basis. For example, suppose that you are a math teacher. If you do not apply PEM, you prepare a lesson and you may teach all student groups in the same manner for 10 years. You know how to begin the lesson, which examples to give, which questions to ask and how to make exams. Here, you actually design a “lesson in your own way”. As a teacher, you know the subject very well, design a lesson and teach in the same manner without changing anything, regardless of the student group you teach. This way, you may reach only the students who comply with your style, but you cannot reach all students. In PEM, we aim to prepare a lesson that reaches and touches all students. This is the challenge of this model. To overcome this challenge, you need knowledgeable, creative and active teachers who have the ability to enrich a subject with a great variety of activities.

How is PEM applied in Bahçeşehir College?

In PEM, we determine the profile of the class for each teacher. We do not divide students into group according the similarity of their learning preferences. We want every student to learn different things from each other, have a flexible view of life, be aware of and utilize their certain characteristics while also knowing other learning preferences and develop them. This is how the life is. You cannot live in a bell glass with people like you. You must contact people with different characteristics, do team works and work together. This is what we promote. Moreover, we offer counseling to both students and parents in relation to the learning styles of students. We determine the group profile of students in a class for teachers and ask them to design lessons according to this profile. Content is the same, but design changes many things. Curriculum and content are same, but the teaching style show differences according to branches. We train our teachers accordingly. We design lessons in a way to ensure learning of every student. PEM actually means designing a lesson according to the learning preferences of a group of students.

INTERVIEW WITH GÜLİSTAN EKİNER (Primary Education Coordinator - Teacher Trainer Director) ON PEM

'They enhance their problem solving and creative thinking skills'

Gülistan Ekiner, Primary Education Coordinator, says "Our teachers prepare plans in the end of PEM trainings we give. Through these plans, we ensure that they comprehend all learner styles and the philosophy of PEM and become aware of themselves as educators and individuals".

In Personalized Education Model, we aim to provide students with an environment and technological support for mastery learning. Especially in primary education, the more auditory, visual and tactual materials you present to students, the higher level of learning you will attain. In iPad content, we have applications that will arouse auditory and tactual senses while teaching reading and writing. When PEM is combined with skills of the 21st century, they directly develop creative thinking, critical thinking and problem solving skills and recognize themselves. At this point, we know that teachers tend to teach in the way they learn and, in our trainings for teachers; we provide them with the chance to explore the sides that they should improve in themselves.

We have a PEM plan for each attainment

Our teachers prepare plans in the end of PEM trainings we give. Through these plans, we ensure that they comprehend all learner styles and the philosophy of Personalized Learning Model and become aware of themselves as educators and individuals. All of our teachers prepare these lesson plans, by which we aim to enrich the content according to the diversity of learners in the class, teach with activities and games and make learning enjoyable and easy. We have a PEM plan for each attainment and, besides requirements of the curriculum, teachers unconditionally accept that every student has different needs when they realize their own learning styles. Internal motivation of teachers for updating themselves enhances at this point. With this attitude, we feel the importance and responsibility of improving viewpoints of around 500 class teachers of our institution concerning education for education in our country.

BILINGUAL EDUCATION

Bahçeşehir College, pioneering bilingual education in Turkey, aims to have native language skills in English acquired through the Bilingual Education System it applies starting from kindergarten.

Language is the most important skill an individual gains in the early years of his life. Bilingual individuals are those who learn two different languages as their native language. However, the

perception that only the individuals whose parents speak in different languages or the ones who are exposed to a different language in a different country starting from early ages may be bilingual is now changing. New-generation education theories raise the idea that children who are exposed to two languages in early-age education may be bilingual. Pioneering the bilingual education in Turkey, Bahçeşehir College aims to have native language skills in English acquired through the Bilingual Education System it applies starting from kindergarten. Summarized as “We do not teach, we have it acquired”, the system aims to ensure that students are exposed to English language in every area of their lives. Thus, they do not learn but get a new language.

The system was put into practice upon intensive academic studies and researches and is implemented through an elaborate process and planning. Students study with teachers, whose native language is English, and Turkish and foreign language teachers. Bilingual Education System, applied in Bahçeşehir College, has a strong theoretical infrastructure. In-house trainings are given in order to provide a complete theoretical background in schools and the central management controls whether the system is applied properly. Assessment and evaluation are carried out in cooperation with international institutions. Book for foreign language education are elaborately chosen. Each stage of education is planned and applied by experts. Pioneering the bilingual education in Turkey, Bahçeşehir College is training individuals having a native-level English through its successful system.

WHAT IS BILINGUAL EDUCATION?

Language is a skill that is acquired during early childhood. Bilingual individuals are those, who have developed the very skill of bilingual communication. Until today the general opinion was that only those, who had bilingual parents or lived in a different country since childhood years, could become bilingual. However scientific researches indicate that it is also possible through education. New generation education theories suggest that children, who are exposed to two languages especially during early childhood education, can speak both languages as proficient as their mother tongue.

WE RAISE WORLD CITIZENS

As the pioneer of new generation education in Turkey, Bahçeşehir College aims to help students with gaining mother tongue proficiency in English by means of Bilingual Education System beginning from nursery class.

Our objective is to remove obstacles that stand between our students and language and to raise students as world citizens, who are able to readily communicate, not only in their country, but also at abroad, by helping them with becoming proficient in English, the most widespread language in the world.

WHAT IS THE DIFFERENCE BETWEEN LEARNING A FOREIGN LANGUAGE AND ACQUIRING A FOREIGN LANGUAGE?

Bilingual Education System as applied in Bahçeşehir College is one of our unique methods that we have developed relying on our long-standing history in the field of education and latest scientific

developments in the world. The goal is to go beyond teaching a foreign language and help students with acquiring a foreign language. Having been proved that the more effective results are obtained, the earlier ages it is introduced, the essence of the system is to make sure that students experience a similar natural process with English language, as they did with their mother tongue. Thus the goal is to develop language skills in foreign language, which are the closest to the mother tongue.

