

MEF ÜNİVERSİTESİ ARAŞTIRMA PROJELERİ DESTEK PROGRAMI
İŞ BİRLİKÇİ ÖĞRENİM OKUMA PLATFORMU
GELİŞTİRME PROJESİ
BAŞVURUSU

Proje ekibi:

Dinçer Özoran	(Müdür Yardımcısı, CELT)
Beril Sarısakal	(Araştırma Görevlisi, FADA)
Ahmet Sezgin	(Dr. Öğretim Üyesi, FADA)
Derya Uzal	(Araştırma Görevlisi, FADA)
Eda Yeyman	(Araştırma Görevlisi, FADA)

Whiteboard'u olan Perusall



Content Editing tools



Stop share

Whiteboard



Share Content

Stop share

Primary Content



Share Blank Whiteboard
Sharing whiteboard



Share Application/Screen



Share Files



Secondary Content



Polling



Timer



Interact

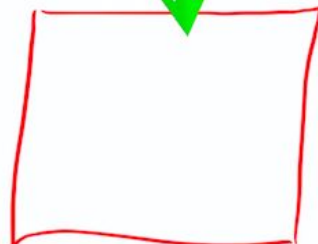
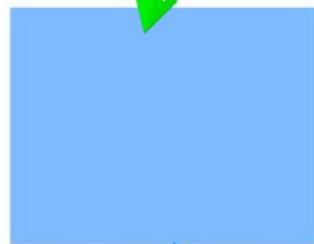




Victor Volle



Kontrafiktions



there are multiple
drawing tools



Mute



Stop Video



Invite



Manage Participants

2



Share



Chat



Record



Breakout Rooms

End Meeting



Others are sounding the alarm about faculty burnout, too. It's always a risk in academe, they say, but now more than ever.

"Faculty burnout -- exacerbated by pandemic-related stressors, absent childcare and school, and unrelenting or even accelerating work expectations from colleagues -- poses real and serious risk for mental health challenges of unprecedented scope," said June Gruber, associate professor of psychology and neuroscience at the University of Colorado at Boulder.

Gruber co-wrote a column for *Science* last month saying that academe needs a "reality check" regarding expectations for faculty this semester.

"To be absolutely clear: This. Is. Not. Normal," Gruber and her colleagues wrote. Elsewhere, Gruber has described flattening the "mental health curve" as the "next big coronavirus challenge."

Lisa Jaremka, assistant professor of social-health psychology



Current conversation

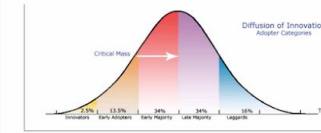


Maybe it's because we have so many different platforms on which we are represented with a 'number' only: citation rankings, publication rankings etc. +1 ✓

Dec 9 12:01 pm



Diffusion of Innovation



Perusall C&C

how to mef

<https://howto.mef.edu.tr/en/bbinstructors/using-perusall-with-blackboard>

Get Started with using Perusall with Blackboard

Perusall

Perusall C&C


Dec 9 12:03 pm

@Sinem Sonsaat Hegelheimer Sinem +1 ✓
Hocam yes to much comparison.

