



# OSTİMTECH

**THIRD-GENERATION,  
INNOVATIVE AND  
ENTREPRENEURIAL  
UNIVERSITY MODEL**

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OSTİMTECH

THIRD-GENERATION, INNOVATIVE AND ENTREPRENEURIAL  
UNIVERSITY MODEL

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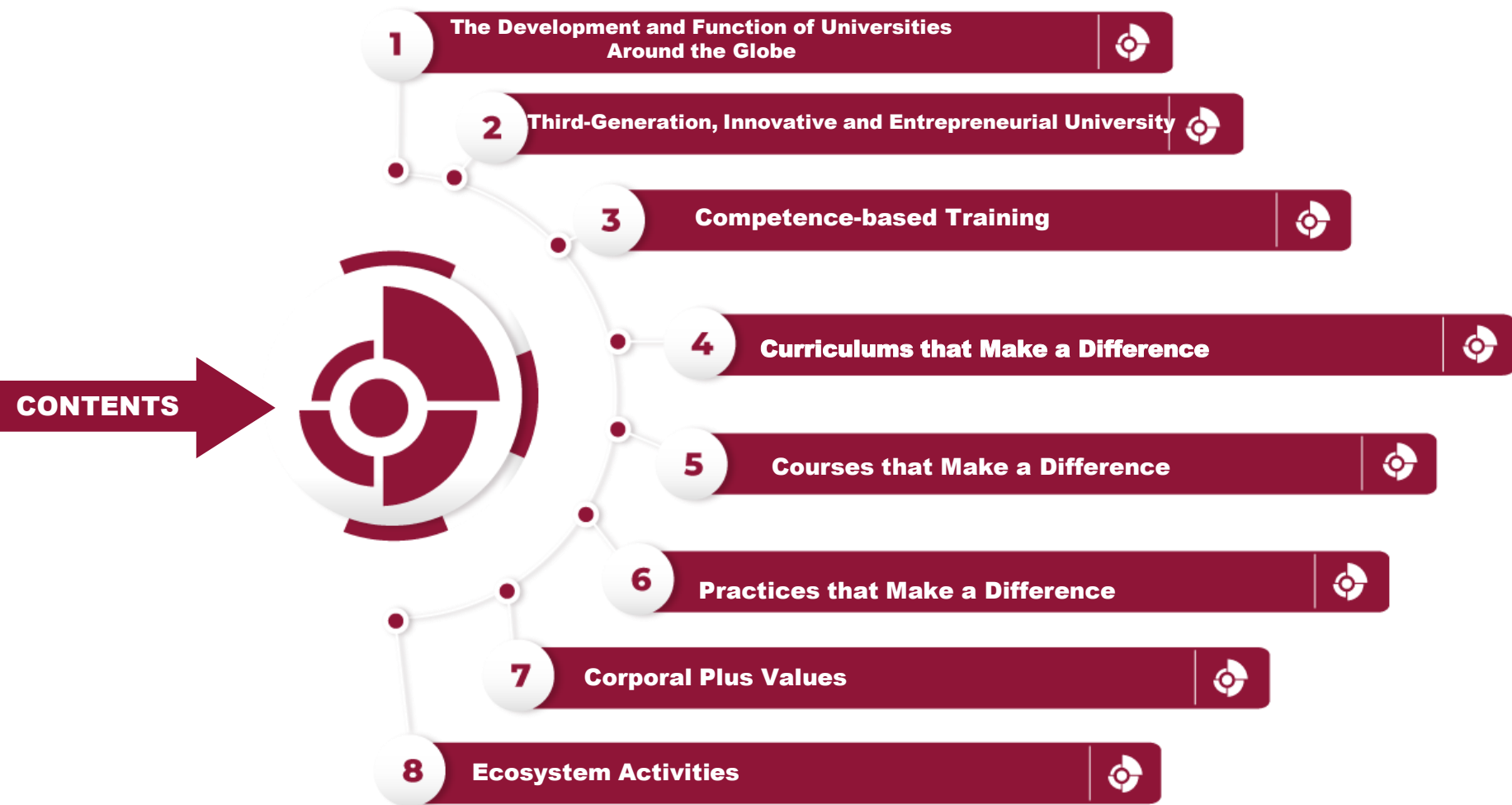


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# INTRODUCTION

- As a new institution, OSTİM Technical University was founded on the third generation, innovative, and entrepreneurial university model and it advances along with this model while looking towards the future.
- In this study, it is outlined how **OSTİMTECH** interprets the "third-generation, innovative and entrepreneurial university" model and how it has implemented this model until today and how it adapts it to the present and the future and through which dynamics it advances to the future.









# SECTION 1

## **.The Development and Function of Universities Around the Globe**



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- The economy, society and our lifestyles are changing rapidly. The industrial society is gradually transforming into an information society. The source of this change and transformation in the world is science and technology while the source of science and technology is the university.
- Like every institution, universities also change over time. New needs bring along the search for new models in today's world.
- Societies that want to catch up with development and direct change need to have an efficient, strong, and dynamic education system – especially a model such as a third-generation, innovative, and entrepreneurial university model.



# WHAT IS THE WORLD'S POINT OF VIEW?

## Third-Generation University

	1 <sup>st</sup> Generation	2 <sup>nd</sup> Generation	3 <sup>rd</sup> Generation
Objective	Education	Education and research	Education, research and exploitation of knowledge
Role	Defending the truth	Discovering the nature	Creating added value
Method	Scholastic	Modern science, Mono-disciplinary	Modern science, Inter-disciplinary
Output	Professionals	Professionals and Scientists	Professionals, scientists and entrepreneurs
Orientation	Universal	National	Global
Language	Latin	National languages	English
Organisation	Faculties and Schools	Faculties	Faculties and institutes
Management	Chancellor	Part-time academics	Professional management

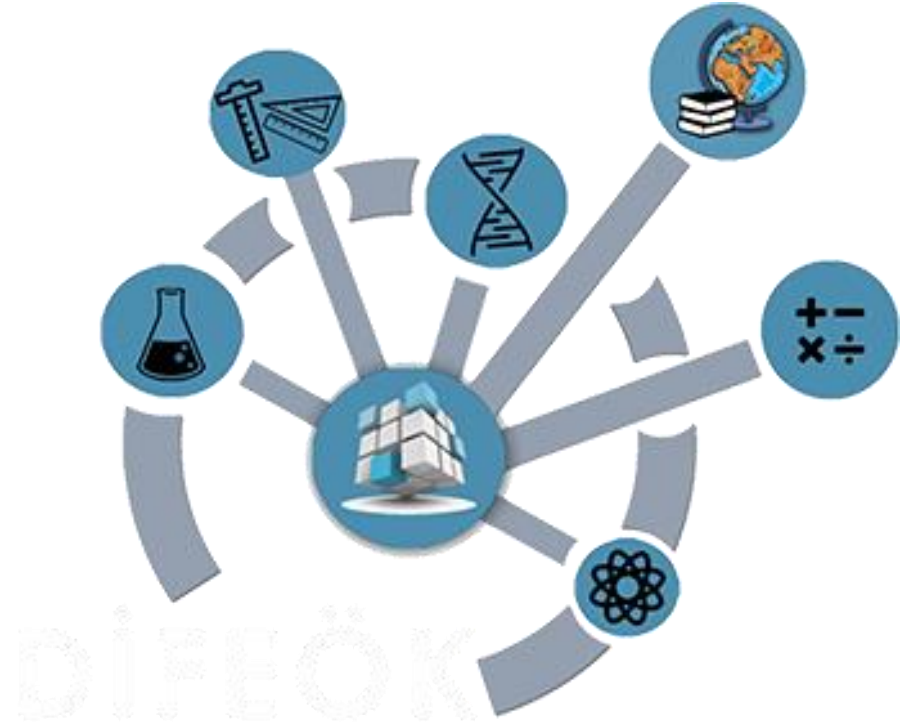
Source: Wissema, J.G. (2019). "Towards The Third Generation University»

# WHAT IS THE WORLD'S POINT OF VIEW?

## Third-Generation University

The university, in three phases;

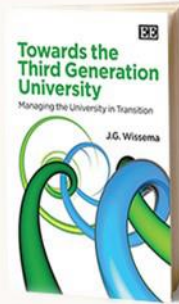
- First added research and then practice (production etc.) to the theoretical teaching,
- Moved from Scholastic method to a scientific and single-disciplinary one, and from there to scientific and multi-disciplinary learning methods,
- Leaned towards generating value, professionalization and, globalization in language and goals.





