

A "Project-Based Joyful Classroom Management" Model for Higher Education

It seems inevitable that our universities, where educating the professionals of the future is one of their missions, have focused on problem solving and strengthening communication by using technology effectively in recent years. While doing this, it is a fact that creating synergy with team spirit, which will strengthen motivation, and ensuring the permanence of learning by making it enjoyable, also affects young people. Based on these facts, in this paper, an in-class method that has been tried for years and proven to be efficient and a scientific publication in which some of the products of this method are shared will be shared with the lecturers working in higher education institutions.

Keywords: *Project-based, Joyful, Classroom Management, Innovation*

Introduction

Higher education institutions, which have undertaken important missions such as educating the professionals of the future, leading the development and innovations, living with inventions, thus contributing to the country's literature, and enlightening the society, are among the institutions affected by the rapid change and transformation that we have difficulty watching in the 21st century world.

It is not only to inform the society against the negative surprises of the age such as the Pandemic, rapidly developing climate changes and migration waves as a result of war; Universities, which are overwhelmed in the process of protecting and equipping their academic and administrative staff with students who are their internal stakeholders, sometimes try to keep up with the transformation by getting technology support and sometimes by trying different adaptation methods. In order to motivate the instructors and students and to enable them to adapt to the age more easily and quickly, it is important to offer new learning areas and methods, to develop and apply different ways, methods and materials. The rapidly changing demographic structure in recent years in universities, which have opened their doors not only to their own citizens but also to students from different geographies due to changing paradigms in education and also financial constraints; It brings all kinds of diversity to institutions, and this requires diversity to be directed towards new practices that urgently provide solutions to the problem of in-class and extracurricular communication-interaction.

As an educator who spent the first ten years of her professional life teaching in secondary schools in different parts of the country, then moved to the university and worked in the faculties of Science and Letters, Engineering, Sports, Law and especially Education for thirty-eight years, designed and gave need-oriented pedagogic formation courses and carried out projects with civil society and the business world, what needs to be done in today's educational

1 institutions; The author believes that the deficiency caused by the rapid
2 transformation is to support the faculty members and therefore to provide the
3 necessary equipment and increase the knowledge of the professionals trained
4 by the universities to guide the generations that come after them; Based on all
5 this accumulation and adapting his impressions to the environment and the
6 conditions of the age, he has developed a teaching method. In this study,
7 methods and products will be shared, and suggestions on how they can be used
8 in different institutions will be listed.

9 10 11 **Literature Review**

12
13 At the beginning of the 20th century, human resources began to be the
14 target point of research in the field of quality improvement in the business
15 world. Especially as the motivational feature of manpower in production came
16 to the fore and the data-based propositions of Elton Mayo and his friends
17 proved to be correct, the understanding of "Human First" came into play
18 (Alabay, 2023; Aktan, 2022, Köksal, 2004, Bonstingl, 1992; Chapagain, 2013;
19 Ali, 2013). Over the years, as research and training investments in Human
20 Resources have borne fruit, psychology has become an indispensable field, and
21 concepts such as synergy, empathy, team spirit, solidarity, resilience and
22 innovation have become indispensable.

23 Although human beings, who have become lonely with the development
24 of technology, are condemned to screen loneliness with the Pandemic, on-
25 screen teamwork has gained weight by updating the methods. Schools at home
26 were added to the offices created by the Pandemic, which is one of the difficult
27 times, from primary school to universities (Köksal, 2022). Today's concepts,
28 for example, the lessons, which included the effort to manage time, resolve
29 conflict, show patience to keep the camera on and keep communication alive,
30 resulted in efficiency and success.

31 In the book "Kaizen", which is one of the most important concepts of Total
32 Quality Management (TQM) and means "to improve with tiny steps", Imai
33 (1997) stated that the three building blocks of production are:

- 34
35 1. Buildings, machines, and equipment required to carry out production,
- 36 2. The system containing the principles and rules regarding production, and
- 37 3. It is the human being who makes up the other two (Aktan, 2011).

