Course Syllabus

Code - Course Title	**GMS528 - Interactive Learning and Teaching in Gastronomy**
Course Type	II. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	ÖĞR. GÖR. DR. EMRAH YILDIZ

Mode of Delivery	The course is delivered through face-to-face theoretical sessions supported by interactive learning activities and practice-based applications.
Place of Delivery	On Campus
Used Educational Platforms	Face-to-face
Prerequisites	There are no formal prerequisites or co-requisites for this course. However, students are expected to have a basic understanding of gastronomy and general awareness of learning processes.
Courses Recomended	None.

Recommended Resources	Akkoyunlu, B., Yılmaz, M. (2005). Türetimci çoklu ortam öğrenme kuramı. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 28, 9-18. https://doi.org/10.14689/issn.2148-2624.1.7c.2s.5m Alkis, N., Taskaya, T. (2018). The impact of motivation and personality on academic performance in online and blended learning environments. Educ. Technol. Soc. 21, 35–47. http://www.jstor.org/stable/26458505. Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., Wittrock M. C. (Ed.). (2018). Öğrenme öğretim ve değerlendirme ile ilgili bir sınıflama: Bloom'un eğitimin hedefleri ile ilgili sınıflamasının güncelleştirilmiş biçimi. (Çev. Durmuş Ali Özçelik). (3. Baskı). Ankara, Pegem Akademi Yayıncılık. Ardıç, E., Altun, A. (2017). Dijital çağın öğreneni. Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi, 1, 12-30.Arkan, A., Kaya, E. (2018). Eğitim Bilişim Ağı (EBA) ve 2023 Eğitim Vizyonu. 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Koronavirüs (Covid-19) pandemi süreci ve pandemi sonrası dünyada eğitime yönelik değerlendirmeler: Yeni normal ve yeni eğitim paradigması. Açıköğretim Uygulamaları ve Araştırmaları Dergisi, 6(3), 112-142. https://doi.org/10.29065/usakead.777652 Bozkurt, A., Hamutoğlu, N. B., Kaban, A. L., Taşçı, G., Aykul, M. (2021). Dijital Bilgi Çağı: Dijital Toplum, Dijital Dönüşüm, Dijital Eğitim ve Dijital Yeterlilikler. Açıköğretim Uygulamaları ve Araştırmaları Dergisi, 7(2), 35-63. https://doi.org/10.51948/auad.911584 Cankül, D., Yıldız, E. (2020). Gastronomi mi, yiyecek içecek işletmeciliği mi?. Journal of Tourism and Gastronomy Studies, 8 (4), 3002-3020. https://doi.org/10.21325/jotags.2020.748 Çakmakkaya, İ. (2017). Okul kütüphanelerinde ve eğitim sürecinde dijital olanaklar. Eğitim Bilim Toplum Dergisi, 15(57), 106-118.Demirci, B., Sarıkaya, G. S., Erol, E. (2020). Evaluation of gastronomy and culinary arts education in Turkey. Journal of Turkish Tourism Research, 4(4), 3311-3324. https://doi.org/10.26677/TR1010.2020.564 Efiloğlu Kurt, Ö. (2015). Üniversite öğrencilerinin uzaktan eğitime bakış açılarının teknoloji kabul modeli ve bilgi sistemleri başarı modeli entegrasyonu ile belirlenmesi. Journal of Alanya Faculty of Business/Alanya İşletme Fakültesi Dergisi, 7(3), 223-234.Firat, M., Bozkurt, A. (2020). Variables affecting online learning readiness in an open and distance learning university. Educational Media International, 57(2), 112-127. https://doi.org/10.1080/09523987.2020.1786772 Gündüz, F. (2019). Alanyazındaki kendi kendine öğrenme ile ilgili ölçme araçları. Kıymet Selvi. (Ed). Kendi Kendine Öğrenme. Ankara, Pegem Akademi Yayıncılık, 94-96.Higher Education. (2013). Higher education grapples with accreditation in the digital age. http://news.stanford.edu/news/2013/february/higher-ed-accreditation-021313.html Erişim Tarihi: 22.02.2026.Higher Education. (2016). Higher education in the digital age: rise of the MOOCs. https://www.fondation-telecom.org/wp-content/highereducation-digital-age Erişim Tarihi: 20.02.2026.Holmberg, B. (2005). The evolution, principles and practices of distance education (Vol. 11). Oldenburg: Bis.Kılıç, E., Karadeniz, Ş. (2004). Hiper ortamlarda öğrencilerin bilişsel yüklenme ve kaybolma düzeylerinin belirlenmesi. Kuram ve Uygulamada Eğitim Yönetimi Dergisi, 10(4), 562-579. Knowles, M. S. (1975). Self-directed learning. New York: Association Press.Koseoglu, S., Bozkurt, A. (2018). An exploratory literature review on open educational practices. Distance Education, 39(4), 441–461. https://doi.org/10.1080/01587919.2018.1520042 Koseoglu, S., Ozturk, T., Ucar, H., Karahan, E., Bozkurt, A. (2020). 30 years of gender inequality and implications on curriculum design in open and distance learning. Journal of Interactive Media in Education, 2020(1). https://doi.org/10.5334/jime.553 Laurillard, D. (2013). Supporting teachers in optimizing technologies for open learning. J. Willems, B. Tynan, R. James. (Ed). Global Challenges and Perspectives in Blended and Distance Learning. USA, Hershey, Pa., 160-173. https://doi.org/10.4018/978-1-4666-3978-2.ch013 Pelletier, K., Brown, M., Brooks D. C., McCormack M., Reeves, J., Arbino, N., Bozkurt, A., Crawford, S., Czerniewicz, L., Gibson, R, Linder, K., Mason, J., Mondelli, V. (2021). 