# WHAT IS THE WORLD'S POINT OF VIEW?

## Third-Generation University Model



“

**PROF. DR. J. G. (HANS) WISSEMA**

Delphi University (Retired)

Instructor at OSTİM Technical University, the Faculty of Economics and Administrative Sciences

**With his book  
“TOWARDS THE THIRD GENERATION UNIVERSITY”!,'  
Wissema is showing new horizons to universities!**

”

# WHAT IS THE WORLD'S POINT OF VIEW?

## Innovative University

### Innovative University is:

- An industry based on education, research, practice, and feedback mechanisms that exist in the system,
- An understanding that will motivate the university to keep itself up-to-date, and mechanisms to ensure this.
- And it is a paradigm that is based on a systematic construct.

Source: Skribans, Valerijs, Lektavers, Arnis, Merkuryev, Yuri (2013), "Third Generation University Strategic Planning Model Development" MPRA pp.8



# WHAT IS THE WORLD'S POINT OF VIEW?

## Entrepreneurial University

## Entrepreneurial University;

- Means being innovative, creating opportunities, working as a team, capable of taking risks and responding to challenges,
- Being able to survive and adapt to the complex and uncertain conditions of its environment, Incorporating science and technology on its basis to increase the added value of the country's economy,
- And it is a university model that aims to reveal creative ideas and increase production while working together with the industry.

Source: Clark, R. Burton (1998), "Creating Entrepreneurial Universities: Organizational Pathways of Transformation. *Issues in Higher Education*", Emerald Group Publishing Limited.



# WHAT IS THE WORLD'S POINT OF VIEW?

## Entrepreneurial University



Strong  
Leadership



Preparation and support for  
entrepreneurship



Relationship with International  
Organizations



Institutional Capacity,  
Financing, Labor  
Force,  
Encouragement



Digital Transformation and  
Skill



Quantification and  
Consideration



Entrepreneur  
Education



Information Exchange  
and Collaboration



# WHAT IS THE WORLD'S POINT OF VIEW?

## Learning Models

### Singularity

- Superintelligence
- Human and Computer Integration
- E-learning
- Mobile learning
- Artificial intelligence

### Flipped Learning

- Learning opportunities outside of the classroom
- Extracurricular learning, research, study, modeling, design and production

### Flipped Learning

- Solution-oriented approach
- User-based design and production

### Blended Learning

- Rapid skill and experience acquisition
- Remote education and/or coeducation

# FUNCTIONS OF THE UNIVERSITY

## Key Achievements

	Knowledge	Skill	Values and Behaviors
<b>Nature</b>	Theory	Practice, technical	Embracement, Performing
<b>Source</b>	Classroom, lecturer, book, nature	Classroom, laboratory, factory, workplace	Family, school, community, everywhere
<b>Method</b>	Teaching/learning, reading, observing	Teaching, observation, experiment, experience	Teaching, observing, taking after, living, internalizing
<b>Improvement</b>	Thinking, questioning, arguing	Performing, implementing, repeating	Implementing, proceeding, praising/ criticizing
<b>Result</b>	<b>Polymath</b>	<b>Skillful</b>	<b>Virtuous and Trustworthy</b>

# FUNCTIONS OF THE UNIVERSITY

## Key Achievements

When we look at the relationship between the concepts of knowledge, skill, and virtue within the university, it is seen that;

- The production and teaching is the traditional duty of the university, and after centuries of "scholastic" (acceptance without questioning) teaching, with the development of science, research-based knowledge production gradually increases,
- Gaining skills, abilities and experience has gained importance especially in our age where technology is rapidly developing and changing,
- Morality, on the other hand, has a character that goes beyond the university, and the contribution of the university to moral maturation cannot be underestimated; however, the university does not have any "declared" obligations regarding morality.

# FUNCTIONS OF THE UNIVERSITY

## Individual, Organizational and Social Gains

- Reading habit
- Interest in researching
- Responsibility
- Disiplin
- Time management
- Stress management
- Organization
- Usage of resources
- Planning
- Strategical approach
- Decision making
- Participation
- Teamwork
- Budgeting
- Leadership
- Crisis management
- Verbal and nominal expression
- Debating
- Negotiating
- Foreign language
- Maturing
- Socializing
- Manners
- Democratic values
- Tolerance
- Sharing
- Environmental consciousness
- Being open towards innovation and transformation
- Social responsibility
- Globalizing

In addition to basic achievements, the university plays a critical role in the acquisition and development of other talents, knowledge, skills and values that both feed them and are self-evident.



# FUNCTIONS OF THE UNIVERSITY

## Individual, Organizational and Social Gains

In the case of universities failing to respond to the age and needs, and having insufficient graduates in terms of basic and side gains:

The idle labor force in the country increases,

- Companies lose the ability to find qualified employees,
- Problems such as unemployment, loss of welfare and unhappiness occur.
- Economic, social and individual losses arise.

Thus, a great responsibility falls upon universities for rectifying this situation.





## SECTION 2

**OSTİMTECH Model:  
Third-Generation, Innovator,  
Entrepreneurial University**



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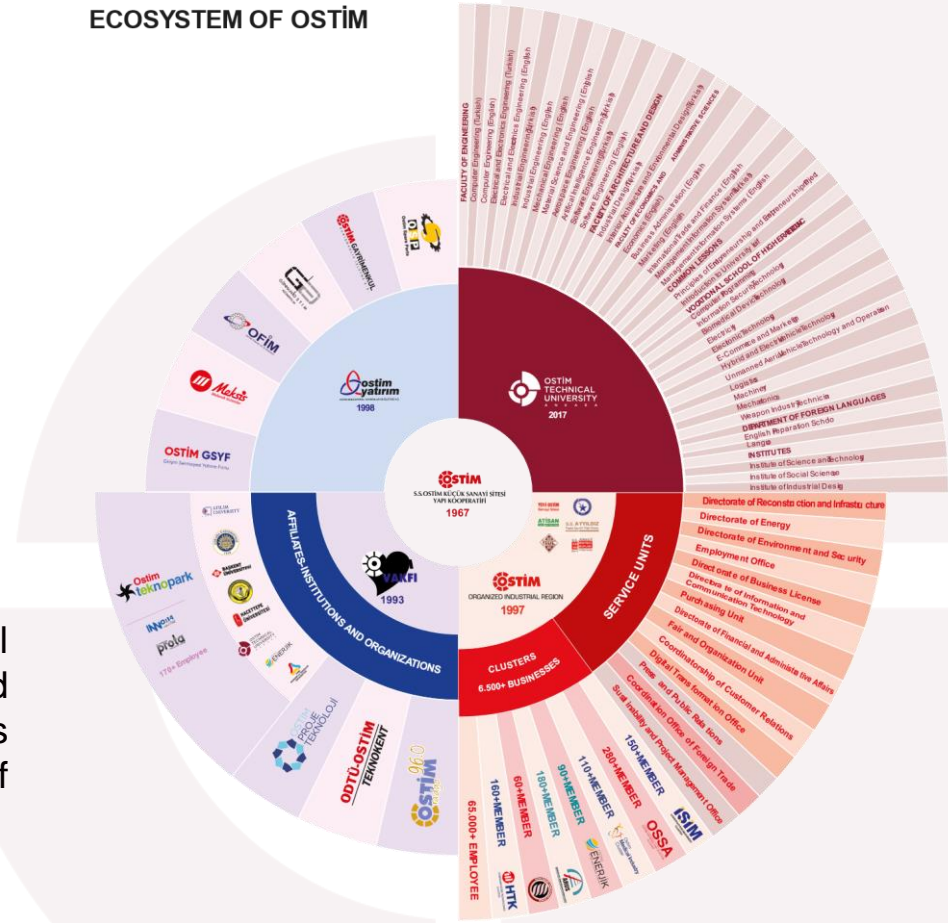
# WHAT IS OUR POINT OF VIEW: THE OSTIMTECH MODEL