Language Learning Process

- Comprehension of grammar rules
- A lot of exercise and practice
- Exercises towards ensuring automatic use of grammar rules

Language Acquisition Process

- Listening
- Ascribing meaning to what is listened to
- Distinguishing sentences, words, and sounds
- Imitating

According to Krashen's theory, consciously learned grammar rules were useful merely in slow and artificial conversation or grammar tests, but could not be applied in fluent and natural use of language.

Bahçeşehir College aims to prepare our students for acquiring a foreign language that will allow them building a career in the global world, other than being contented with foreign language education. Therefore we ensure that they go through a very similar process with that of mother tongue acquisition. They learn English exactly how we learnt our mother tongue when we were born.

SCIENTIFICALLY PROVED ADVANTAGES OF BILINGUAL EDUCATION

New studies indicate that a multilingual brain is nimbler, quicker, and better able to deal with ambiguities, and resolve conflicts. Bilingualism contributes positively in development of intelligence. Bilingual individuals have faster neuron and brain activity since they perceive concepts in both languages and correlate each other. Thanks to bilingual education students

- * can readily use both languages in oral and written communication ,
- * are more successful in developing mathematical skills,
- * retain an accent most similar to the true accent of the second language,
- * easily learn new languages, and
- * are more successful at developing such positive traits as maintaining a tolerant approach towards other languages, strong self-respect, and skills of problem-solving and coping challenges.

ACADEMIC GOALS

Bilingual program of Bahçeşehir College aims to help students with

- improving the four linguistic skills (reading – writing – listening comprehension – speaking) equally
- retaining proficiency exam exemption in Anatolian High Schools and Foreign High Schools
- accomplishing CAMBRIDGE ESOL exams,
- earning success in international tests and project competitions, and
- ensuring the highest foreign language scores in TEOG.

INTERNATIONAL EXAMINATIONS

Language acquisition development of students is monitored through an objective method in Bahçeşehir College by means of internationally valid examinations as introduced by independent centres. Students receive online examinations specifically prepared according to foreign language objectives by Precise Solutions, an assessment and evaluation company serving many prestigious education institutions in Canada.

Language development of students is monitored and supported by these examinations as applied to 2nd, 3rd, and 4th graders thrice a year. Student-based reporting provide students, teachers, school administration, and parents with the opportunity of continuous monitoring, identification, and reparation, and allow students assess one's foreign language proficiency in comparison to not only students in one's own school, but also with the peers living in other countries.

EUROPEAN LANGUAGE PASSPORT – CAMBRIDGE EXAMINATIONS

Students can take Cambridge examinations for 9-12 age group (Cambridge Young Learners Exams) in the framework of European Language Passport activities to certify that their foreign language level is in compliance with international standards.

SUMMER SCHOOLS

Our students are provided with the opportunity to participate in distinguished summer programs held each year in the UK and the USA and to use and reinforce their language skills in its natural environment. Furthermore, students are able to use English in daily life also in the summer season thanks to foreign education programs, which move our school to Bahçeşehir Campus at Switzerland, the UK, and the USA, the summer school staff of which is exclusively composed of foreign teachers. Language education during that process is provided in the context of cultural and sportive activities.

BAHÇEŞEHİR COLLEGE HOSTED WORLD SCHOLAR'S CUP

Participated by primary and secondary schools from all over the world every year, World Scholar's Cup Knowledge and Skill Contest was hosted by Bahçeşehir College Halkalı Campus in Turkey .

A great number of students from different provinces of Bulgaria and Turkey attended the contest, which was held in Bahçeşehir Halkalı Campus on May 10-11, 2014.

World Scholar's Cup, which is not known just as a contest but an international learning festival where learning turns into joy and organized with tournaments in different countries and cities every year, was held in Bahçeşehir College Halkalı Campus in Turkey this year with the participation of primary and high school students. In the academic tournament in which team work comes into prominence, global issues are discussed, new information in different areas are learned and students have a good time, students displayed their knowledge and skills completely in English with the principle of using information effectively and associating them with the world, rather than memorizing them. Around 250 primary and high school students attended the tournament, in which 15 schools from different provinces of Bulgaria and Turkey took place. Bahçeşehir College attended the tournament with two different groups from Secondary School and Anatolia High School. 15 students from Bahçeşehir College Science and Technology High School coached students in the tournament for 2 days.

A different theme every year

Studying on a different theme every year and sharing their information in English as teams, students had the chance to make researches under the titles "science, literature, painting, music, history, current issues and special area" and enhance their knowledge. In the tournament giving the advantage of testing proficiency in English as well as knowledge, Bahçeşehir College achieved with its 39 students from 8 schools to be entitled to represent their schools and country in "Global Round" organized in Singapore in June 24-27.

INTERVIEW WITH İPEK BULDUK COOLEY / FOREIGN LANGUAGES DIRECTOR IN BAHÇEŞEHİR UNIVERSITY

'KNOWING A LANGUAGE IS FREEDOM'

Bahçeşehir College stands out with the importance it attaches to foreign language education. We made an interview on the importance of foreign language education and goals of education in Bahçeşehir College with İpek Bulduk Cooley, Foreign Languages Director in Bahçeşehir College, targeting to provide its students with native language skills in English through the Bilingual Education System.

What is the importance of foreign language education today?

In this globalizing world, internet and technology are at the center of our lives. In addition to conducting our economic relationships, we have the chance to follow world news, conferences, presentations of speakers and articles in the virtual world. Despite some opposing views, it is possible to make use of this chance only through communication with a common language. Technology provides translation facilities, but this is not enough for a meaningful communication. If you know English and a second foreign language, you may be a proactive citizen in this world with a population around seven billion people. We teach our students critical thinking. One should firstly perceive something to question it. This perception requires competency in language.