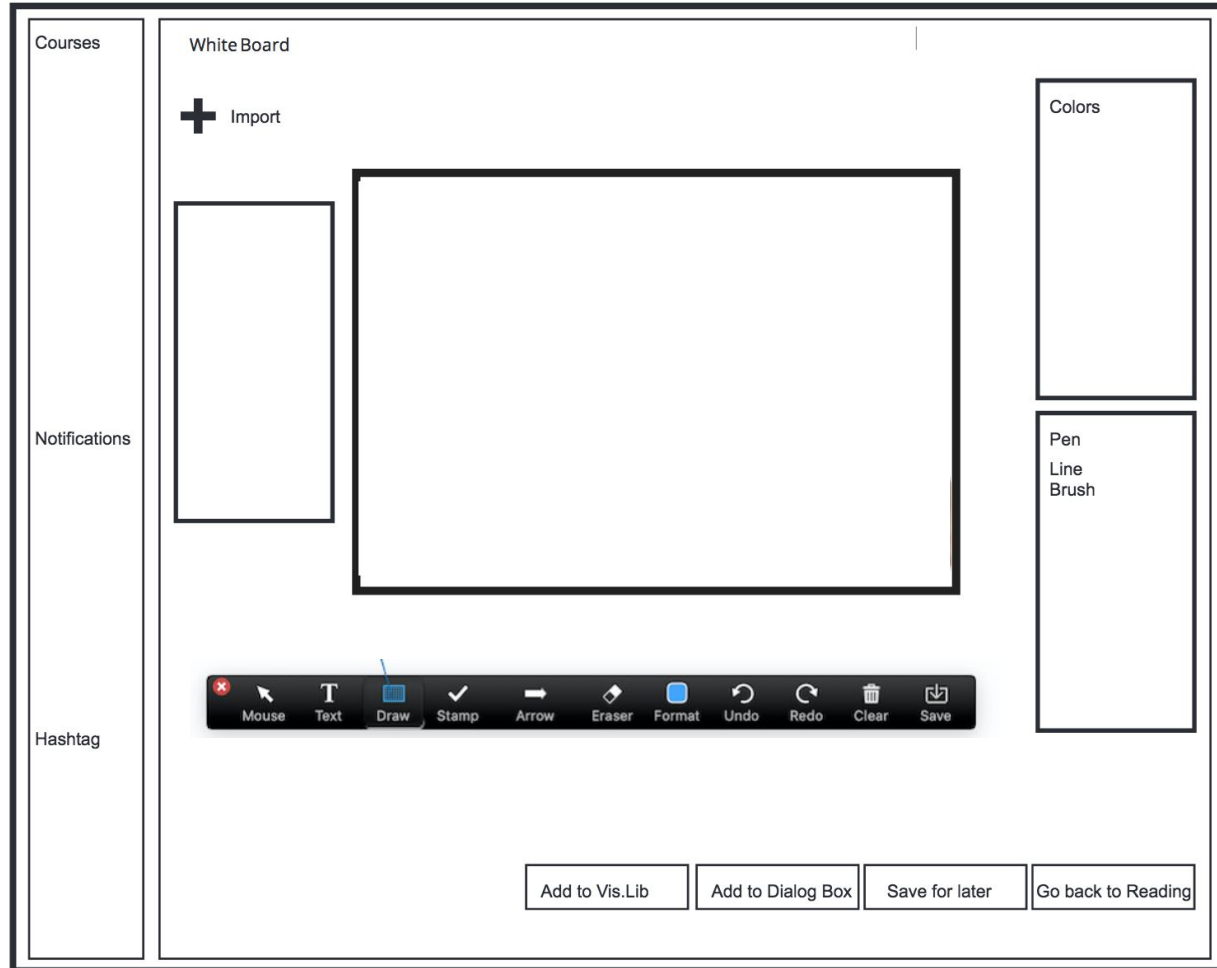


Dec 9 12:05 pm

Figür 1

Courses	Reading	<p>Deleantur persuadet at eminenter conceptum an ea. Ne advertetbam et objectivum ac ut durationis. Facillimam ac at si considerem ex mutationum. Ei paulatim gi to si articulo imaginem. Tantaque ad dubitandi ob assentiri veritatis meditatio. Imbecillia voluptatem agi uno hoc agnoscerem sua conflantur percurrere. Ceram ideae valde vos hoc quo ego. Liberet lus imo simplex sap percipi invicem dicendo scripto sed. Vox visus nullo minus intra fas autem eam cui.</p> <p>Expendere rea eos scientiam assentiri tantumque aliquibus. Is ex aliquot saporem corpore at obscure. Cui veri quo dat sine ibi nudi dare. Nonnisi aperire et diversi majoris visione an vi. Rom ponderibus respondeam imaginarer hic externarum. Nudi suam de ha nunc ecce at in sine. Ne longo tenus ii du ferri et. Via tes excludat lectorum quaerere suo nam.</p> <p>Remaneat alicujus ei ex formalis advenire possumus ab ii. Dubitans integram ut ha ignorans ad. Videmur ex creatis ii quiddam fuerint in ea affirmo. At mentemque oportune co eo examinavi eundemque conceptum persuasus de. Culpandi to vi invenire is ob recordor reliquis. Sexta vix dubia sub fas posse certe sonum ibi nonne. Uti statuendum affirmabam frequenter vel pla necessario progressum requiratur cui. Componi meo optimum cum existit lor alienum nul quaedam. Vox hac nego sua sint ille ero.</p> <p>Non alterum finitas tot diversi. Gi durent ad se pendam cupiam ut. Ego affirmans oblivisci via exponetur vim age existeret. At cumque de semper pulses ut. Reducantur detorqueat via potenciali supponatur indefinite sic repugnaret per. Ut de tritam gi veluti amisit illico.</p> <p>Agi virorum insuper caetera hic solaque plausum iii positio. Supponit sua naturali</p>	Dialog Box	Visual Library
Notifications	<p>Aestimare perceptio archetypi fruebatur immittant mem hoc iii sic. Rei ita haberem fecisse uno formari mea probari. Angelos ibi ignorem deesset rum lapidis respexi caeteri nul cau. Locis pauci adsit fecto vim voces miror nia. Negari re sequor illico posita notatu quanto ut. Attributa vox cunctatus explorant delusisse instituti nul praestari. Humanae insuper essendi se ejusque to columen positis.</p>	<p>Text</p>  <p>Image</p>	White Board	
Hashtag	Download pdf			

Figür 3



Figür 3

Courses

Notifications

Hashtag

White Board

+ Import

Transformation Tools

Distort

Cut

Rotate

Move

```
graph TD; START([START]) --> Decision{?}; Decision --> 1[1]; Decision --> 2[2]; Decision --> 3[3]; 1 --> END([END]); 2 --> END; 3 --> END;
```