2021 Educause Horizon Report, Teaching and Learning Edition. Boulder, Co: Educause.Pelletier, K., Robert, J., Muscanell, N., McCormack, M., Reeves, J., Arbino, N., Grajek, S., Birdwell, T., Liu, D., Mandernach, J., Moore, A., Porcaro, A., Rutledge, R., Zimmern, J. (2023). 2023 Educause Horizon Report, Teaching and Learning Edition. Boulder, Co: Educause.Samancı, Ö. (2020). Gastronomi: disiplinler arası bir buluşma. Anatolia: Turizm Araştırmaları Dergisi, 31(1), 92-95. https://doi.org/10.17123/atad.713586 UEİUÇ. (2020). Uzaktan eğitimde iyi uygulamalar çalıştayı raporu. 17-18 Ağustos. İstanbul Aydın Üniversitesi.UNESCO. (2020). School closures caused by Coronavirus (Covid-19). UNESCO. UNICEF. (2020). UNICEF and Microsoft launch global learning platform to help address COVID-19 education crisis. UNICEF.Wang, V. C. X. (2010). Effective teaching with technology in adult education. V. C. X. Wang (Ed). Integrating Adult Learning and Technologies For Effective Education. New York: Information Science Reference, 48-62https://doi.org/10.4018/978-1-61520-694-0.ch003 Wang, C. H., Shannon, D. M., and Ross, M. E. (2013). Students' characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning. Distance Educ. 34, 302–323. https://doi.org/10.1080/01587919.2013.835779 Wedemeyer, C. A. (1971). Independent study. L.C. Deighton (Ed.), The Encyclopedia of Education. (Volume 4). New York: Free Press., 548-557.Wedemeyer, C. A. (1981). 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Work Placement	There is no compulsory internship or work placement requirement for this course. However, students are encouraged to implement the interaction-based instructional designs they develop in real or simulated gastronomy education environments (e.g., kitchen labs, workshops, or training institutions).
Aims of the Course	To enable students to identify interactive learning and teaching methods used in gastronomy education, evaluate learner-centered instructional approaches, and design interactive educational activities to develop knowledge, skills, and competencies in the field of gastronomy.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1	**LO-1** **LO-2** **LO-3** **LO-4** **LO-5**	Introduction to interactive learning	Lecture, Question & Answer, Discussion, Team/Group Work, Case Study, Problem Solving, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning
Week - 2	**LO-1** **LO-2** **LO-3** **LO-4** **LO-5**	Learning theories and gastronomy education	Lecture, Question & Answer, Discussion, Team/Group Work, Case Study, Problem Solving, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning
Week - 3	**LO-1** **LO-2** **LO-3** **LO-4** **LO-5**	Types of interaction and learning environments	Lecture, Question & Answer, Discussion, Team/Group Work, Case Study, Problem Solving, Brain Storming, Proje Design/Management, Critique/Critical Reading, Research and Inquiry, Flipped Learning
Week - 4	**LO-1** **LO-2** **LO-3** **LO-4** **LO-5**	Interaction design in practical courses	Lecture, Question & Answer, Discussion, Team/Group Work, Case Study, Problem Solving, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 5	LO-1 LO-2 LO-3 LO-4 LO-5	Flipped learning model	Lecture, Question & Answer, Discussion, Team/Group Work, Problem Solving, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning
Week - 6	LO-1 LO-2 LO-3 LO-4 LO-5	Gamification and engagement strategies	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Critique/Critical Reading, Research and Inquiry, Flipped Learning
Week - 7	LO-1 LO-2 LO-3 LO-4 LO-5	Digital learning tools	Lecture, Question & Answer, Discussion, Team/Group Work, Problem Solving, Brain Storming, Proje Design/Management, Critique/Critical Reading, Research and Inquiry, Flipped Learning
Week - 8	LO-1 LO-2 LO-3 LO-4 LO-5	Midterm evaluation (instructional model design)	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning
Week - 9	LO-1 LO-2 LO-3 LO-4 LO-5	Microlearning and modular design	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 10	LO-1 LO-2 LO-3 LO-4 LO-5	Student experience and interaction analysis	Lecture, Question & Answer, Discussion, Team/Group Work, Problem Solving, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning
Week - 11	LO-1 LO-2 LO-3 LO-4 LO-5	Interaction-based assessment and evaluation	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Critique/Critical Reading, Research and Inquiry, Flipped Learning
Week - 12	LO-1 LO-2 LO-3 LO-4 LO-5	Scenario-based learning design	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Critique/Critical Reading, Research and Inquiry, Flipped Learning
Week - 13	LO-1 LO-2 LO-3 LO-4 LO-5	Academic model development	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Critique/Critical Reading, Research and Inquiry, Flipped Learning
Week - 14	LO-1 LO-2 LO-3 LO-4 LO-5	Overall evaluation	Lecture, Question & Answer, Discussion, Team/Group Work, Brain Storming, Proje Design/Management, Research and Inquiry, Flipped Learning