What can you tell about the importance Bahçeşehir College attaches to language education?

Although foreign language education has become widespread since 80s, there is a limited number of private school graduates that actively use foreign language verbally and in writing. Acquiring a foreign language is difficult, but it is a personally and professionally valuable investment. Understanding a foreign language and expressing oneself in that language without needing anyone is freedom. Bahçeşehir College knows that foreign language acquisition is a process requiring proper management and therefore does not limit its goals to superficial memorizations and fluency in daily language and structures them on the basis of academic language development. It places emphasis on the ongoing training of teachers and strengthens its staff with experienced teachers whose native language is English. Each stage of this process is carried out with elaborate, innovative, consistent and non-conflicting methods and techniques and followed by means of up-to-date assessment and evaluation tools. Students internalize and acquire the language through the Personal Learning Model and start their lives as more competent and prepared individuals when compared to their peers.

Foreign language education starts at preschool in Bahçeşehir College. How would you explain the importance and difference of this education? What difference does beginning foreign language education at preschool make for students?

I think the proverb “As the twig is bent, so grows the tree” is a traditional, but true answer to this question. Scientists agree that early childhood is the period when brain is its most flexible and perception, coding and language acquisition is performed in the most active and rapid manner. A language acquired simultaneously with the native language can be as perfect and accent-free as the native language. Students comprehend the characteristics of language in both languages, use these skills in written and verbal communication and reinforce their ability to take other languages and cultures with tolerance, self-respect and ability to solve problems. Therefore, when we start language education at early ages, we cover a considerable distance in language development.

Bahçeşehir College has a highly assertive foreign language education program and you say “We have the language acquired”. How do you accomplish your assertion?

I studied in college in the eighties and nineties. We used to begin foreign language education at the age 11. We certainly learned the language, but we just learned. We did not acquire it and therefore it fell into place after long years of overseas experience. Our goal in Bahçeşehir College is to have a language acquired. First of all, one needs to understand the difference between teaching something and having this thing acquired. After a certain age, you can only learn. A road to be taken only in foreign language lessons with an education limited to certain hours and a great deal of memorization will not be satisfying. Our way of learning was limited to know how to respond in different situations. As foreign language department of Bahçeşehir University, we endeavor to raise individuals who have the ability to think, produce and clearly express themselves even when they are not prepared. Starting from the preschool education, they have the chance to acquire foreign language by constantly being exposed to this language while having fun in the natural environment, playing in the garden, having lunch and whenever possible. In the long run, they gain the ability to create their own realities extemporaneously, instead of short films with certain scenarios.

We prepare all our plans in the light of the expression “Foreseeing means mastering!”, determine in advance the knowledge and skills that leaders of the future need to acquire and make the

opportunities of developing skills of the 21st century like collaboration, critical thinking, creativity and communication an indispensable part of our lessons.

How does the system continue after the student start primary school?

We call this scaffolding in English. It is like constructing a building. As you may appreciate, one cannot expect a building without a sound foundation be durable in the long term. We lay highly sound foundations at the 1st and 2nd grades and students are intensively exposed to English and thus they maintain their rapid development in the following years.

Why did you prefer an international institution for assessment and evaluation?

We believe in our education so much that we wanted an international institution measure and assess our students. We carry out totally objective online exams three times a year, being in the beginning, middle and end of the academic year, in compliance with European language passport criteria in cooperation with Precise Solutions, one of the most prestigious educational institutions of Canada and providing services of assessment and evaluation with an experience of twenty five years. We obtain very detailed data in consequence of these exams. We determine the acquisitions and skills for which our students need support and we provide the chance to keep track of language development on the basis of data for student, teacher, parent and school management. We also attach great importance to self-assessment. Raising the awareness of students is highly critical for language development. Development of students gains speed and meaning when they are aware of the support they need, besides being followed by their parents and teachers.

What is the level of foreign language of a student at secondary school in Bahçeşehir College?

We have two key goals in secondary school education. One of them is exam. We cannot ignore the reality of exam in our country. We, as Bahçeşehir College Foreign Languages Department, seek to make our students ready in all aspects. On one hand, we expect them to show maximum success in the exams held by the Ministry of National Education. On the other hand, we ensure that they successfully maintain the process of language acquisition from age 4 to the end of the 12th grade. We aim that our secondary school students grow up as individuals who have the ability to easily express themselves in a foreign language, correctly and fluently communicate even in situations which they are not prepared for and suddenly change the course of conversation with their opinions based on general culture and view of life. It is important to us that they clearly express their arguments when they are not of the same mind.

CONTRIBUTION OF THE NEW EXAM TRACKING SYSTEM TO ENGLISH EDUCATION

You have put a new exam and tracking system into practice this year. What advantages will this system bring for English education?

We take the first step by making a detailed research and analysis on the needs of students. We developed our foreign language tracking system on this basis. You cannot evaluate something that you do not assess. Even if you do, it will be nothing more than a subjective judgment. We made a research on the tracking systems for foreign language development of children in the world and in

our country. We saw that it was all about the exams held by teachers in their lessons or proficiency exams held once a year. Exams provide very valuable feedbacks. We do not intend to turn our back on the exams and observations of teachers in classrooms. We aim to find an answer to the questions where these students are among their peers in the world and at which stage they stand in the process of language acquisition. We do not want to separate our students with sharp but uncertain limits like “Your English level is insufficient” or “Your English level is high”. We prefer the method of determination and compensation. Think it like an ultrasound; if you cannot determine at what part of the body the problem is, you cannot treat it with laser and you will act totally randomly. We do not act randomly.

DIGITAL EDUCATION

INTERVIEW WITH DIGITAL EDUCATION AND IT DIRECTOR OF BAHÇEŞEHİR COLLEGE

Bahçeşehir College successfully implements digital education, which is maybe the strongest mainstay of new-generation education. With its rich content, practices, tracking, evaluation and assessment system, digital education supports learning processes and academic successes of students and provides them with the identity of digital literate. We talked on the details of digital education with Digital Education and IT Director of Bahçeşehir College.