## OSTiM Organized Industrial Zone

- 17 main sectors,
- 139 business lines,
- 7 sets,
- Tens of thousands of different products,
- More than 6,200 businesses,
- And with more than 60.000 employees,

It is a dynamic SME city with international brand value, as well as being a solution and innovation center that produces and exports in a wide range, while meeting many needs of the economy.

## ECOSYSTEM OF OSTiM





Silkworm



Pupa



Cocoon



Caterpillar



Larva



Egg

Ostim Technical University  
was founded.



**2017**



**2000**



**1997**

Industrial Zone  
(OSB)  
status



**1992**

OSTİM Foundation  
Organizational  
transformation  
New Vision  
New Ideals  
New OSTİM



**1970+**

Construction at OSTİM is  
largely completed



**1967**

Great ideals with small capitals.  
Its foundations as a  
cooperative were set.

We, who have lived a professional life for a lifetime, who have spent our lives by enduring all kinds of trials and tribulations on this path with the love of our profession, have established a hitherto unthinkable industrial site in our Ankara with a divine belief and faith in order not to leave a legacy of our torments to our future colleagues.

*Cemal DÜNDAR, Founding Chairman of the Board of Directors*

As members of OSTİM, we are proud and happy to serve our country in the fields of employment, manufacturing and exportation by following the principle of "Industry First" in technical education, employment and development.

*Turan ÇİĞDEM, Former Chairman of the Board of Directors*

As it approaches half a century, OSTİM, which has always been producing in the spirit of solidarity and cooperation since its foundation, expresses not only a physical industrial zone but also the determination to work and succeed for the domestic and national industry represented by this spirit. OSTİM is your factory. For 50 years, this factory has been producing all your needs for its region, its country and all humanity, in unity.

*Orhan AYDIN, Chairman of the Board of Directors*

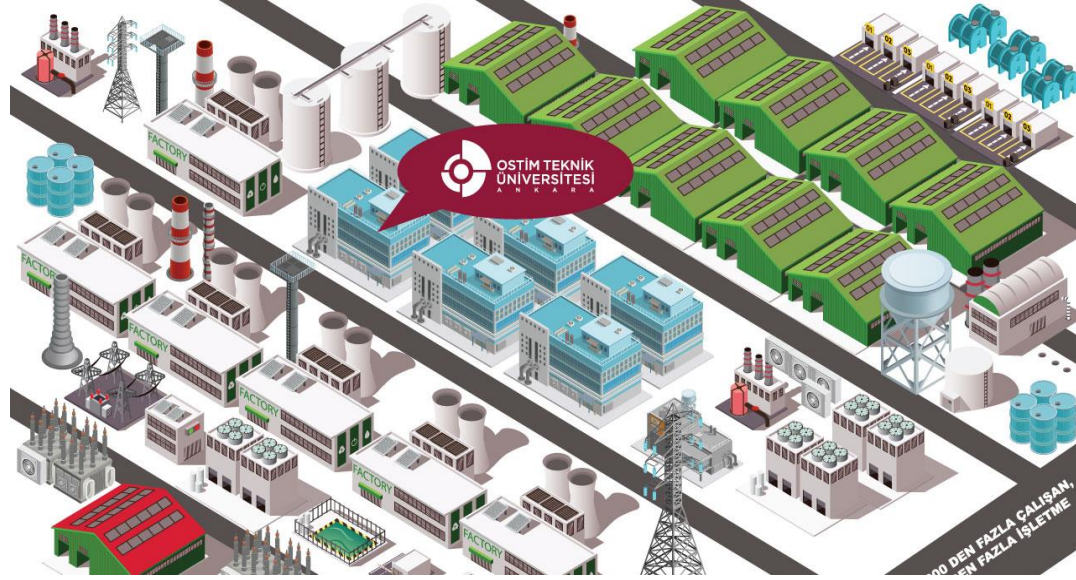


**From Tradition to the Future**

[www.ostim.org.tr](http://www.ostim.org.tr)



# WHAT'S OUR POINT OF VIEW? THE OSTİMTECH MODEL



As a higher education institution at the heart of the business world and industry, **OSTİMTECH** bases its graduate profile on the needs of the skilled labor market.

# WHAT'S OUR POINT OF VIEW?

## THE OSTIMTECH MODEL

- OSTİM Technical University is surrounded by a very wealthy industry and trade world with many sectors, business line variety, product range, and employee profiles.
- With OSTİM (Middle East Industry and Trade Center), which has enterprises of all sizes and is the prototype of the Turkish economy, and **OSTIMTECH** offer each other an exceptional advantage, cooperation and solidarity opportunity.



# WHAT'S OUR POINT OF VIEW? THE OSTİMTECH MODEL



**A FRESH GRADUATE WITH  
4 YEARS OF EXPERIENCE AS A  
COMPUTER ENGINEER**

Make a swift entry into working life with  
practical education.

#OSTIMTECH [ostimteknik.edu.tr](http://ostimteknik.edu.tr)

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The World Awaits You.

**The OSTİMTECH Model:** It is a talent and competency-based third generation, entrepreneurial and innovative university model in which theoretical knowledge is experienced while achieving, learning, and entrepreneurship is prioritized, and focusing on producing original projects and solutions.

# WHAT'S OUR POINT OF VIEW? THE OSTİMTECH MODEL

## The **OSTİMTECH** Model

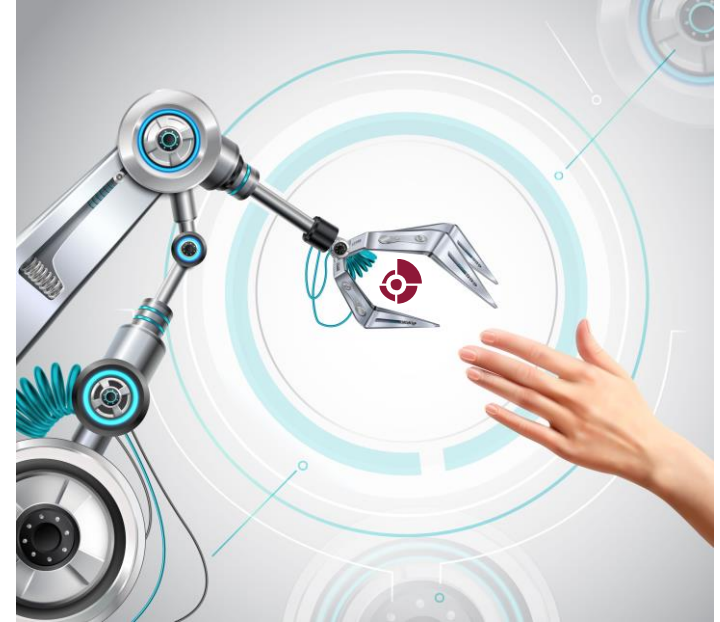
- Is a higher education model that can see the problems, needs, and expectations of the changing world,
- Educates graduates who are capable, competitive, productive, and self-confident,
- And adds additional value to the local, national and global economy with its entrepreneurial, innovative, and productive character.