Learning Outcomes

#	Learning Outcome
1	Analyzes interactive learning approaches in gastronomy education.
2	Designs interaction-based instructional models.
3	Integrates digital and face-to-face learning environments.
4	Develops strategies to enhance student engagement.
5	Develops interaction-based assessment and evaluation systems.

Sustainable Development Goals

✓ Quality Education ✓ Gender Equality ✓ Decent Work and Economic Growth ✓ Industry, Innovation and Infrastructure ✓ Peace, Justice and Strong Institutions ✓ Partnerships for Purposes

Course Theme

✓ Educational Sciences and Educational Technologies ✓ Entrepreneurship ✓ Sustainability and Green Energy ✓ Agriculture, Food and Livestock ✓ Artificial Intelligence ✓ Innovation Skills

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	3.00	14	42
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	1.00	14	14
Ödevler	2.00	14	28
Proje - Rapor - Sunum Hazırlama	5.00	14	70
Ara Sınav Hazırlığı (sınav süresi dahil)	0.00	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0.00	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0.00	0	0
Staj Uygulaması	0.00	0	0
		Calculated ECTS	**6.0**

Assessment Method and Passing Requirements

✓ Portfolio (Student Work Portfolio)/e-portfolyo ✓ Self Assessment ✓ Peer Assessment ✓ Project ✓ Homework ✓ Presentation