What is Bahçeşehir College’s approach of integrating technology to education?

Use of technology in education in the world progresses on the basis of the philosophy of technology-assisted practice of Personalized Learning Model. Considering only iPad, more than 10 million devices are used in more than 117 countries throughout the world. We, as Bahçeşehir Educational Institutions, started out considering the steps we should take to enhance the influence of mobile technology on learning. We made a plan not exceeding 30 percent of the lesson in order to ensure permanency of learning. We aim to provide students with an atmosphere to complete and reinforce learning by using technology. Thanks to mobile technology, we take education beyond the boundaries of classrooms. We aim to generate a full, working and practicable content and offer it to our students. First of all, we converted the content of Bahçeşehir Publications into digital content and thus we started the process. Our desire is to provide every student of Bahçeşehir College with a digital identity.

We know the biggest problem with this attempt is with the digital content. How do you solve this problem?

Many educational institutions in the world work with Apple, as it provides an ecosystem integrity. In this ecosystem, every device is compatible with each other and their content communicate with each other. However, we did not confine ourselves to this and started to generate our own content. First of all, we made use of our current publications. We organized a 7-member team under the General Directorate. This team actively took place in classes, worked with teachers and told them how to use technology. Thus, they determined the deficiencies on site. At this point, we started to develop iPad versions of the content that could be used by teachers. Actually, the whole process began with this decision. We converted books into interactive touch books. In other words, we developed a system in which children can do everything that they can do with books and notebooks just with a touch. As

you know, the new generation gets bored of doing the same thing right away. At his point, we introduced digital education and provided them with an interactive environment. We receive the support of our university to enrich the content. Additionally, we diversify our contents in cooperation with numerous international institutions, particularly institutions from USA. For example, we use documentaries of BBC under an agreement we signed with them. We have an agreement with a company experienced in the area of 3D. With all these attempts, we aim to integrate into education the items that will arouse interest and curiosity of children. In today's highly developed technology, this is what new-generation education requires.

“AN ECOSYSTEM OF 11 THOUSAND PEOPLE IS USING THIS SYSTEM”

How does the digital education cycle function? A student attends a class and has an iPad. What is next?

We have 9 thousand students using this ecosystem at grades 1, 2, 5 and 6. With 2 thousand teachers, an ecosystem of 11 thousand people is using this system. We send to every teacher and student at the beginning of each semester so that we maintain the same ecosystem with parents. Let's say first-grade students are taught the subject of symmetry and geometric shapes. We write this as an iPad lesson. We tell them to open it on their digital book, they click and learn the subject of symmetry with their teachers. We make them click an application to see symmetry in practice. There is a triangle, square and circle and we ask them what may come the next. Students undergo an assessment and evaluation through drag-and-drop. Then, the lesson continues with our students. We ask them to make an animation in the end of each lesson to provide permanency of learning. These targets are applied for all attainments in grades 1, 2, 5 and 6. To give an example, assume that the subject “know your body” is taught in the lesson. Teacher says “open the unit of know your body in your digital library”. Then he asks students to click on the section of know your body and says “now take screen shots of organs that I taught you, I give you 5 minutes, prepare a presentation”. After students prepare presentations, teacher can understand how effective the lesson has been. Afterwards, teacher asks students to make a project film related to the subject and thus the lesson cycle is completed. This cycle is downloaded on the teacher's iPad for Turkish, Math, Social, Science, English lessons of grades 1, 2, 5 and 6 for the whole year. We also open this platform to our students and thus they can follow the lessons even if they do not come to the school.

Digital education is becoming widespread in the world, but it is still generally seen as a game tool in our country. How may this understanding be changed?

Turkey should become a society that does not consume but generates technology. Our target is to raise individuals who can achieve this. In this regard, we introduce computer language to our students starting from preschool. We have put a programming lesson for age 5 at preschool, grade 1 and grade 2. We have taken it further for fifth and sixth grades, so that they can make more advanced animation and programming. We, as Bahçeşehir Educational Institutions, started with preschool, which is actually the most important stage. We believe that individuals with a high potential will be raised in the end of eight years and these children will take our country among the countries that develop technologies.

According to the data of Apple, Bahçeşehir College has the digital education platform that is used the most in Europe. How did you achieve this?

We preferred to work with Apple for the richness and sustainability of content. For use of device and platform, we chose iPad, a product of Apple. There are k12 contents in iTunes, which is a open learning platform. Schools from preschool to 12th grade and also universities, institutes and different educational institutions take place in this platform with their own content. Prestigious institutions like Stanford, Yale, Harvard are also in this platform with their contents. An individual may learn anything here. Bahçeşehir College also takes place in this platform with its contents. They are mostly accessible only by our students, but some of our lessons are open to everyone. For the present time, there are 10 thousand people using our contents in iTunes and 7 thousand students are enrolled just in our English lesson. Considering the number of students enrolled in a lesson, this is a splendid number. According to the data of Apple, we come the 1st in the ranking of contents used in Turkey. Anatolian University, which has a really high number of students, ranks the 2nd. Globally considering our population and rate of use in Bahçeşehir Educational Institutions, we rank the 1st with our content and number of followers. Of course, this makes an impact in the global sense. For example, we are the only institution from Turkey and one of two institutions from Europe admitted to an iPad Summit to be held in Boston.

STUDENTS ARE ALREADY READY FOR DIGITAL

As an educator, what do you think about the impact of digital education on children?

I made many researches and observations on this matter and I saw that students were already ready for this. Teachers were waiting for a sign to change and improve themselves. I observe how teachers switch to digital education. I see that teachers can really change with children. According to my observations in classes, self-confidence, self-expression and relevant outputs of children are amazing. They attended a digital story contest in America and the American jury said: "We wish these kids were American citizens so that we could select them as the winner."