# WHAT'S OUR POINT OF VIEW? THE OSTİMTECH MODEL

## The **OSTİMTECH** Model

- Is a model that makes leadership and entrepreneurship dominant both in the university and in young people. It trains,
- Creates preparation, infrastructure, and institutional capacity for technological transformation, change, and production,
- And establishes networks and cooperation with local, national, and global actors.





# WHAT'S OUR POINT OF VIEW? THE OSTİMTECH MODEL

## The **OSTİMTECH** Model

- Is based on reinforcing theoretical equipment, focusing on experience, and developing correct values and behaviors.
- And aims to teach students the knowledge they have in a traditional university, for transforming that knowledge into aptitude and practical skills through application and repetition and to reinforce knowledge and experience with the right values and behaviors.





# WHAT'S OUR POINT OF VIEW?

## THE OSTIMTECH MODEL

### The **OSTIMTECH** Model

- Pioneers and leads innovation with the curriculum it implements, the activities it carries out and the relationships it builds.
- And it has internalized the dynamics that will keep this structure continuous and up-to-date.



# HOW DO WE LOOK?

## Model of OSTiMTECH

### Akademic Units



**FACULTY**



**VOCATIONAL  
SCHOOL**



**FOREIGN  
LANGUAGE**



**INSTITUTE**



**DEPARTMENT**



**PROGRAM**



**MASTER'S DEGREE  
PROGRAM**



**RESEARCH CENTER**



**APPLICATION  
OFFICE**

# HOW DO WE LOOK?

## Model of OSTiMTECH

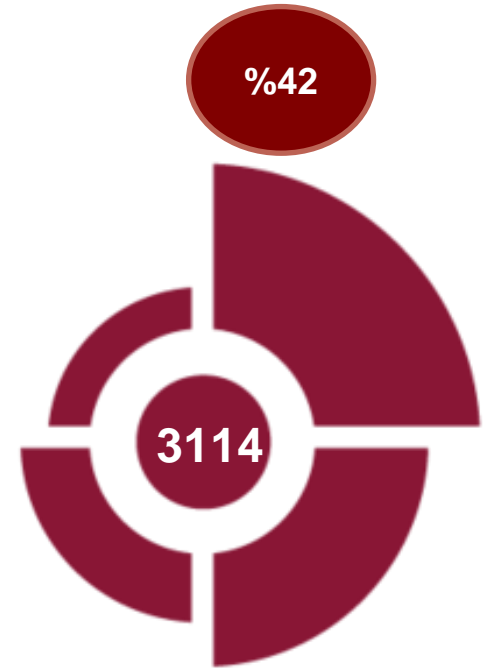
### Akademik Units



**TOTAL  
STUDENTS**



**TURKISH  
STUDENT**



**INTERNATIONAL  
STUDENTS**

**\* Number Of MDP Students 361 (218 International Students)**

# HOW DO WE LOOK?

## Model of OSTiMTECH

### Faculty and Departments

#### Faculty of Economics and Administrative Science

Economics (ENG)  
Management (ENG)  
Marketing (ENG)  
International Trade and Finance (ENG)  
Management Informations Systems (ENG)  
Management Informations Systems (TR)

#### Faculty of Architecture and Design

Industrial Design (TR)  
Interior Architecture and Environmental Design (TR)

#### Faculty of Engineering

Computer Engineering (ENG)  
Computer Engineering (TR)  
Electrical and Electronics Engineering (ENG)  
Electrical and Electronics Engineering (TR)  
Industrial Engineering (ENG)  
Industrial Engineering (TR)  
Aerospace Engineering (ENG)  
Mechanical Engineering (ENG)  
Material Science and Engineering (ENG)  
Artificial Intelligence Engineering (TR)  
Software Engineering (ENG)  
Software Engineering (TR)

# HOW DO WE LOOK?

## Model of OSTİMTECH

### Vocational School

#### Vocational School

Computer Programming

Cyber Security

Biomedical Device Technology

Electricity

Electronic Technology

E-Commerce and Marketing

Hybrid and Electronic Vehicle Technology

Unnamed Aerial Vehicle Technology and Operations

Logistic

Machine

Mechatronics

Weapon Industry Technician



## SECTION 3

### **OSTİMTECH Model: Competency-Based Training**



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# COMPETENCY-BASED EDUCATION MODEL

## Learning Approaches



The basic philosophy of education and training includes teaching to learn, self-learning, full and deep learning.



It is aimed to bring 21<sup>st</sup>-century skills, soft skills, social and technological capabilities to students, managers and employees.



Technology-oriented programs are launched based on global trends on the subject of new professions.



The content of the training programs is based on an upcoming scope, innovation, change and transformation.



Students are provided with learning experiences based on comprehensive scenarios in the model factory.



Actual lifelong learning programs are offered in the business world.

# THE OSTİMTECH COMPETENCE-BASED EDUCATION MODEL

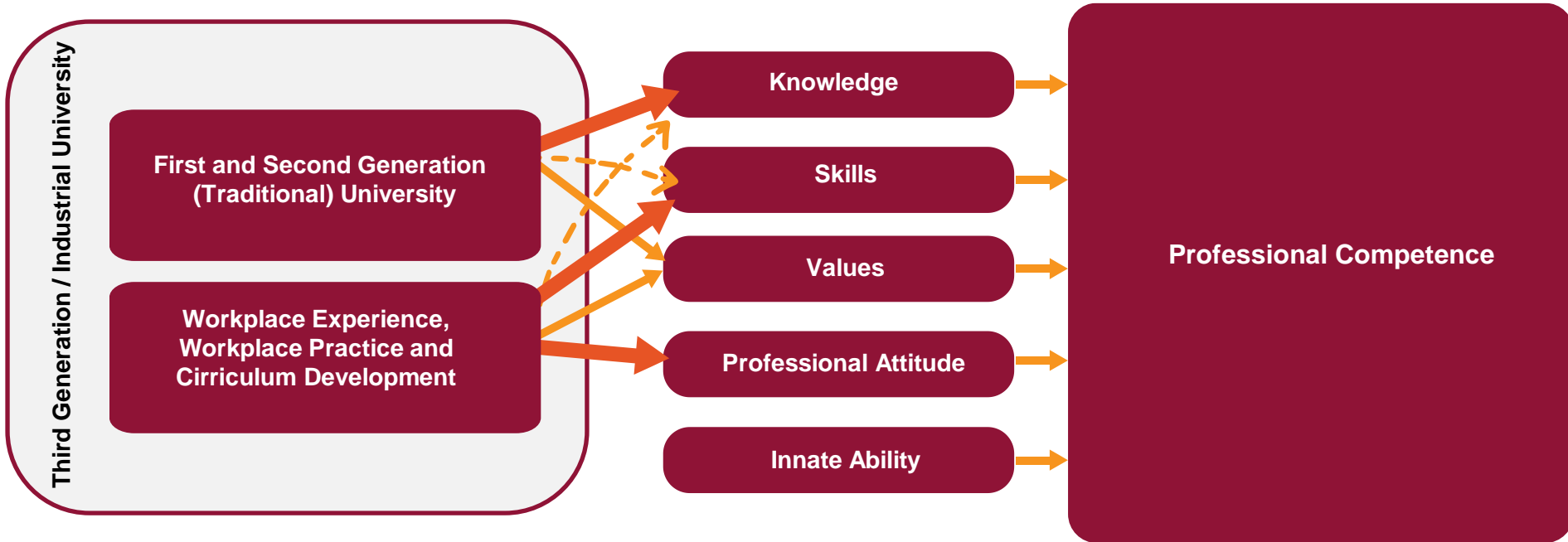
## Traditional Model

- Theoretical Teaching
- Internship

## The OSTİMTECH Model

- Theoretical Teaching
  - Skills Development in Companies and Institutions Education: Start ups, Manufacturers, Exporters etc.
  - Entrepreneurship Awareness
  - Technological Awareness
  - Values
- Workplace Education Classes
  - Workplace Practice Classes
  - Workplace Experience Classes
  - Entrepreneurship Project
  - Entrepreneurship Scorecard
  - Innovation Factory
  - Courses that Make a Difference