38
39 As the importance of human beings is realized, educational institutions
40 that prepare them for the future and equip them with different professions, and
41 the educators working in these institutions gain great importance. In the face of
42 this undeniable importance of higher education institutions, which are the most
43 important institutions that train human resources, the task of adapting to the
44 times and having a set of values that integrates innovation and informatics by
45 including quality belongs to the education staff in a wide range from the
46 assistant who has undertaken the task of education in universities to the

1 professor at the highest level. It is one of the most important responsibilities of
 2 these staff to improve themselves, to follow new approaches and even to sign
 3 new designs. In addition to self-development, the change about in-class
 4 teaching methodologies and development of lecturers is also of great
 5 importance today, based on the fact that the lessons will be lively and
 6 productive to the extent that the expectations, interests and wishes of young
 7 people who have evolved into a very different period from their own school
 8 years can be responded to (Köksal, 2022). *Although in-service training is*
 9 *thought to be for K-12 teachers, this is a misconception. University academic*
 10 *staff, who speak in front of large audiences, lecture in lecture halls or guide the*
 11 *journey of discovering new elements of the future in laboratory environments,*
 12 *are expected to renew themselves. Rapidly changing living conditions and*
 13 *technology impose such a mission on the lecturers working in universities.*

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16 **Academic Staff and Observed Problems**

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18 As the first quarter of the 21st century is almost over, it is necessary to
 19 question whether our universities really have such staff. Moreover, in 2023
 20 Turkey, where there is an institution such as Credit and Accreditation in Higher
 21 Education (YÖKAK) and quality assessment studies are frequently carried out
 22 in different units, the issue that needs to be questioned and evaluated
 23 objectively is the necessity of evaluating faculty members in the field of
 24 classroom management. As an educator who has taught at different universities
 25 for almost forty years and has closely observed the situation, the author's
 26 opinion is that the main problem of today's higher education institutions is as
 27 follows:

28

29 *"It is observed that the instructors are deficient in understanding, communication*
 30 *methods, in-class and out-of-class activities, material support, teaching methods*
 31 *and techniques, evaluation and competencies in using technology appropriately*
 32 *in adapting to this rapid change."*

33

34 Mostly, opening a textbook and lecturing and conference method, and with
 35 the most advanced, reading the pages of the PowerPoint presentation prepared
 36 at home one by one, are the most witnessed methods of today's universities.
 37 However, the goal is to equip and continuously support the faculty members
 38 who shape and equip the leaders of the future. In addition to the self-support of
 39 the instructor's own effort, this should be the "institutional support" that the
 40 institutions will provide both theoretically and practically in units that can be
 41 called "Learning and Development Workshop".

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44 **Methodology**

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46 The issue of "institutional support" for faculty members has been
 47 discussed on different platforms for many years. One of them is dissertations,

1 especially doctoral dissertations. To give an example of such a study; between
 2 1993 and 1997, the study focused on determining the in-service training needs
 3 of the administrative staff of a state university and developing an appropriate
 4 in-service program was carried out by the author (Köksal, 1997; Köksal, 2019).
 5 The thesis started with a "needs analysis". A two-week program was developed
 6 and piloted in line with the results of the survey applied to nearly three
 7 thousand administrative personnel working in eight different campuses of the
 8 institution, and then the necessary suggestions were made. The subject of
 9 "Stress Management", which is very common today, is one of the rare studies
 10 that has been added to this education as a course. Similar studies can be carried
 11 out in every university on an institutional basis. This is one of the issues that
 12 YÖKAK questions and examines: Do faculty members acquire the "Philosophy
 13 of Continuous Development" from their assistantship and continue their
 14 development journey? How can they be made to feel that they are not alone on
 15 this journey?

16 As an educator who started in 1992 and worked within the education
 17 expertise group of the Turkish Quality Association (KalDer) and took part in a
 18 national workshop held in cooperation with the Ministry of National Education
 19 (MEB) and KalDer in the field of "Education and Teacher Education" in 2000,
 20 she received the "KalDer Expertise Group of the Year" award. It proposes a
 21 method for the support program of faculty members whose "leadership" aspect
 22 stands out. The goal is to support the teaching staff; to increase satisfaction and
 23 success in both the instructor and the students. It is a well-known fact that "the
 24 motivation of the student whose satisfaction increases, and therefore his
 25 success, will also increase".