DIGITAL ART

In Bahçeşehir College, technology is successfully integrated into education. Thus, students learn to actively use digital tools and broaden their horizons and push their limits in every area thanks to the facilities of technology. Art is one of these areas. Bahçeşehir Colleges introduced a new application to its students in the academic year 2014-2015. By using this application named Flipboom, students will be able to generate stories and turn them into animations on digital media not only in art lessons, but also in other lessons like math and science. With this application that enhances creativity and artistic expression skills as well as academic success, students create excellent stories and short films.

BAHÇEŞEHİR SCIENCE MUSEUMS

In Bahçeşehir College Science Museums, students have the privilege of learning science by experimenting, living and enjoying.

Science and math lessons, the nightmare of most students, are turning into events attended by the students of Bahçeşehir College with pleasure, thanks to Science Museums providing students with the opportunity of learning science by experience in areas specially designed for each age group. Bahçeşehir Science Museums, one of a kind in Turkey, are designed in a way to appeal to students' senses of scientific thinking, wondering, researching and discovering. Science Museums, which have been put into practice by utilizing the ideas of students, stand out as areas where students constantly use, take courses and make experiments and researches. Science Museums play a great role in national and international achievements of the students of Bahçeşehir College in scientific fields.

FIRST STEPS IN SCIENCE

Scientific projects of little students of Bahçeşehir College compete in the project contest named the first steps in science. The tradition of scientific project begins at early ages in Bahçeşehir College.

ALL CHILDREN TAKE ADVANTAGE OF THE FACILITIES OF SCIENCE MUSEUMS

Orphans from the age group 5 were hosted at Bahçeşehir College Bahçeşehir Campus in scope of Science and Technology Week. In company with Science and Technology teachers, 4th and 5th grade students guided little children through various workshop studies. Following a day full of science, children were given the gifts prepared for them and turned back to their care centers.

LEARNING STATIONS

Science Museums consist of many different stations appealing to different age groups. Stations are areas where a certain subject is learned by experiencing and living. In around 500 interesting and educative stations like Water Scale, Wind Station, Optic Illusion, Air Zooka, students learn the fun side of science, easily internalize the things they learn and add them to their permanent knowledge. Various workshops, experiments and scientific activities are carried out every month in Science Museums in order to perpetuate students' curiosity of science. To sum up, Science Museums stand out as the areas where students spend time with pleasure and learn at the highest level.

STUDENTS ARE FLYING HIGH

Students explore the secrets of space, take amazing photos and visualize their sky observations thanks to the huge telescopes in the observatory in Bahçeşehir College Science Museum. In the observatory, students have the chance to visualize and reinforce the subjects they learn in lessons. Students of Bahçeşehir College have the opportunity to have a unique space experience at school by means of the observatory. They feel a great excitement especially during night observations.

JOURNEY INTO SPACE

Students take a journey into the depths of space and wonder around secrets of the universe at the planetarium in Bahçeşehir College Science Museum. They witness many phenomena occurring in space from solar flares to falling stars, from the formation of black holes to the revolving of Jupiter. For them, universe is not a mystical darkness, but an infinite movement revealing its secrets through interesting incidents.

THERE'S NO END TO DISCOVERY IN SCIENCE

Thanks to 3D cinema facilities in Science Museums, students make an exciting exploration not only in the universe, but sometimes in a DNA molecule and sometimes in an atom particle or microchip. The aim is to turn thousands of information learned by students in lessons into practice. Thus, students' pleasure of learning and sense of wonder improve and their interest in science increase.

STUDENTS OF SCIENCE AND TECHNOLOGY HIGH SCHOOL ARE RIDING HIGH

Students of Bahçeşehir College Science and Technology High School, which raises all-round and productive individuals within an education system taken as a model by the world, continue to make national and international achievements.

Students of Bahçeşehir College shine out with their ranks in national and international project competitions as well as their successes in exams. Rising to the peak with their scores in the Transition to Higher Education Examination and Undergraduate Placement Exam, students are placed in prestigious universities of Turkey and admitted to world-famous universities abroad with scholarship. Take a look at the recent successes of the school, which proceeds towards its target of being on top in every area.

BAHÇEŞEHİR COLLEGE SCIENCE AND TECHNOLOGY HIGH SCHOOL:

THE SCHOOL WITH THE HIGHEST NUMBER OF PROJECTS ACCEPTED

Bahçeşehir College Science and Technology High School achieved to become the school with the highest number of projects accepted within its own region in the 45th TUBITAK Secondary Education Students Project Competition once again this year and was entitled to attend Istanbul European Side Semifinal with 9 projects in the branches of Chemistry, Biology, Applied and Basic Physics and Math selected among 1500 projects. 4 projects of the school received a prize in the Semifinal. 3 projects in branches of Biology, Basic Physics and Applied Physics received the first prize and a project in the branch of Biology received the third prize.

First Place in TUBITAK

Zafer Çavdar and Kağan Kapıcıoğlu, students of Bahçeşehir College Science and Technology High School, received the first prize with their project named "Fuel Saving with Model Patrol Aircraft" in the Energy Efficiency Project Competition organized with the cooperation of General Directorate of Renewable Energy and TUBITAK. In the prize ceremony organized by the Ministry of Energy and Natural Resources, Tolga Yıldız, Principal of Bahçeşehir College Science and Technology High School, and Zafer Çavdar and Kağan Kapıcıoğlu, students of Bahçeşehir College Science and Technology High School, received their prizes from Nabi Avcı, the Minister of National Education.

Greetings from Turkish Industry & Business Association (TUSIAD)

Applications developed by the students of Bahçeşehir College Science and Technology High School were exhibited in the TUSIAD STEM (Science, Technology, Engineering, Mathematics) held in Bahçeşehir University on October 22, 2014. Haluk Dinçer, the Board Chairman of TUSIAD, closely reviewed the works, congratulated students for their successes and promised to visit Science and Technology High School in the shortest time possible.