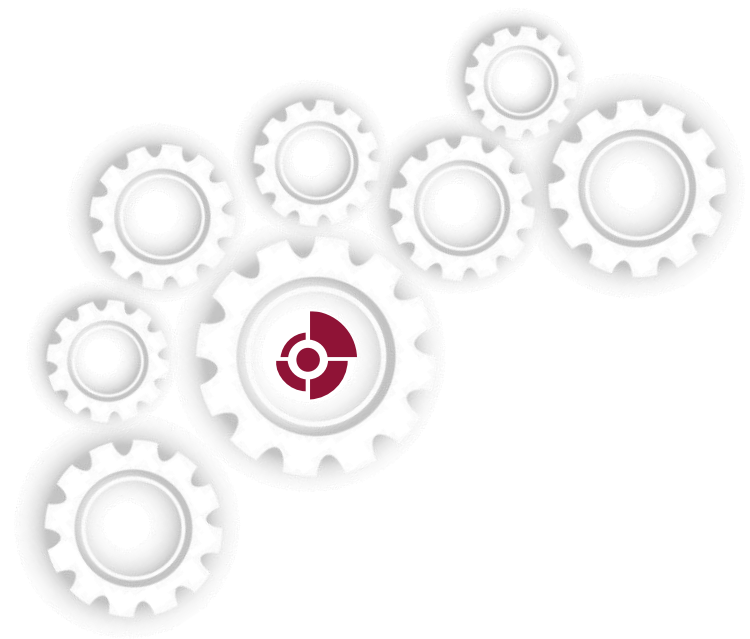
# THE OSTİMTECH COMPETENCE-BASED EDUCATION MODEL



# THE OSTIMTECH COMPETENCE-BASED EDUCATION MODEL

## Key Factors

- Compared to traditional education, the OSTIMTECH Model provides many soft and hard gains beyond the traditional theoretical education




# THE OSTİMTECH COMPETENCE-BASED EDUCATION MODEL


## Differences




 **Courses That Make a Difference, Brand and Concept Courses**  
Discovering your skills and abilities

 **Practical Education**  
Experienced graduates with our business practices


 **Entrepreneurship Project**  
Students with an entrepreneurial spirit and experience


 **Entrepreneurship Report**  
Discovering the entrepreneurship potential


 **CAD Lab**  
ANSYS and AWR


 **Social Workshop**  
Raising awareness in the field of social innovation

 **Innovation Factory**  
Modern manufacturing area located within the university

 **Graduation Project**  
A real industry where original solutions are produced

 **University-Industry Cooperation**  
Use of 15 thousand enterprises in the industrial ecosystem as laboratories

 **Foreign Languages School**  
A brand new look at the preparatory angle

 **Minor – Double Major**  
Opportunity to benefit from more than one department



## **SECTION 4**

### **OSTİMTECH Model: Curriculums that Make a Difference**



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# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: FEAS Dynamic Curriculum

Every year, the curriculum of the departments is reviewed based on the opinions of academicians and students and renewed by taking opinions from the business world.



Kod	Ders Adı	Course Name	Teori	Uyg.	Lab.	Kredi	AKTS
ENG 101	Akademik İngilizce I	Academic English I	3	0	0	3	3
ENG 101	İş Sağlığı ve Güvenliği	Occupational Health and Safety	3	0	0	2	2
İPR 121	Girişimcilik I	Entrepreneurship I	2	0	0	2	2
ULS 101	Üniversite Hayatına Giriş	Introduction to University Life	2	0	0	2	2
ECON 100	Ekonomiye Giriş	Introduction to Economics	3	0	0	3	4
BUS 103	İşletme Matematik I	Business Mathematics I	3	0	0	3	5
BUS 105	İşletme Bilgisayar Uygulamaları I	Computer Applications in Business I	3	0	0	3	4
BUS 101	İşletmeye Giriş	Introduction to Business	3	0	0	3	3
LAW 101	Hukukun Temel Kavramları	Fundamental Principles of Law	3	0	0	3	3
			24	0	0	24	30



# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: FEAS Dynamic Curriculum

### New Entrepreneurship Courses

The Fundamentals of Entrepreneurship and Entrepreneurship Project courses are given in the first grade and the Pitching Day event is organized at the end of the year.

- Fundamentals of Entrepreneurship
- Entrepreneurship Project

Thanks to Entrepreneurship and Social Impact courses they will take in the following semesters, students will continue to work on their business ideas by attending Demodays at the end of each year.

- Entrepreneurship and Social Impact I
- Entrepreneurship and Social Impact II
- Entrepreneurship and Social Impact III
- Entrepreneurship and Social Impact IV
- Entrepreneurship and Social Impact V

# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: FEAS Dynamic Curriculum

### Faculty that provides courses in 8 languages

Our students are offered the opportunity to study in the language of their choice for 7 semesters.

- Elective Foreign Language I
- Elective Foreign Language II
- Elective Foreign Language III
- Elective Foreign Language IV
- Elective Foreign Language V
- Elective Foreign Language VI
- Elective Foreign Language VII

GERMAN

ARABIC

CHINESE

SPANISH

ITALIAN

RUSSIAN

# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: FEAS Dynamic Curriculum

### Adaptation to the Modern World

- Applied Industry Analysis
- Massive Data
- Blockchain Technology and Cryptocurrencies
- Design-Oriented Multidimensional Entrepreneurship (A first in the World!)

These courses are included in all FEAS curricula as elective courses.

# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: The Faculty of Engineering

### Legal Education for Engineers

The course titled “Legal Education for Engineers” have been added to the curriculum of all third-year engineering departments, and theoretical and applied courses in engineering have been integrated into the current conditions of the industry.



### Introduction to Engineering Courses

In all our engineering departments, engineering ethics and basic legal concepts are taught in the 1st Year Introduction to Engineering courses.



# THE OSTIMTECH MODEL

## Curriculums That Make a Difference: The Faculty of Engineering

## Case Studies

Case studies from the industry have been added to the curriculum of the Department of Aerospace Engineering in accordance with current requirements in the industry



## Elective Courses and Second Foreign Language

A wide range of elective courses are included both for the departments and faculties. A foreign language has been included in our Turkish departments, and a second foreign language has been included in our English departments.