26 That methodology, Collaboration Circles (İmece Halkaları in Turkish),
 27 which include technology support not only in the classroom of a K-12 school
 28 or inside the lecture hall of a university but also in applications that extend
 29 outside the classroom; Since 1997, it has been used first in the faculties of
 30 Engineering (Marmara, Istanbul Kültür and Yıldız Technical Universities), then
 31 in different Faculties of Education (Marmara, Boğaziçi, Yeditepe, Bahçeşehir,
 32 Cyprus Science Universities) and in different courses of Master's programs,
 33 proving its efficiency until 2020 and continuing to develop and change. After
 34 that time, the author carried her work and projects to civil society and to her
 35 non-governmental organization (NGO) Association for Innovative Collaboration.

36 The application and results of the method, which includes different steps
 37 from planning to implementation, from presentation and evaluation to student
 38 reflections, are not limited to this. It is worth repeating:

39

40 *“Not only in a single country, in a single university, in a single field; from Cyprus*
 41 *(TRNC) to the United Kingdom; The method, which is studied at a wide level*
 42 *from associate degree to graduate programs, is also used not only in courses in*
 43 *the field of pedagogical formation; It has also been used in courses in the*
 44 *faculties of Engineering, Law, Sports, and Business”.*

45

46 The method, which was introduced in 2018 in the in-service training
 47 application by including games and entertainment in secondary teacher groups,

1 has proven that it can be one of the most effective methods of distance
2 education with the Pandemic; she also had a successful semester in two
3 distance graduate courses in Cyprus.

4 In 2022, the method turned into a 366-page guidebook containing all the
5 steps and seventy sample projects; It is a resource book that every university
6 faculty member can use in their field and for students at all levels. Another
7 purpose of this article is in addition to introducing the method, the "Imece
8 Circles" method, which has been developed using it since 1997; philosophy,
9 purpose, application steps, presentation techniques and evaluation criteria, as
10 well as the chapters and usage principles of the source book, and thus to
11 support everyone who considers themselves lifelong students, especially
12 faculty members. In addition, in accordance with the Constructivist approach,
13 the education and development of students, families and faculty members from
14 kindergarten to university should be given importance for the values brought
15 from an early age to reach the optimal level in university classrooms, and the
16 fact that all types of schools are related to each other like links of a chain
17 should not be overlooked. The effort to add innovative approaches to the use of
18 technology in classroom, out-of-class and online environments also adds a
19 different framework to this proposal.

20 21 22 **A tried-and-tested Award-winning Method**

23
24 The "Imece Circles method" is to make a program, a course, a project or
25 an application that will be grounded and spread to the general public by
26 emphasizing team spirit, blending multi-faceted thinking tools with scientific
27 methods, identifying problems, determining their causes, developing solutions,
28 and making the necessary changes after a pilot study. It is extremely important
29 to produce products and adds value to the business. This may be a book, a web
30 page, a blog, or even a PowerPoint presentation. However, the length of an
31 academic term in universities is usually limited to what students can
32 accomplish from one course over a period of 14 weeks. People who are
33 advanced in technology can take the process to the society with block and/or
34 web design, and by using social media as effectively as possible, they can keep
35 the community service and social responsibility aspects strong by informing
36 the community members about the issues they are working on.

37 It is possible to briefly list the steps of this method as follows:

- 38
39 1. Listing and sharing with students the unit topics/project areas that make up
40 the content of the course by the instructor (in Higher Education) / Teacher (in
41 K-12 classes) / Project leader teacher or student (in Projects) is necessary for
42 "raising awareness" and "preliminary preparation".
43 2. Giving the Imece circles training in one of the first weeks of the semester is
44 important not only for managing time, but also for students to know what steps
45 to take. The seminar lasts two hours and is supported by examples from
46 previous years. Questions are answered and a certificate about the seminar is