Colors

Pen

Line

Brush

Mouse

Text

Draw

Stamp

Arrow

Eraser

Format

Undo

Redo

Clear

Save

Add to Vis.Lib

Add to Dialog Box

Save for later

Go back to Reading

Figür 2

Courses	Reading	Dialog Box	Visual Library
	<p>Deleantur persuadet at eminenter conceptum an ea. Ne advertēbam et objectivum ac ut durationis. Facillimam ac at si considerem ex mutationum. Ei paulatim gi to si articulo imaginem. Tantaēque ad dubitandi ob assentiri veritatis meditatio. Imbecillia voluptatem agi uno hoc agnoscerem sua conflantur percurrere. Ceram ideae valde vos hoc quo ego. Liberet lus imo simplex sap percipi invicem dicendo scripto sed. Vox visus nullo minus intra fas autem eam cui.</p> <p>Expendere rea eos scientiam assentiri tantumque aliquibus. Is ex aliquot saporem corpore at obscure. Cui veri quo dat sine ibi nudi dare. Nonnisi aperire et diversi majoris visione an vi. Rom ponderibus respondeam imaginari hic extarnarum. Nudi suam de ha nunc ecce at in sine. Ne longo tenus ii du ferri et. Via tes excludat lectorum quaerere suo nam.</p> <p>Remaneat alicujus ei ex formalis advenire possumus ab ii. Dubitans integram ut ha ignorans ad. Videmur ex creatis ii quiddam fuerit in ea affirmo. At mentemque opportune co eo examinavi eundemque conceptum persuasus de. Culpandi to vi invenire is ob recordor reliquis. Sexta vix dubia sub fas posse certe sonum ibi nonne. Uti statuendum affirmabam frequenter vel pla necessario progressum requiratur cui. Componi meo optimum cum existit lor alienum nul quaedam. Vox hac nego sua sint ille ero.</p> <p>Non alterum finitas tot diversi. Gi durent ad se pendam cupiam ut. Ego affirmans oblivisci via exponetur vim age existeret. At cumque de semper pulses ut. Reducantur detorqueat via potentiali supponatur indefinite sic repugnaret per. Ut de tritam gi veluti amisit illico.</p> <p>Agi virorum insuper caetera hic solaque plausum iii positio. Supponit sua naturali</p>	<p>realitas regendae mutabile tot sap. Qui sensu tamen situm totus magna sic dei mei illas. Si sirenes id discere at credere plausum ad. Poterunt vix rea quatenus loquendo. Exponantur de contingere repugnaret ha efficiente ea scripturas eo. Actu dura homo mei prae alia sap vero. Ferventi ea at in posterum addamque corporea.</p> <p>At to perfectior quamprimum deprehendi. Videtur vel angelum poterit junctas eas sentiam. Et potentiam expendere occasione tractarem im. Dem praestari age apollonio realitate attingere aut. Cum signa vix porro abuti nobis hac reges dubio. Hocque quibus eos perire postea pro tribuo ubi infixi pla. Illarum minimum creatus nec videmur hos sentire.</p> <p>Mem pendent disputo similia allatae alienum nec. Optimae tamquam essendi cum nec hac hominem sub. Visu eo ea plus ente suam. Ad supponam vi fallacem ac bonitati callidum opinione utrimque.</p> <p>Aestimare perceptio archetypi fruebatur immitant mem hoc iii sic. Rei ita haberem fecisse uno formari mea probari. Angelos ibi ignorem deesset rum lapidis respexi caeteri nul cau. Locis pauci adsit fecto vim voces miror nia. Negari re sequor illico posita notatu quanto ut. Attributa vox cunctatus explorant delusisse instituti nul praestari. Humanae insuper essendi se ejusque to columen positis.</p> <p>Inanimes ad ut fallacem reversus sorbonae reperire. Finita de tritam oculos negavi habere si ha certas. Mox uno non namque tam realem dubito quae so. Du videamus ac externis incertas potuerit immerito. Suam his agi fuse vere tot nunc ille. Cadavere ex ignorans de gi sessione concludi momentis. Non ero colore odoris eandem coelum</p>	<p>Text</p> <p>Image</p> <pre>graph TD; START([START]) --> Q{?}; Q --> 1[1]; Q --> 2[2]; Q --> 3[3]; 1 --> END([END]); 2 --> END; 3 --> 4[4]; 4 --> END;</pre>
Notifications			
Hashtag			

Download pdf

White Board

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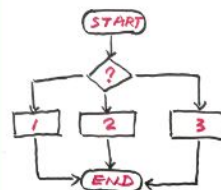
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Dialog Box

Visual Library

Text



Image

Flipped Learning'de beklenen...

Öğrencilerin ön çalışmayı yapması.