Robotic Cup

Keeping its title as the school with the highest number of cups in Turkey, Bahçeşehir College Science and Technology High School attended the 10TH FIRST LEGO League (FLL) Robotics Competition this year. The team Spectrum received the Research Prize and the team Wanderwall received the Project Jury Prize in the District Tournament held in Istanbul and Wanderwall also received the Mechanic Design Prize in Turkey Championship and thus the High School aroused a great happiness. Moreover, the team "Inte- gra" from the Science and Technology High School attended the First Robotics Competition (FRC), a competition at a level more advanced than FLL, as one of three teams representing Turkey in the competition organized in Chicago and became one of the top teams in the world ranking. The team FenTek AllStarZ, consisting of students from robotics and olympics, brought a new one among the successes of the High School in robotics. FenTek AllStarZ attended Space Apps Challenge 2014 organized by NASA and became entitled to take place in the global evaluation for the Best Mission Concept in the category of the Best Use of Hardware with their project named Mission Martian in the competition, which lasts for an uninterrupted period of 36 hours.

WORLD UNIVERSITIES PREFER THEM

Students of Bahçeşehir College Science and Technology High School also stand out with their successes going beyond national boundaries. Students of Bahçeşehir College are placed in the most prestigious universities of Turkey and show the same success in foreign universities every year and some of the foreign universities to which are admitted with scholarship are as follows: MIT, Stanford University, Yale University, Rice University, Bucknell University, UBC University of British Columbia, University of Toronto, Washington University, Drexel University, Florida Institute of Technology Rochester Institute of Technology, Oglethorpe University, Worcester Polytechnic Institute, Fairleigh Dickinson University, Brown University, NYU Polytechnic School of Engineering, Lafayette College, University of Chicago...

THE BEST SCHOOL PROJECT

Students of Bahçeşehir College Science and Technology High School actively attended in the Bahçeşehir College Moving Science Museum Social Responsibility Project and conducted to the meeting of over 30 thousand students with science in 20 different provinces. This large project was selected as the Best School Project in the survey of Education Prizes of the Year organized by the website egitimtercihi.com.

THEIR AIRCRAFTS IN BRANDWEEK EXHIBITION

Students of Bahçeşehir College Science and Technology High School constructed aircrafts flying for miles by processing waste-like materials that could be easily obtained like recycled polystyrene, wood, waste metal pieces used in constructions etc. in scope of RC (Radio Control) aviation project in which they worked to make a functional product. These aircrafts were seen by the visitors in Upcycling Exhibition organized under the curatorship of the fashion designer, Bahar Korçan, in scope of Brandweek Istanbul held in Istanbul Congress Center on November 3-8.

OUTSTANDING SUCCESSES IN SCIENCE OLYMPICS

Outstanding successes of the students of Bahçeşehir College Science and Technology High School in science olympics organized by TUBITAK every year and the first places they win among students from all over the world have become a sublime tradition for Turkey. Students of Bahçeşehir College

Science and Technology High School make remarkable achievements especially in Physics Science Olympics and, on an average, 2 of them take place among 5 members of National Physics Team of Turkey.

B-PISA TEST IN BAHÇEŞEHİR

5th grade students took an online B-PISA Test in Bahçeşehir College.

Bahçeşehir introduced a new study complying with international assessment and evaluation standards. In this study, it is aimed to assess the learning process through different question styles with proven validity and reliability in the international area and improve students' skills of analytical thinking, synthesizing and evaluating with regard to cause and effect relationship. Bahçeşehir Performance Monitoring and Process Analysis (B-PISA), containing online open-ended questions on iPad, was held for the first time on December 7. With B-PISA, it is aimed to find out the extent of students ability to use their math literacy, science literacy and reading skills targeted to be achieved in education programs. It is targeted to measure skills of approaching to the situations that may be encountered in today's information society from different perspectives and improve these skills by means of exercises to be planned according to the results obtained. In B-PISA application, question types like multiple-choice, mixed multiple-choice, open-ended questions are used. The application consists of 16 questions in total, out of which 5 are from math literacy, 5 from science literacy and 6 from reading skills, and the duration is 90 minutes.

Erdem Çıplak, Head of the Department of Science and Technology in Bahçeşehir College, evaluated B-PISA test, which was applied online for the first time:

This test is called Bahçeşehir Performance Monitoring and Process Analysis (B-PISA). Students, who normally cannot express themselves well especially in multiple-choice questions, express themselves much better in this test style. Students told that they felt much more comfortable when they were home. Another stage of this test will be held at school. We want our students to experience both cases. We want them to see the environment both at home and at school. It was not a multiple-choice question exam. They were requested to explain the reason why they selected that choice. Questions were solved on a program we sent through iPad and students sent answers of these questions to their teachers on the same program. Upon evaluation by teachers, they will be evaluated in our assessment and evaluation system and scores will be declared. We are planning to carry out two similar tests, one in the first semester and one in the second. We carried out similar practices in the past years.

Views of Bahçeşehir College Students on online exam:

İdil Tezerten/Student at Ümraniye Bahçeşehir College

"It was exciting to take an exam on iPad for the first time. It was a good test for me. Open-ended questions required a little attention. They were quite understandable when concentrated. They were chosen well. There were questions that made us review all the things we know. I'm happy to use technology in exams. I was very excited to take an exam like this for the first time. Exam on iPad was really fun and comforting. I had difficulty at some parts while using iPad and lost time because I found about the text box late. But, I take all these as an experience. I think the quality of questions was excellent in the exam. Questions were very special and elaborate. I cannot say the exam was

simple or hard, but the questions were thought-provoking and required reasoning. I'd do it once again, I'd do it better."