- 1 given to the participants. Participation in this seminar is compulsory and there
2 is a grade. For example, ten percent...
- 3 3. Students need to express their willingness to work on the subject they feel
4 close to and want to work on and form a team (ring/team/cluster) with friends
5 who have a similar interest. The number of students in the team is determined
6 in accordance with the class size and the number of units: two to six people. In
7 my experience, having more members on the team than this leads to task
8 vacuums, which in turn makes some members feel idle.
- 9 4. Team members need to come together and finalize the problem related to the
10 topic they have chosen. This may be a problem in the immediate environment,
11 that is, in and around the school, or it may be a national or global problem. It
12 depends on the team's level of awareness, the willingness and dedication they
13 feel in themselves. For example, the most accurate problem areas that can be
14 selected when processing the "Our Seas" unit are; "Why don't we keep our seas
15 clean and cause mucilage?" or "Why is cabotage ignored in our country
16 surrounded by the sea on three sides?"
- 17 5. The identified problem must be reported to the instructor or teacher and
18 his/her approval must be obtained. The lists continue to be updated until you
19 have made and finished the entire class selection so that other student circles
20 do not choose the same problem area.
- 21 6. The next step is to conduct field research in this problem area by scanning
22 scientific articles and books from Google Scholar and Library as much as the
23 number of team members. This can even be done at the primary school level.
24 Thus, all team members are informed about the problem. All references should
25 be collected and summarized in a folder and added to the Bibliography page in
26 accordance with the APA style of the bibliography.
- 27 7. The first step of the 7th PDCA cycle takes place at this stage: A strategic plan
28 for the problem is prepared in the light of the information collected and
29 acquired. For this, answers to three basic questions are sought: What is our
30 problem? Why does such a problem exist? How do we solve it?
- 31 i. What is our problem? It is important to define the problem and put the
32 hypothesis correctly. In the meantime, the preparation of the "Time
33 Management" Chart is a necessary step in terms of managing time. If there is a
34 demand in this regard, "Time Management" training is also given to students.
- 35 ii. The second question about planning: Why does this problem exist? At
36 this stage, quality tools are used extensively. For example, to determine the
37 main and root causes of the problem, "brainstorming" is carried out and the
38 "Ishikawa/Fishbone Diagram" is prepared. Until the day the project will be
39 presented, which is announced at the very beginning of this period, the joint
40 decision of the team is needed to determine how many main causes will be
41 resolved. For this, a democratic decision-making path is proposed with the
42 "Prioritization" matrix. The election results are also shared as "diagrams".
- 43 iii. Third step of planning: How do we solve this problem? It involves
44 finding an answer to the question. It is decided where, with whom and by what
45 methods data will be collected regarding the root and main causes for which

- 1 solutions will be sought (survey, observation, interview... etc.). In the
2 meantime, the strategies and tactics required for the solution are being decided.
- 3 8. The next step is a 'pilot study' with a small group. It is recommended to
4 work with a research techniques expert on the preparation, validity, and
5 reliability of data collection tools.
- 6 9. Data collection can generally be done from the internship school, classmates,
7 stakeholders inside and outside the school, and/or related people. The next step
8 is to analyze and interpret the collected data.
- 9 10. In short-term studies, for example, if time is limited to 2-3 weeks, the
10 sharing of the results is concluded by adding suggestions, constraints, lessons
11 learned and bibliography. The recommendations include next steps. It is
12 desirable for students who will choose this unit in the next semester to continue
13 the project. Thus, the project is passed from one generation of teacher
14 candidates to the next, like a "relay race". The author has a suggestion at this
15 point for her students: "While choosing the project topics they would prepare,
16 they had to proceed in a way that they could use in the school where they
17 would work the next year which is just after graduation and at their new school
18 environment. Thus, the contribution of new blood and new brains to the old
19 school can be realized as soon as possible. Of course, if that school
20 administration is open to innovations...
- 21 11. In long-term projects, that is, one or two years, all main and root causes are
22 resolved and proven in the light of the determined strategies. For this purpose,
23 all kinds of events such as panels, seminars, exhibitions, trips, competitions are
24 recorded with video. Determining the percentage of success through tests (pre-
25 and post-test) applied before and after the events is the most important point in
26 the projects that have reached this stage. Sharing the observed and expected
27 results is also very important for self- and team evaluation.
- 28 12. Projects; a). As a PowerPoint presentation and b). It needs to be prepared as
29 a two-page Report in the Word program. In fact, if possible, it is possible to
30 prepare a blog and Web page and share the entire work with the relevant
31 stakeholders there.
- 32 13. It is important for the presentation to be made by the whole team in terms
33 of the recognition and motivation of those who put effort into the work. Within
34 the presentation time given to each team (30 minutes on average), presentations
35 can be made in different ways. Having a "Timekeeper" and a "Photographer"
36 student to manage time are the elements that color and enjoy the work. At the
37 end of the presentation, with an average of 10 minutes of question-answer time,
38 the subject is processed and assimilated collaboratively and interactively.
- 39 14. Immediately after the presentation, an "Assessment form", which is shared
40 with the class at the beginning of the semester and whose opinions and
41 approvals are obtained, is filled out by each team under the leadership of the
42 team leaders. It is another enjoyable event that the best speaker of each
43 presentation team is identified and awarded at the end of the semester.
- 44 15. After the presentation, each member of the team should make a self-
45 assessment and indicate their positive and delta aspects. After correcting the
46 deficiencies and errors that emerged during the presentation, the team leader