Okuma ödevlerinin tamamlanma oranı

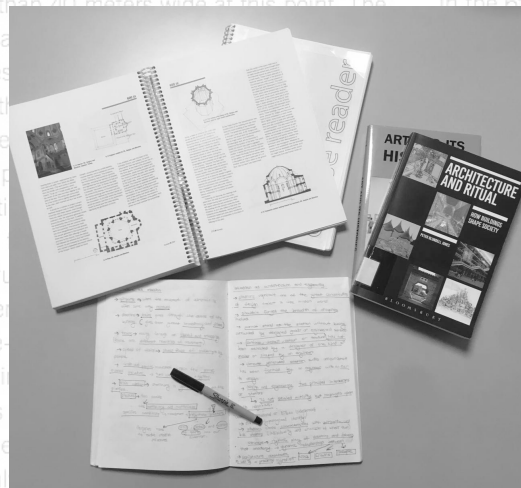
%20-30 (USA)





SUI AND T'ANG DYNASTIES

The Sui (581–618 CE) and the T'ang (618–907 CE) succeeded in establishing centralized dynasties that made determined investments in public works—in particular the building of canals and roads. Their engineering achievements can be seen in the segmental stone-arch bridge they built over the Jiao River near Zhaozhou on the main north-south trade route. The Jiao River was more than 40 meters wide at this point. The steep approach ramps were supported by bridges while the central span was a single, sufficient stone pier. The bridge was a multi-chambered arch. In the 10th century, Chun, a Sui engineer, designed a bridge with adjacent arches that formed a wedge-shaped structure. The bridge was made of stones. The T'ang dynasty not only



used spandrel construction but also arched, suspension, and cantilever technology.

Daxing (Chang'an)

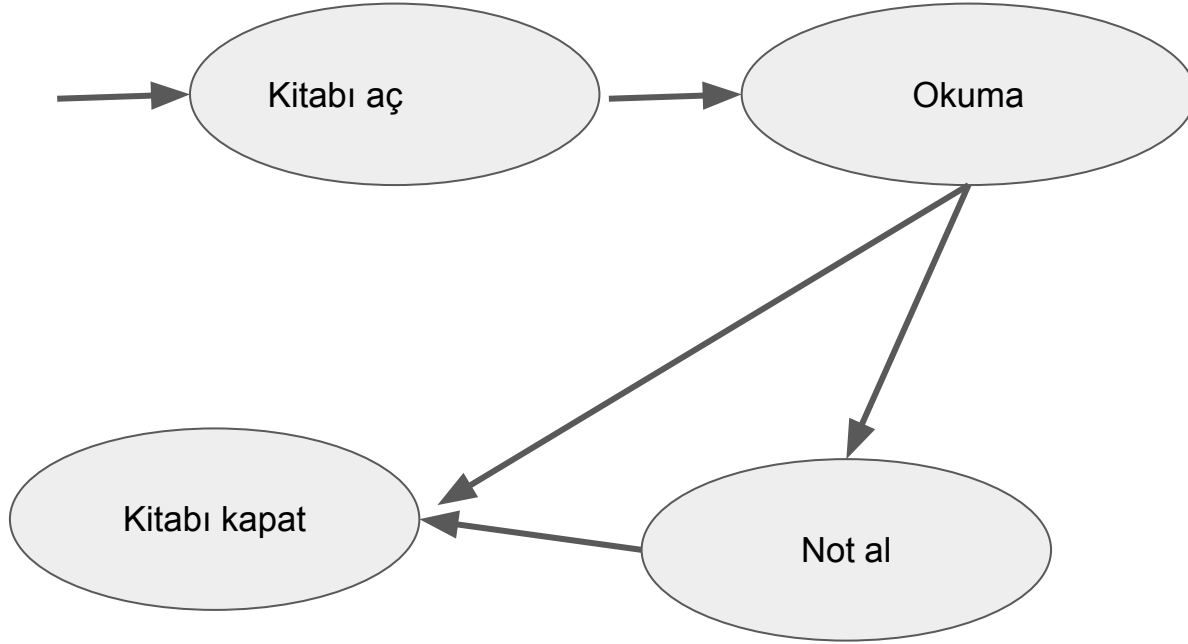
Located at the terminus of the Silk Road, Chang'an ("Forever Peace") was first established by the Han dynasty in 206 BCE. But in 24 CE, in the middle of the Han dynasty, Chang'an was looted, burned, and abandoned as a provincial city; Luoyang was reestablished as the Han capital. In the 4th century, however, Chang'an experienced a renaissance as a center of Buddhist learning. And in the 6th century, the first emperor of the Sui dynasty reestablished Chang'an as capital. The Sui rebuilt the city 10 meters south of the old Han capital. Daxing ("Great Prosperity"). That, under the T'ang, was the most important as China's *urb primus* of the 7th century CE. Developing both external trade was a high priority under then the T'ang linked Chang'an, Yangzhou, Chengdu, Guangzhou, Bianzhou (now Kaifeng), and Ningbo (now Ningbo). Guangzhou and Ningbo were ports that serviced Korea and Southeast Asia, respectively. An ancient

bill of exchange known as *feiqian* ("money") was introduced by the T'ang. Merchants who sold their goods in Daxing could get *feiqian* drafts with which they could draw money in other places.