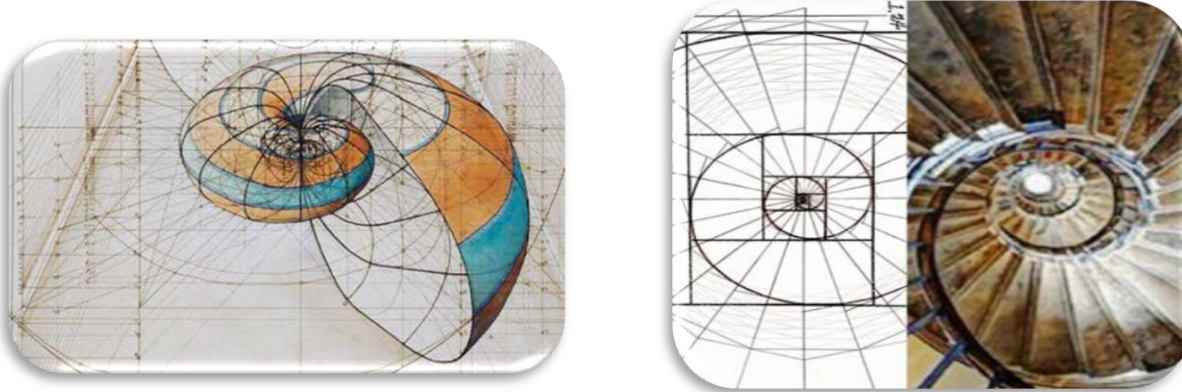


# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: The Faculty of Architecture and Design

### Mathematics for Designers

Designing abilities develop with the knowledge and intelligence of mathematics and geometry. The main aim of the course is to develop the ability to think in three dimensions and to analyze the results of the drawings made on the two-dimensional level in the third dimension. With the Mathematics for Designers course, which improves the existing mathematics and geometry knowledge for the students of the Faculty of Architecture and Design, the knowledge of mathematics and geometry for design is conveyed.



# THE OSTİMTECH MODEL

## Curriculums That Make a Difference: The Faculty of Architecture and Design

### Technical Visits

Departments of the Faculty of Architecture and Design aim to develop students' design skills. The design skill sets not only with theoretical explanations in the courses but also by traveling, seeing, touching, and experiencing. For this reason, we aim to increase the experience of our students with intensive technical visits within the scope of our courses.



# THE OSTİMTECH MODEL

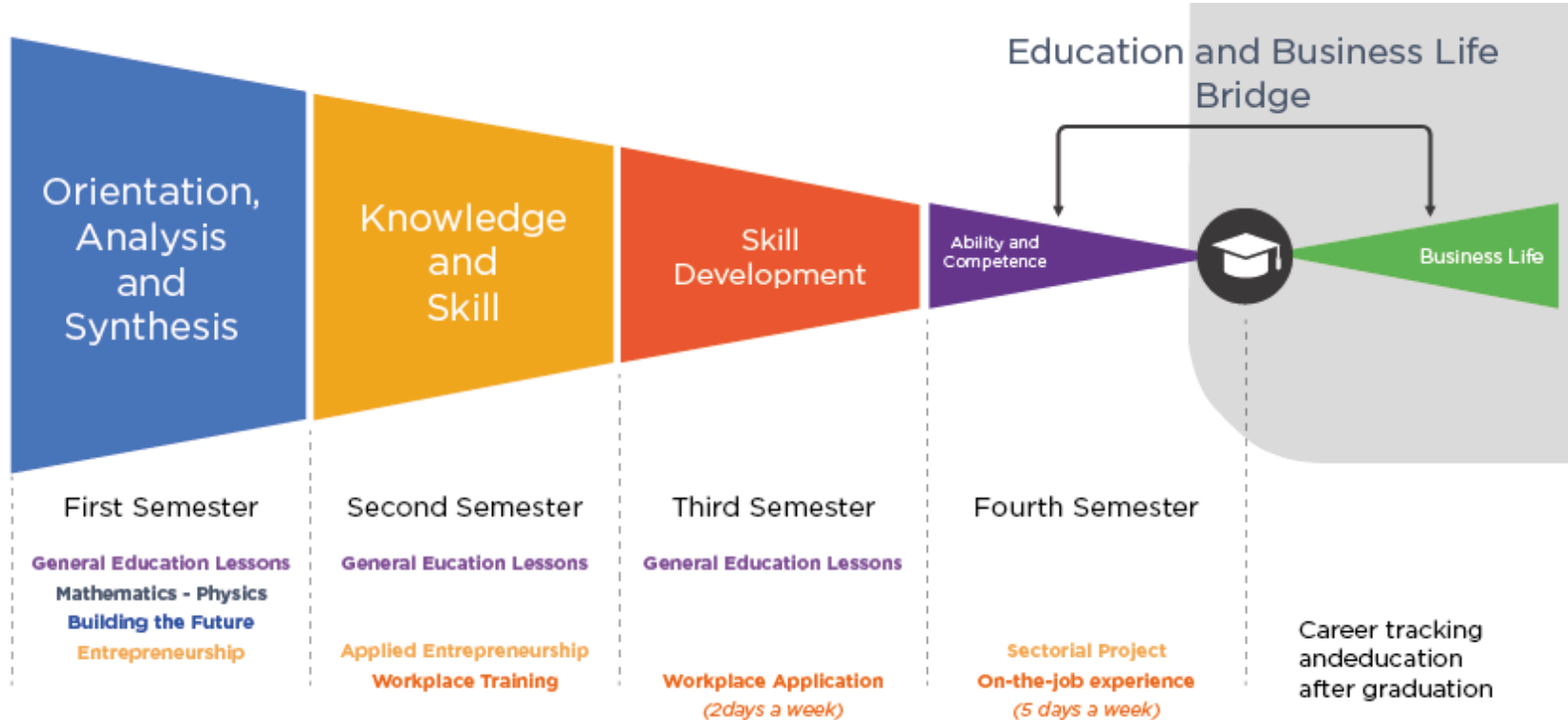
## Curriculums That Make a Difference: The Faculty of Architecture and Design Exhibitions

All of the designs produced within the scope of applied courses of the Faculty of Architecture and Design gain value as artistic works. Thanks to the exhibitions organized by us and open to everyone throughout the semester, it is aimed for our students to develop their creative activity organization and participation skills, to have the chance to observe different works, and to take initiatives in the commercialization of design products.



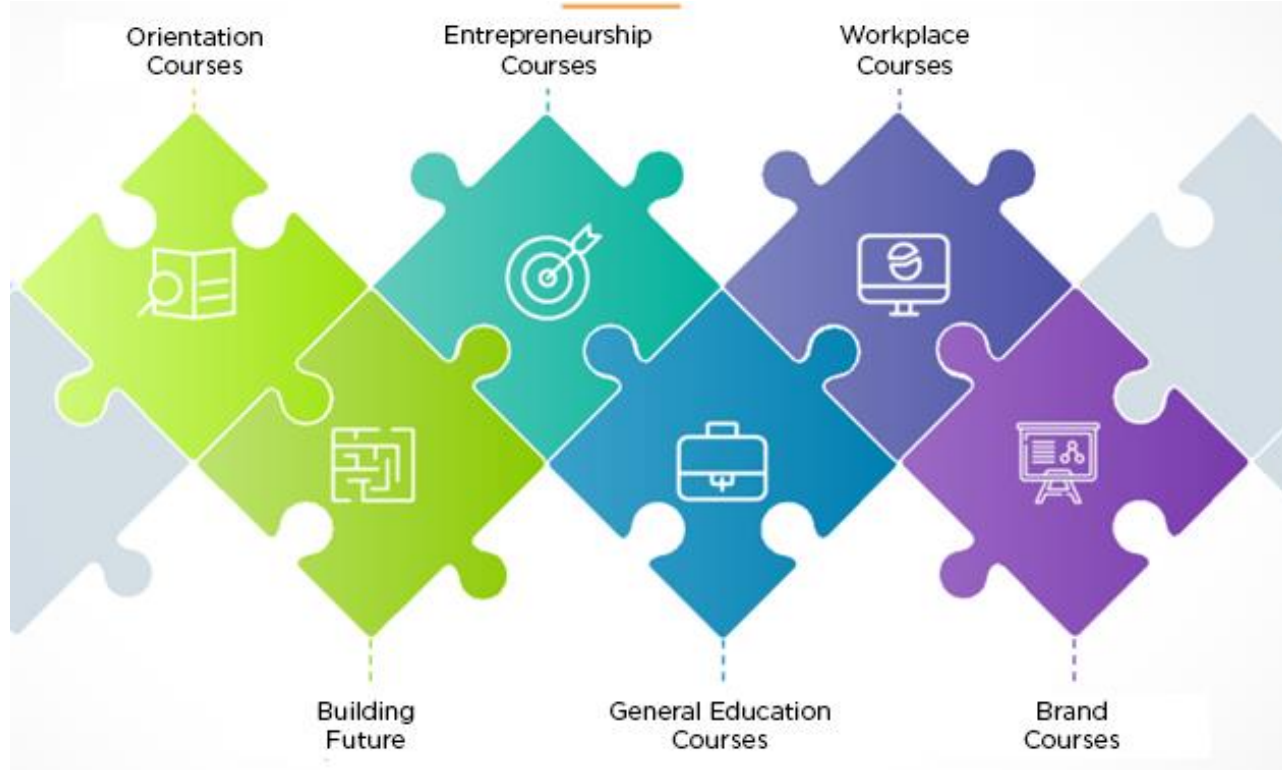
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## Curriculum That Makes a Difference: Vocational School