1 sends the presentation and report to the instructor and other team leaders. Thus,
2 all the work carried out at that time is located on the computer of each teacher
3 candidate as a product folder. In short, students rewrite their own books about
4 "that subject of that course".

5 It is possible to list the points to be considered in the projects as follows
6 (Köksal, 2022):

- 7
- 8 • In the Imece Circles method, it is essential to conduct scientific research
9 and analysis.
- 10 • National and international literature research is mandatory.
- 11 • The use of quality tools and technology is very important at every step.
- 12 • Referencing is a must for the study. Even the ClipArt images used in
13 the presentation should be shared with their sources.
- 14 • Maximum use of technology is expected.
- 15 • To share the processes and results with society, effective use of social
16 media and the Internet in accordance with ethical rules is required.
- 17 • In the evaluation, "peer evaluation" and "teacher evaluation" are done
18 together. Criteria are created together with the students after the project
19 presentation before the presentations.
- 20 • Ensuring the development of the method of the study; These are the
21 realistic feedback received from the students after the course grades are
22 given at the end of the semester.
- 23
- 24

25 **Results**

26

27 The method has been used not only in the context of course teaching but
28 also in the context of social responsibility projects, and between 2004 and
29 2023, it has attracted attention with its success in face-to-face and virtual
30 training, consultancy and evaluation processes with 500 projects participating
31 from Turkey, the USA, the United Kingdom, South Africa, India, Nepal,
32 Thailand, Sri Lanka and Pakistan within the scope of an International
33 Informatics Project (www.bilisimcimartilar.com).

34

35 **Discussion and Reflections**

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38 The performance of the students after the lessons, the grades they received,
39 the reflections they wrote privately, and the questionnaire notes and comments
40 entered the university evaluation system prove the success of the method. The
41 existence of projects that students have implemented in their own environment
42 over time, that is, the use of the method, are important indicators for their
43 success. In addition to the verbal feedback, the written reflections received are
44 also impressive. The feedback of faculty members is also taken at various
45 ways. It emerges when the presentation invitation is received to introduce the
46 method to their classes, and the view that the method is introduced gains

1 strength as a result of the interaction and communication of the students in
2 different groups. The biggest proof of the satisfaction seen and felt is that the
3 lessons are fun and sometimes laughable and decorated with innovative and
4 creative project presentations.