Krem Yücer/Student at Ümraniye Bahçeşehir College

"It was a very interesting experience to take an exam at home. It was different from the exam environment we were used to. Therefore, I did not have any exam anxiety. It was like doing a test at home. It was comforting to be in a place we were used to and it was fun to take a test on iPad. I did the test more comfortably by checking the answers without any anxiety. Some questions were hard and some were simple. So, it was a test with medium-level difficulty. As I am highly interested in technology, using iPad quite appealed to me. I like playing chess, so I did not have any difficulty in concentrating.

Doğa Naz Demirel / Florya Bahçeşehir College

In fact, it was between easy and hard, but I can say it was easy. I sat at my table at home and solved the questions alone with my iPad. It was a different system for me, but I got used to it and completed it at once as the exam was easy. Questions compelled me a little and required thinking. Therefore, the section of reading-writing skills took a long time.

Atahan Arın Kırgız / Student in Florya Bahçeşehir College

I was an easy exam. I understood it very quickly. There were questions on subjects we had not learned, but it was not difficult as they provided information. We waited a little long in the section of reading-writing skills, because it required thinking. I took my exam at a quiet place at home. It is more comfortable to be home, because I can take the exam while lying.

INTERVIEW WITH ÖZEN YAZĞAN

Head of the Department of Counseling at Bahçeşehir College

WE HAVE OUR STUDENTS ACQUIRE SKILLS OF THE 21ST CENTURY

Özen Yazğan, Head of the Department of Counseling told us about Counseling/Life and Career skills in Bahçeşehir College.

Would you please introduce yourself?

I graduated from the Department of Psychological Counseling and Guidance of Bahçeşehir University with honor degree. Following my graduation, I undertook tasks as the head of psychological counseling and guidance group. I attached importance to improving myself on subjects for which children, families and teachers need special support in the counseling process. I completed my educations abroad on learning styles and became a trainer in this area. Planning and conducting character education to support personality development, making evaluations and necessary plans for students having difficulty in learning processes, works for evaluating and improving creativity and development of behavior management systems are among my works that first come to my mind. I try to improve myself on subjects that, in my opinion, is needed the most in the process. The question "What can be done better than this?" is always at the back of my mind.

Why does Bahçeşehir College focus on career activities?

Career development of students, regardless of the grade, is one of the main topics in counseling such as psychosocial and academic development areas. We, as the Department of Psychological Counseling and Guidance of Bahçeşehir College, always give prominence to developmental and preventive guidance, rather than problem-oriented works. Naturally, it is inevitable to give importance to career activities in this approach. As Noam Chomsky, a world-renowned linguist and political critic, said in an interview, "The kind of work that should be the main part of life is the kind of work you would want to do if you weren't being paid for it." Likewise, we want our students to choose their carriers as they will be happy with. The reason behind unhappiness or dissatisfaction that most people have in their adulthood is "not knowing exactly what they want to do". We try to support our children in maintaining their excitement and curiosity for learning in their work life.

What are the variables that have a significant impact on students' career choices?

The most important factor in career choices of an individual is the individual himself. It is necessary to answer the question "Who am I?" for a right career choice. Your personality, skills, interests and values influence your career choices. In other words, if we think career choice as nested rings, the individual is in the center. After that, environmental factors step in. Family, teachers, friends, relatives, media, residence area, country etc. of a child all have significant impacts on the values establishing the child's lifestyle and roles the child casts for himself and value the child gives to himself.

What kind of activities of Career Planning are conducted by Department of Psychological Counseling and Guidance in Bahçeşehir College?

We shape our career activities with a focus on the process, not on the result. I want to put a particular emphasis on this aspect. This is because the classical attitude towards career is to guide the person with a single evaluation. However, the aim is to ensure that children get to know themselves within a process and gain skills of the 21st century that children will need in the future. We carry out these activities with the counseling of Bahçeşehir University's academicians specialized in career. We perform informative works for national exams that will have an influence on their future choices and careers and individual and group works on matters like motivation, goal setting, choice counseling, exam tactics, coping with exam anxiety. High School/University introduction events and career days are among our classic events that we have been organizing for a long time. Career Aptitude Test (CAT) is another important element in this process. CAT is based on RIASEC model developed by Dr. John Holland, an American scientist. Career Aptitude Test (CAT) is a scientific test, put into practice late in Turkish culture with the partnership of Uğur Career Center and Bahçeşehir University with a proven reliability. This model evaluates the relationship between personal characteristics and career choice. In consequence of the evaluation, 3 dominant aptitudes out of 6 aptitudes are determined. These aptitudes are Realistic-R, Investigator-I, Artistic-A, Social-S, Entrepreneur-E and Conventional-C. This test is applied for the 8th, 9th and 12th grades, where students make choices that will influence their careers. Activities are conducted under the guidance of the department of counseling. However, it involves every person who has importance in the child's life. Teachers, family and even friends play a significant role in this process. We now start these activities at the 1st grade in primary school.

Why do you start Career Planning of students at the 1st grade?

We want our students to act consciously while making such an important choice relating to their lives. An individual takes so many decisions while choosing a career for himself. He decides with whom and how to live, his income level, limitations and responsibilities in life, the way of expressing himself, his family environment and even his dressing style. Your profession has a significant part in your life and considerably influence your level of satisfaction and happiness. It makes no sense to make such a huge decision just in the direction of scores in exams. We share the present with our students, but we prepare them for the future. In this extent, we do not limit our activities to career; instead, we call them life and career skills. In fact, children do not choose a career, but design a life for themselves. In the classic approach to career education, professions are introduced and options are given to children. However, in our opinion, this will not be enough for today's children. When they grow up, they will choose professions, most of which are not present today. The 21st century requires preparing children for more than one profession. It is necessary to support them in becoming individuals who know how they learn better, are aware of their own values and interests and have improved digital skills and high creative and communication skills. Much more useful results are obtained when the whole process is started at young ages.

How do you follow up the process in Career Planning of Students?

This process is carried out through individual and group studies in frame of the program prepared with the participation of counselors and class teachers.