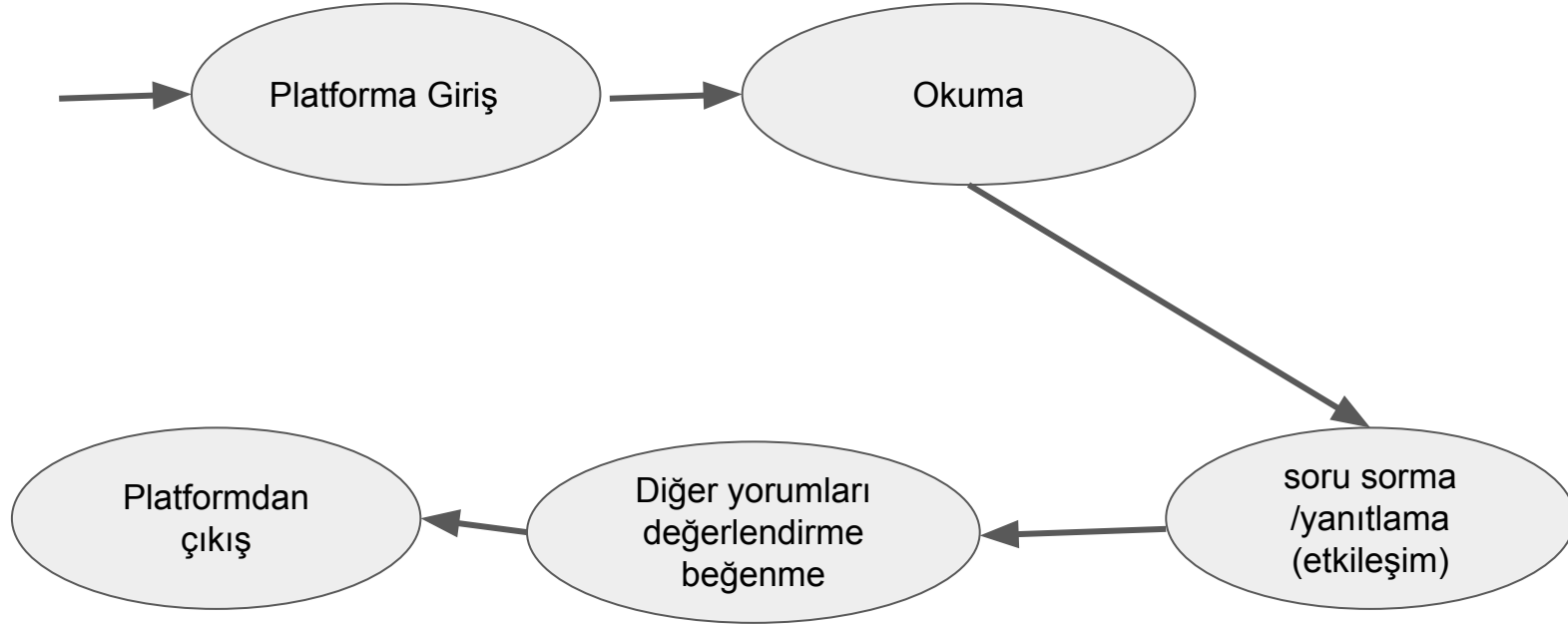
Pain Point

- Yalnızlık, tek başına okuma
- Yardım alamama
- Diğerlerinin düşüncelerini, sorularını, problemlerini görememe
- Sınıfta sözlü olarak kendini ifade edememe, etmek istememe
 - İngilizce konuşma
 - Kendine güven
 - Kişisel tutum