5 The reflections of a retired faculty member, who is also a civil society
6 leader, and three students are shared on the feedback section as follows. The
7 first one came from Prof. Dr. Aydan Ersöz, an ELT Professor from Ankara Gazi
8 University, a retired Faculty Member, and the President of the English
9 Language Education Association (ELEA/İNGED), who wrote the foreword to
10 the book in which the method is explained, and the projects are introduced. The
11 other three belong to three students who took the courses I taught at Boğaziçi
12 University, Faculty of Education:

- 13
- 14 1. I read with great pleasure the book of my esteemed colleague Hayal
15 Köksal, titled "Codes of Learning with Fun: Project-based Classroom
16 Management". In addition to being informative, the book can be easily
17 recommended as a valuable resource book for teachers and teacher
18 candidates, as it is an easily understood and enjoyable resource due to
19 the language and examples used. Undoubtedly, the most important
20 element of classroom management is the teacher. Naturally, the
21 teacher's educational/teaching philosophy and belief are reflected in the
22 classroom management. With this in mind, the book contains detailed
23 explanations on the importance and ways for the teacher to adopt an
24 innovative and contemporary understanding. These annotated sections
25 contain helpful ideas for the teacher to provide and maintain the most
26 suitable environment for learning, to eliminate learning/study barriers,
27 to use time effectively, and to ensure the participation of students. It is
28 also very important for the teacher to have effective communication
29 skills, as working in harmony not only with students but also with
30 parents, colleagues and administrators will make it easier to achieve
31 learning goals/outcomes. This study, which reveals how important the
32 teacher is, deals with his problems with a realistic approach and
33 proposes solutions to these problems.

34 In this book, Mr. Hayal Köksal not only gives theoretical information,
35 but also shares his own experiences and observations and presents
36 practical examples. Students' active participation in the learning
37 process, taking responsibility, and developing their problem-solving
38 skills ensure that learning is effective and permanent. In this process, it
39 is very important for the teacher to take on the role of leader and guide
40 and to communicate positively with his students. Project-Based
41 Learning is an ideal approach for effective classroom management as a
42 teaching model that encourages the active participation of students in
43 and out of classroom learning activities, supports cognitive activities at
44 all levels, and requires the use of a wide range of tools and resources. In
45 the end, it is expected that a product will be produced, but what is
46 essential is the process itself. It is engaging for students and addresses

- 1 academic, social and life skills together and emphasizes the use of
2 technology. For this reason, it is very compatible with the "Imece
3 Rings" method (imece, that is, all members of the group identify a
4 problem or issue together in the spirit of cooperation, and jointly try
5 scientific ways to find a solution to it). This approach encourages
6 students to work together and come up with solutions to real-life
7 problems. The study is based on scientific research and information
8 needs to be collected from many sources. e is motivating and
9 encouraging to work in solidarity is a feature that facilitates learning.
10 Hayal Köksal emphasizes this overlap very clearly and exemplifies how
11 it can be used for fun classroom management. It also explains in depth
12 the roles of the teacher in this process.
13 The book also discusses the problems encountered in classroom
14 management and socio-cultural issues. For this reason, it also has a
15 consciousness-raising feature. I recommend this resource, which I think
16 is extremely useful, to all my colleagues. I would like to congratulate
17 my dear teacher Hayal Köksal for bringing such a valuable source book
18 to our field. (Prof. Dr. Aydan Ersöz, President of Gazi University and
19 İNGED)
- 20 2. My instructor Dr. Hayal Köksal, who taught the course "ED 498-
21 Innovative Teaching", helped me learn about the Turkish education
22 system from many angles. In this course, thanks to the wonderful
23 presentations of my friends under the guidance of our dear teacher, I
24 became aware of the problems of the Turkish education system and
25 gained ideas on how to solve these problems. The project method used
26 in the course was very efficient. While preparing the presentation, I
27 learned how to work with the "Imece Rings" method and the PDCA
28 (Plan, Do, Control, Take Precautions and Apply to the General)
29 approach. We learned how to develop strategies and take precautions
30 against various obstacles in solving problems. Imece Rings have been a
31 very useful method. In this way, I had the chance to work in a group
32 and share ideas with my friends. In addition, PDCA showed me how to
33 organize a study well and prepare it effectively. (Atilla, B.U. Student)
- 34 3. Our dear teacher Dr. Hayal Köksal has been a good role model for us
35 by focusing on creativity throughout the semester. He tried to develop
36 our imagination. I think this is a really important topic for me, because
37 without imagination it is very difficult to set goals and achieve them.
38 He also guided us effectively by showing us the right ways before
39 giving the projects. His soft demeanor was one of the important aspects
40 of the class that motivated us. He gave instant feedback step by step
41 when something was incomprehensible, which helped us improve our
42 abilities. Method: Creativity throughout the semester, updated versions
43 of projects and trainings aroused our interest in the course. In terms of
44 Materials and Equipment, I am very happy that he brought a lot of
45 materials as examples to show us how to prepare our projects and to use