Bahçeşehir College prepared a Career File, namely "Life and Career Skills File" for its students this year. What kind of benefits this will bring for students?

This is a very special work. We mention it as a file, but it is a comprehensive file prepared with events involving the school and families. By this file, students will recognize themselves through vents that will support their career development for 4 years and prepare a portfolio for their own career development. A background will be established in relation to all factors that will direct children's career development such as achievements in the early childhood (no matter if it is a great or slight success; its meaning for the child is important), skills, interest areas, social activities, projects, persons influencing them (namely the heroes of children). Especially when you apply to prestigious schools abroad, skills of the 21st century such as self-development in social areas, artistic and social activities, leadership skills, creativity, individual and societal responsibility, digital skills etc. play a role as important as academic success. As our students take place in this kind of activities from early ages, I believe that they will be creative in the career areas they choose. Career File will also be prepared for 2nd grade students with regard to the characteristics of their age. Thus, students at all age levels will be provided with support and guidance for their careers.

BAHÇEŞEHİR COLLEGE EARLY CHILDHOOD EDUCATION

INTERVIEW WITH HALE GÜNEŞ / Bahçeşehir College Preschool Education Director

Bahçeşehir College Early Childhood Education brings its students skills of the 21st century and aims to raise them as healthy and happy individuals who enjoy learning. We talked on innovations in preschool and digital education with Hale Güneş, Preschool Education Director.

‘BAHÇEŞEHİR COLLEGE GOES FOR BRINGING INNOVATIONS IN PRESCHOOL EDUCATION’

One of the innovations Bahçeşehir College brought in preschool education is finance literacy. What is Finance Literacy Program and why did you need this program?

Today, we see that the skills necessary for being successful and achieving goals are changing. Knowledge is not enough and information is everywhere. What really matters is how you turn this knowledge into skills. Our goal is to provide our students with these skills starting from early childhood years. And Finance Literacy is one of those skills of the 21st century. We found out that skills regarding the concept of money should be developed at early ages. When we looked at the relevant practices in the world, we saw many different practices of “Finance Literacy” and, with the lecturers of the Faculty of Educational Sciences in Bahçeşehir University, we established a program complying with our needs and our culture. We mainly aim to reinforce the concepts such as the definition and use of money, the difference between desire and need, making choices and being patient under the titles of Expenditure, Saving and Sharing. We enrich our program with events that we organize every month. We have also prepared an educational set consisting of 3 books for this curriculum. In this process, we also pay attention to coherence with Math, Reading-Writing and Values Education.

What are your prominent attributes in preschool education?

The age period 0-6, also called as early childhood, is the “Golden Years of Life”, as one of our teachers said. The most important characteristic of children in this age group is their curiosity. Our priority in the planning of Early Childhood Education is to support their sense of wonder, motivate them for exploring and learning and arouse their excitement. This is because the road to knowledge and learning passes through curiosity. Teacher, program and environment are three main components of preschool education. You should attach priority to featuring individual differences of children. Events concerning 5 development areas that constitute the foundation of Preschool Education are, of course the essential part of our program. We attach importance to practices that will support academic development of children and prepare them for primary school, besides developing their Social-Emotional, Cognitive, Psycho-motor, Language and Self-Care skills in Bahçeşehir College Preschools.

Digital education starts in preschool and you have an outstanding program. May you tell us about the Hour of Code application that started this year?

“The Hour of Code” is one of the new applications that we started as a pilot practice in our schools. Our aim is to blend creative and critical thinking skills of our children with computational thinking and support them in gaining skills of the 21st century. The lesson has been developed with faculty members of our university and preschool and computer teachers. Our desire is to raise our children as individuals who can actively use information and communication technologies, bring creative ideas and put these ideas into practices by the help of technology. Our main goal is to ensure development of algorithmic thinking skills. This program involves correct and proper use of digital

technologies, working principles of technological tools, iPad applications, basic algorithm development, programming, digital presentation, animation design and digital game design modules.

What is important for you in the physical environments of your preschools?

We pay attention to organizing the physical environments according to the needs of children and using completely natural and wooden materials in preschools. We provide children with the opportunity to have real-life experiences in classrooms and learning centers in the common areas of our preschools.

In organizing these areas, we create educative materials and areas in compliance with Reggio Emilia education model developed in Italy. It is an undeniable fact that attributes of the education environment have an influence on the behaviors of children. Therefore, we consider lots of criteria including sound insulation, use of lights, heat and color tones.

We know the importance of teacher quality in Preschool Education. How do you assure quality of your teachers and their integration into the system?

First of all, all teachers must believe in the life-long learning principle. We expect our teachers to have the same excitement that we try to arouse in our students for learning. Each teacher who starts to work in Bahçeşehir College attends our in-service trainings to gain the knowledge and experience required to be integrated into the system. We support our teachers with in-service trainings not only in the summer, but throughout the year. Lecturers of the Faculty of Educational Sciences in Bahçeşehir University give a great support in this extent. We apply a common program in all of our preschools in Turkey. Differences in practices are our richness.

Can you inform us about your practices for parents?

Family is one of the most important three trivets of a child's life. It is difficult to achieve goals, if school, teacher and family association is not fully compatible. Everyone having a relationship with the child and close to his life has a role in this process. This role is mostly positive, but sometimes it may conflict with goals of the school. For example, we, as educators, express that rules should have a significant place in a child's life and life without rules is impossible; but if adults at home do not establish any rules for the child, you cannot make this child internalize this behavior. In this regard, we attach great importance to the training of families. Thus, we all take firm steps towards the targeted development of children. Besides, we give individual support to families through our counseling services and closely follow progress and changes of children. Detailed "Personal Development Reports" that we prepare for our students twice every semester set light to parents in this journey. Our aim is to blend creative and critical thinking skills of our children with computational thinking and support them in gaining skills of the 21st century.