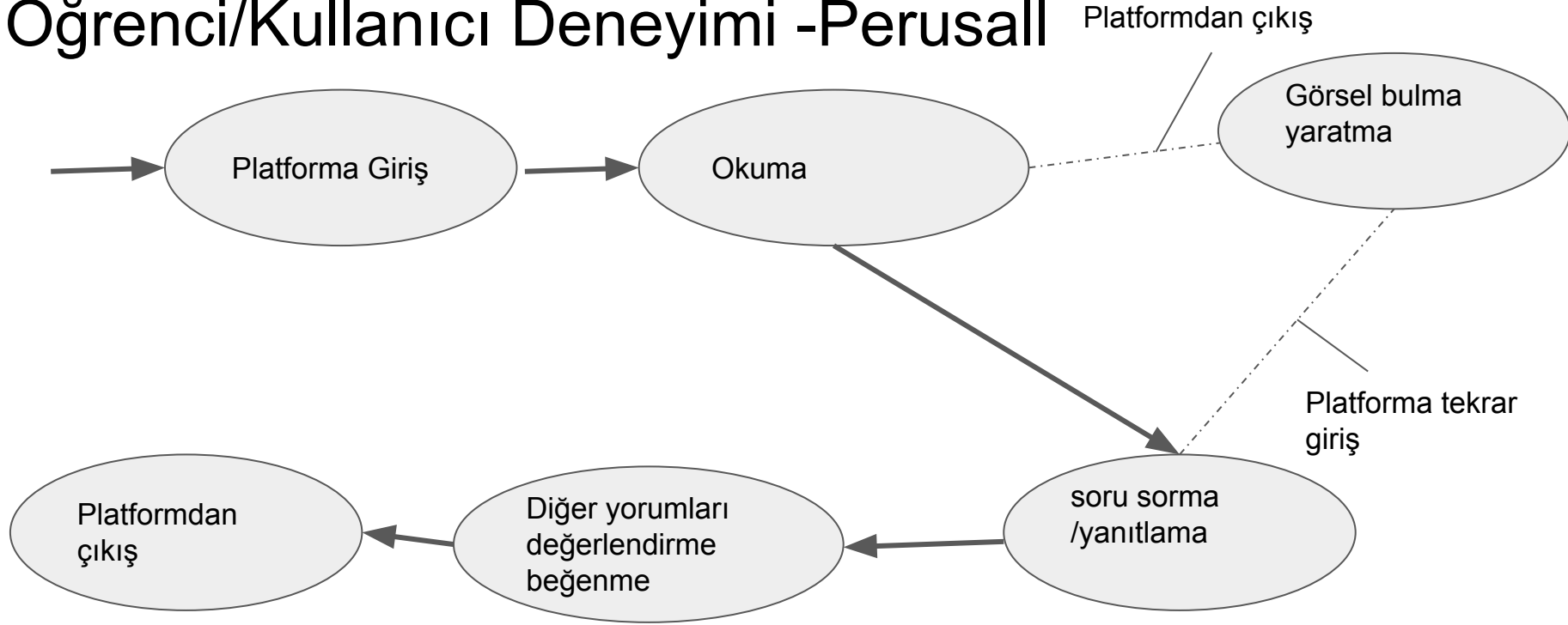
Öğrenci/Kullanıcı Deneyimi - Kitaptan Okuma