# OSTİMTECH MODEL

## Curriculum That Makes a Difference: Vocational School





# OSTİMTECH MODEL

## Distinguishing Curriculum: Vocational School



**A first in Türkiye...**

**This semester, 12 workplace training sessions (Brand Concept Course) were conducted within the Vocational School.**



# OSTİMTECH MODEL

## Distinguishing Curriculum: Vocational School

For the first time within the Vocational School, a training camp approach was implemented as part of the Brand Course.

From February 26, 2023, to March 17, 2023, at BMC's facilities in Izmir, a weekly workplace training process took place with 67 Vocational School students and 6 faculty members divided into three groups.





## **SECTION 5**

### **OSTİMTECH Model: Courses that Make a Difference**



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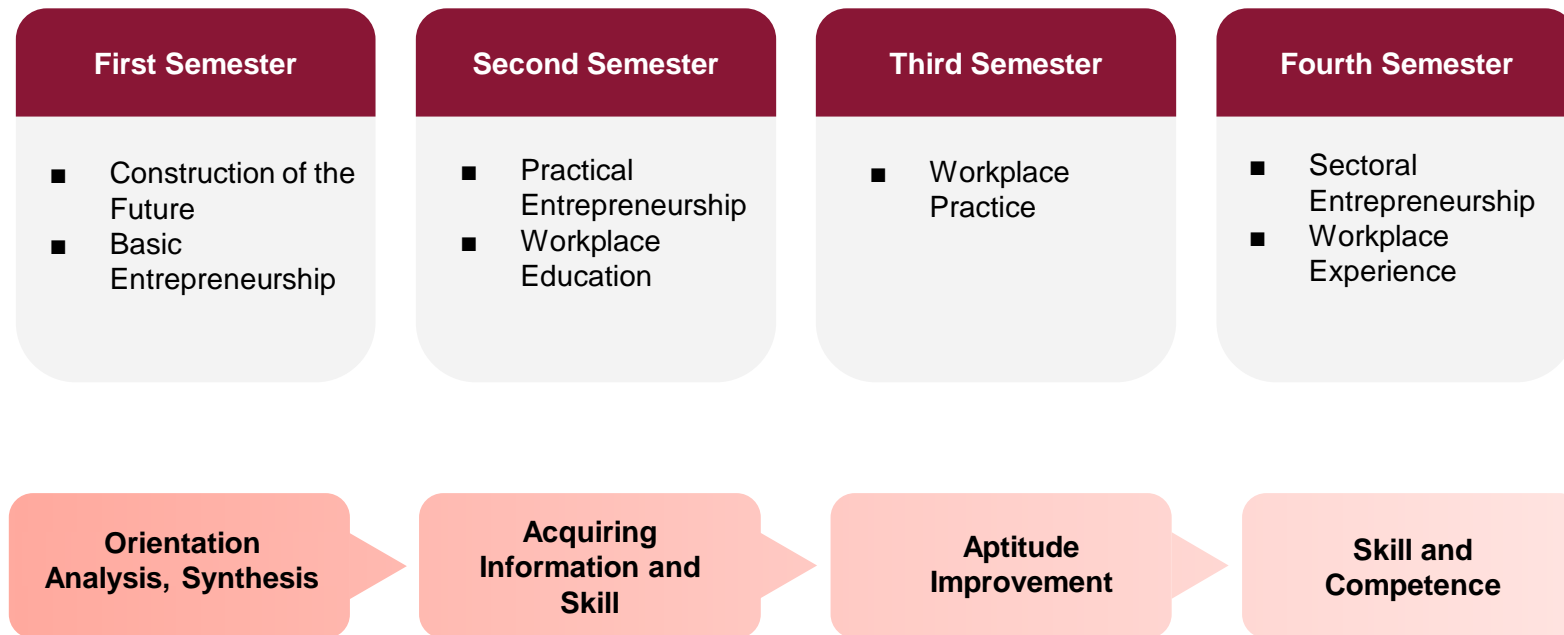
# THE OSTIMTECH MODEL

## Courses That Make a Difference

<b>Introduction to the University Life</b>	<ul style="list-style-type: none"><li>•It is aimed towards; adapting to the new environment at the university in a “pleasant” way.</li></ul>
<b>Construction of the Future</b>	<ul style="list-style-type: none"><li>•Increasing the student's aptitude in matters such as career planning, interview processes, image and communication.</li></ul>
<b>Occupational Health and Safety</b>	<ul style="list-style-type: none"><li>•Providing basic knowledge and practices occupational hazards, first aid, occupational diseases, personal protective equipment and work safety legislations.</li></ul>
<b>Entrepreneurship I – Practical Entrepreneurship</b>	<ul style="list-style-type: none"><li>•Training individuals who are entrepreneurial, open to innovations and able to develop projects.</li></ul>
<b>Entrepreneurship II - Sectoral Entrepreneurship</b>	<ul style="list-style-type: none"><li>•Bringing pioneers to the society and the world in transforming innovation into a product/service, commercialization and incorporation.</li></ul>
<b>Workplace Education</b>	<ul style="list-style-type: none"><li>•Providing the opportunity to observe the workplace employees on the job, to work individually and as a team and to practice even if it is for a short time.</li></ul>
<b>Workplace Practice</b>	<ul style="list-style-type: none"><li>•Providing the opportunity to get to know the work environment and to participate directly and fully in what is going on in the office, workshop and factory,</li></ul>
<b>Workplace Education</b>	<ul style="list-style-type: none"><li>•And developing the ability to present, and implement creative proposals in system design, manufacture, installation, and maintenance.</li></ul>

# THE OSTİMTECH MODEL

## Courses That Make a Difference: Vocational School of Higher Education

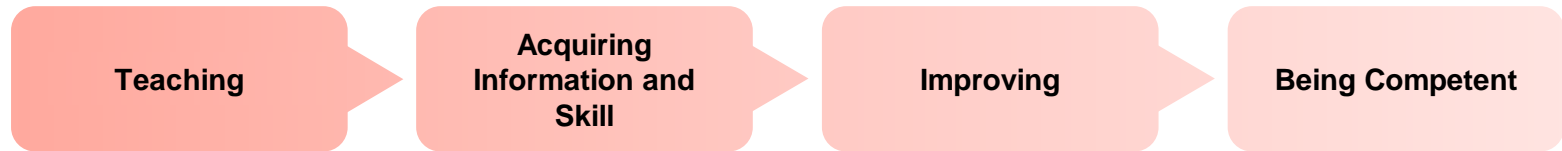


# THE OSTIMTECH MODEL

## Courses That Make a Difference: Vocational School of Higher Education

Building the Future, Basic/Applied/Sectoral Entrepreneurship and Workplace Education/Experience courses given within the vision of the courses that make a difference in **OSTIMTECH** Vocational School of Higher Education, which provides 2 years (4 semesters) education, emphasize the dynamic, result-oriented and future-oriented quality of the Vocational School.