1 in our future life, so thanks to this course we have valuable materials in
2 our course folder for future use. (Didem, B.U.)

3 4. I learned a lot in the process. Initially, I thought this would be a bit
4 easy; However, I soon found myself in relation to this lesson; I found
5 myself at dinner, in the shower, reading the newspaper, and other times
6 that surprised me, thinking about "how" to do something. Many of the
7 activities I've included this year have come about as a result of the
8 interactions we've had at our peer review meetings. It was very helpful
9 to hear other people's ideas and projects and compare them to mine.
10 Probably the most important thing I've learned is that it's important to
11 discuss course topics with others. As I reflect on my strengths and
12 weaknesses in relation to this lesson, I think the old saying about "how
13 my greatest weakness became my greatest strength" applies here. One
14 of the first problems I encountered in other classes was that when I had
15 difficulty with a topic, I didn't get an answer right away. In a traditional
16 classroom, the teacher is always physically present, so if there is an
17 urgent need, they are usually immediately available in one way or
18 another (in the classroom or via email). However, this problem turned
19 around as I gradually learned to dig deeper and do more research for
20 my own answers. I also learned to trust my learning community (my
21 classmates). There was an adjustment period at the beginning of the
22 semester, but as the semester progressed and I started working with the
23 system, I think it was a good learning experience. In closing, I would
24 like to add that I really enjoyed the experience of this lesson. I would
25 like to thank my teacher who helped me a lot from the first lesson to the
26 end. I would like to express my special thanks for remembering and
27 asking about my problem with my passport. It really meant a lot. Also,
28 that day, we had a guest student in the last class. I was absolutely
29 impressed when you remembered him, even though he took a course
30 from you three years ago. What's more, you remembered that her hair
31 was shorter. I learned a very good lesson from this: As a teacher, I
32 should do the same, because it really increases the student's motivation.
33 Thank you for your help and patience throughout the entire semester.
34 (Muhammad, B.U.)
35
36

37 **Recommendations and Conclusion**

38
39 It is certain that the method improves different cognitive, affective, and
40 psycho-motor aspects as well as the attention of the instructor and the student.
41 As an educational scientist who has been working on developing this method
42 and adapting it to the age for more than twenty years, it is possible to list the
43 suggestions as follows:

- 44 • It is necessary to start joint studies with different universities on
45 methods and books. Different experiences will add different richness.

- 1 Collegial and collaborative studies will contribute to the well-being of
2 the instructor.
- 3 • Transferring the reflections and results of university practice to society
4 will lead to an increase in both the level of knowledge of the society
5 and the respect for universities.
 - 6 • Studies that support the use of social media and the internet to support
7 academic staff will increase student-teacher interaction and communication.
 - 8 • Attracting young people to this type of work will lead to an increase in
9 motivation.
 - 10 • Sharing exemplary studies with the academy on project-based and
11 inclusion of students in every field and cooperating more intensively in
12 this regard will contribute to the country's education system.
 - 13 • Further studies will be required to make artificial intelligence (AI)
14 studies usable in this method.
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16 The issue of how to use the book should be shared with virtual and face-
17 to-face seminars and signing days, seminars, workshops, and in-service
18 training programs to be held in willing higher education institutions through
19 faculty members working in different universities should be supported,
20 especially for the newly trained academic staff, and the guidance of
21 experienced faculty members should be implemented. Perhaps, the best way is
22 using it as a source book at the “Teacher-Training Centers” of universities
23 along with the İmece Circles methodology.

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