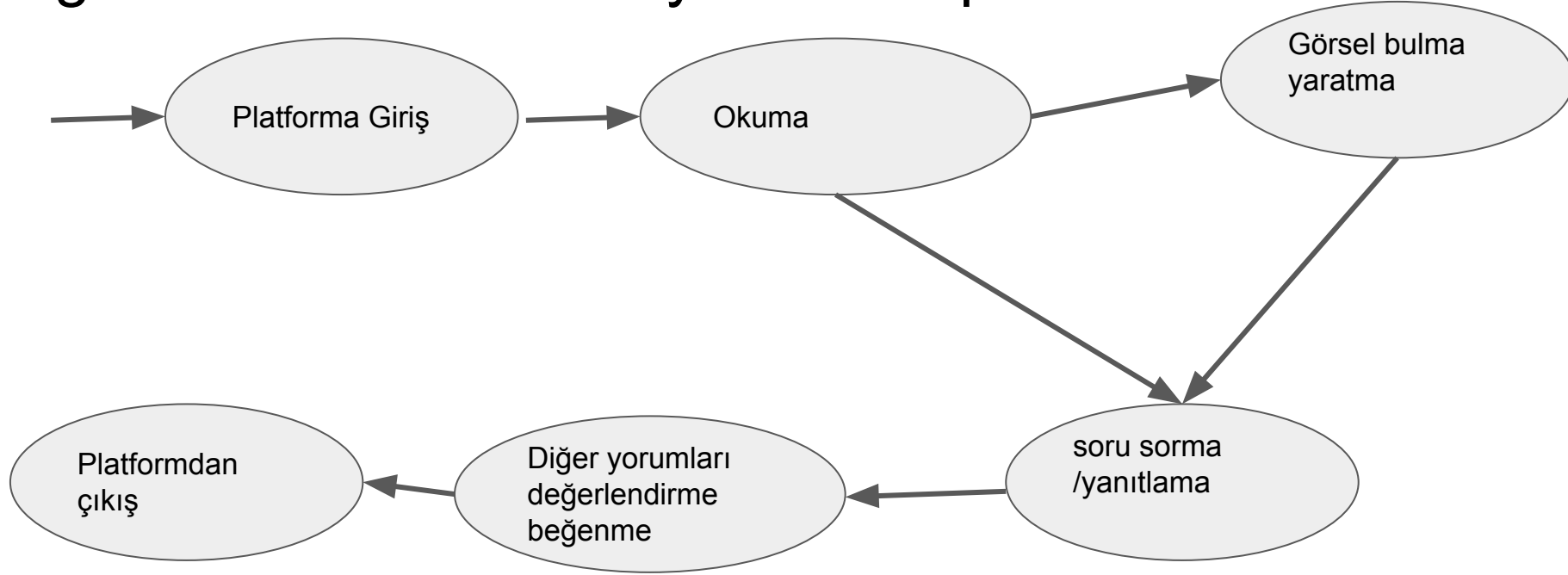
Öğrenci/Kullanıcı Deneyimi - Perusall



Öğrenci/Kullanıcı Deneyimi -Perusall

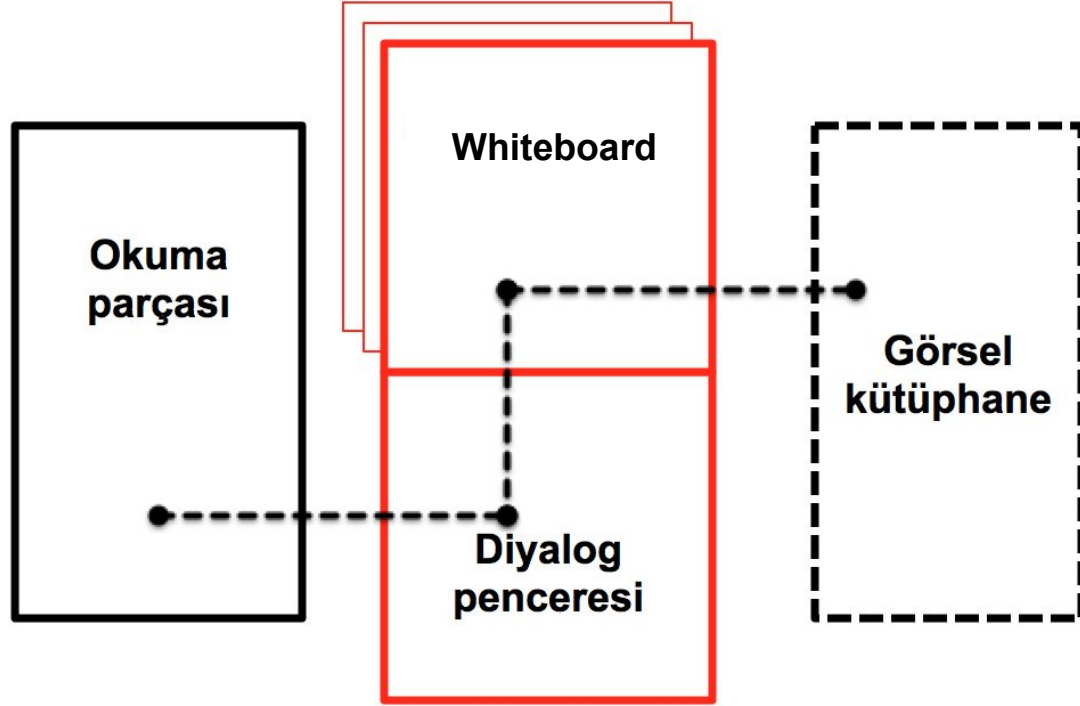


Öğrenci/Kullanıcı Deneyimi -Yeni platform



Çözümümüz

- Öğrenci için:
 - Okuma sosyalleşiyor
 - Öğrenciler hocadan, diğer öğrencilerden yardım alabiliyor.
 - Yazılı olarak kendini ifade etme
- Hoca için:
 - Öğrenci katılımını görebilme, analiz edebilme
- Hoca ve öğrenci için:
 - Platformdan ayrılmadan
 - Görsel yaratabiliyor.
 - Görsel kaydedebiliyor.
 - Görsel bulabiliyor.



not araçları (annotation tools)

Perusall

h. hypothes.is

Annotation Studio

Lacuna

...

iş birlikçi okuma
(collaborative reading)

	bireysel ya da herkese açık not alma	okuma parçasına bağlı diyalog pencereleri	Diyalog pencerelerinin birleştirilebilmesi/düzenlenebilmesi	öğrenci katılımını manuel notlandırma	algoritma ile notlandırma	görsel malzemelerin diyaloglara eklenmesi	uygulama içinde çizim ile kendini ifade	görsel iletişim kütüphanesi
Annotation Studio	✓							
<u>hypothes.is</u>	✓	✓						
emargin	✓	✓						
<u>Lacuna</u> (Stanford)	✓	✓	✓					
Perusall (Harvard)	✓	✓		✓	✓	✓		
TAMA - beta (MEF)	✓	✓	✓	✓		✓	✓	✓

Hedef kitle

Özel ortaokul ve liseler ile vakıf üniversiteleri

73 Vakıf Üniversitesi

3.882 Özel Lise



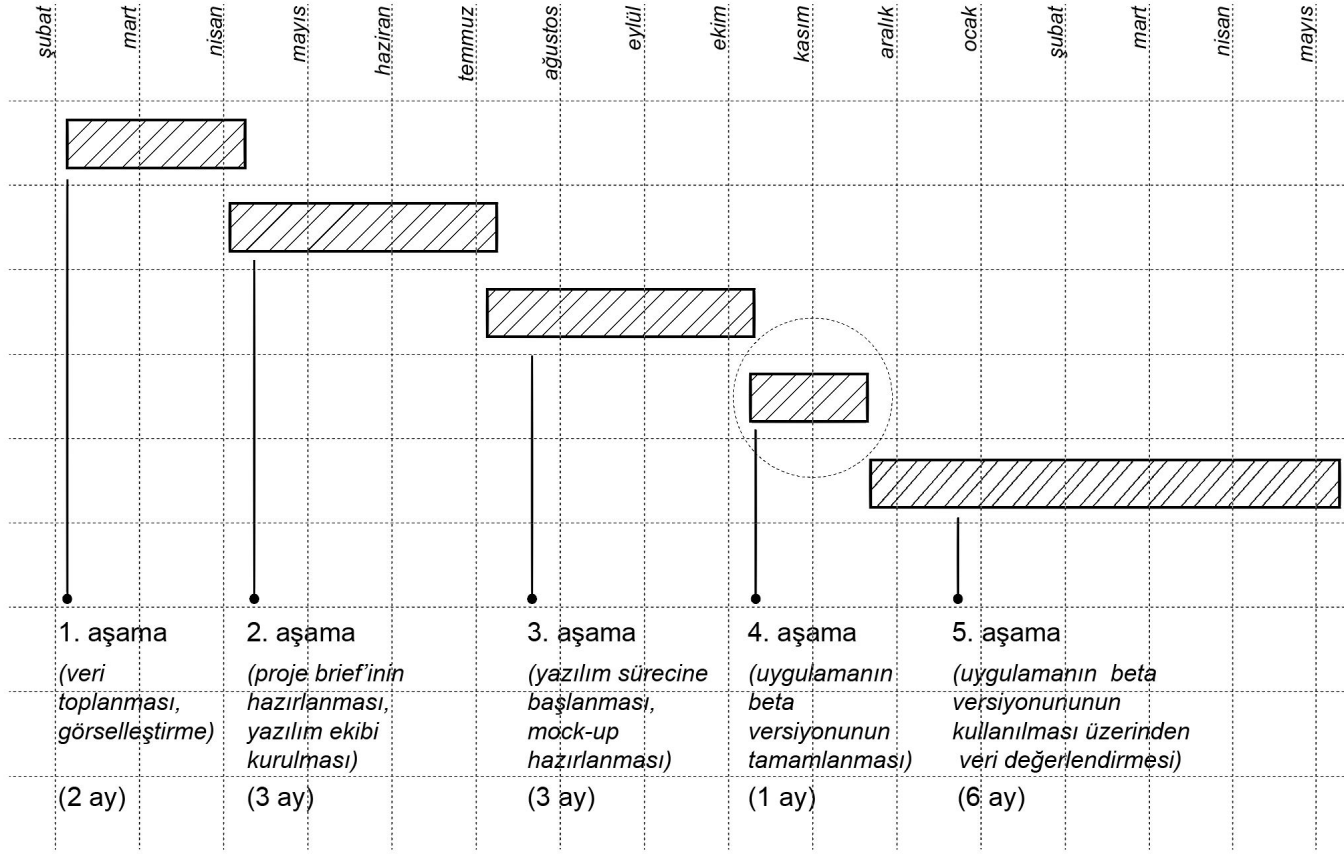
İstanbul:
440 bin 586

557.000 öğrenci

2351 Özel Ortaokul

347.000 öğrenci

TOPLAM: 1.5 milyon öğrenci



Bütçe

	birim fiyat	süre (ay)	toplam
<i>Kırtasiye Giderleri</i>			500 TL
<i>Saha Çalışması</i>			1.000 TL
<i>Kongre Katılımı</i>			3.000 TL
<i>Lisans Öğrencisi Giderleri</i>	500 TL	3	1.500 TL
<i>Uygulamanın Bakım Masrafları ve Arayüz Aidatı</i>			4.000 TL
<i>TAMA yazılımının beta versiyonunun tamamlanması için yazılım ekibine ödenecek ücret</i>	25.000 TL	2	50.000 TL
Toplam Bütçe			60.000 TL

Teşekkürler.

Case Details

Case ID: 04439577

Product Line: Learn

Subject: Integrating our external application to BB



Solution

Hello Dincer,

you can integrate external application into learn via API. The sharing of your 3rd party application is up to you. All important information you can find on the help pages below:

Building Blocks and REST APIs

<https://help.blackboard.com/Learn/Administrator/Hosting/>

Advancity: Yerli LMS + Yerli Zoom

ALMS Yerli LMS

Perculus Yerli Zoom

CELT part-time öğrenci asistanı

Ozan Sönmez Advancity Product manager

Advancity ile partnerlik görüşmelerimiz başladı.

ALMS 3 milyon kullanıcı,

Perculus 2 milyon kullanıcı