The acquisition process of Business Applications courses is as follows;



# THE OSTİMTECH MODEL

## Courses That Make a Difference: Departments

### First Semester

- Introduction to the University Life
- Entrepreneurship-I

### Second Semester

- Construction of the Future
- Entrepreneurship-II
- Workplace Education

### Third Semester

- Workplace Practice-I

### Fourth Semester

- Workplace Practice-II

### Fifth Semester

- Workplace Practice-II

### Sixth Semester

- Workplace Experience-I

### Seventh Semester

- Workplace Experience-II

### Eighth Semester

- Graduation Project Workplace Education

**Orientation  
Analysis and  
Synthesis**

**Acquiring  
information and  
skill**

**Aptitude  
Improvement**

**Skill and  
competence**

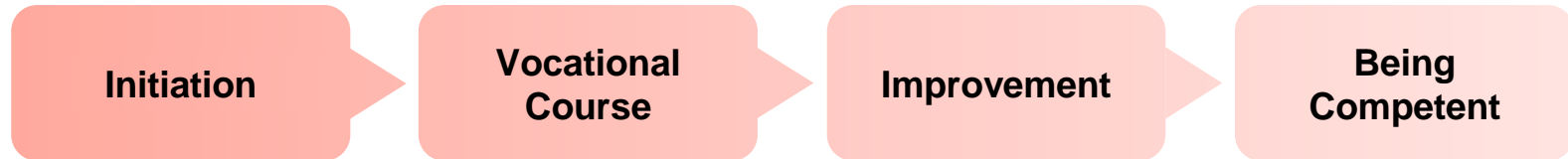


# THE OSTIMTECH MODEL

## Courses That Make a Difference: Faculties

The emphasis on entrepreneurship and competence of the **OSTIMTECH** Model is clearly felt in the faculties. At every stage of the 4-year education, consisting of 8 semesters, there is at least one course for entrepreneurship and direct encounter with the profession.

As in Vocational School of Higher Education, the acquisition process of Business Applications courses in faculties is as follows:.



# THE OSTİMTECH MODEL

## “Branding Courses” from the Leading Companies



Together with the leading companies in the sector, we provide solutions for the qualified human capital needs of the sector. For this purpose, our Vocational School offers the best practices to the target audience with the 3rd generation practice-based education model, which is the perfect blend of theory and practice. In our vocational school, it is also aimed to train the human capital that society and the business world will need, and “Branding Courses” were carried out in cooperation with teachers and trainers of the companies such as TUSAŞ Academy, TEZMAKSAN Academy, and LENTATEK (Vestel) and with their own infrastructure.

# THE OSTIMTECH MODEL

## Common Courses

- The purpose of the Common Courses is to contribute to the intellectual accumulation of professionally equipped individuals, to ensure that they have language and history competencies that they can apply in practice in their fields of expertise.
- In Common Courses, the stereotypical "compulsory course" perception in the minds of students is destroyed. The student completes the course by researching, applying and most importantly, achieving tangible benefits. In addition, they have accurate information and up-to-date perspectives on language, literature and history.

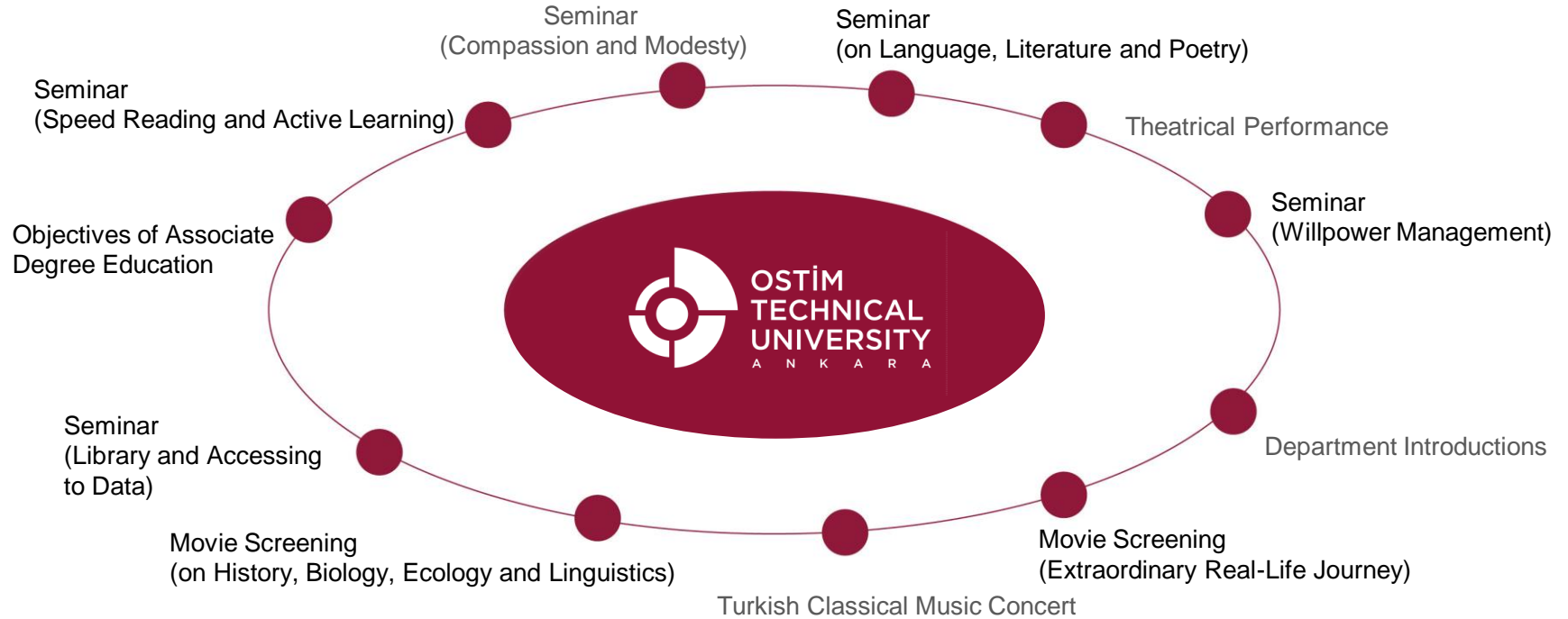
# THE OSTIMTECH MODEL

## Common Courses

- The syllabuses applied in Principles of Atatürk and Revolution History and Turkish Language courses are unique **OSTIMTECH** to In both courses, tangible results are obtained from the student-centered process with the "research-presentation-reporting" method. In Principles of Atatürk and Revolution History courses, the scope of the curriculum is expanded and studies are carried out in different fields such as world history, comparative history and professional history.
- Within the scope of Written Expression Skills in Turkish Language lessons, the aim is for students to create texts in written types that they may need in business life. Within the scope of Oral Expression Skills, presentations are regularly made by the students. It includes applied studies such as debates and job interviews. In addition to all these, awareness is created on current language and literature issues such as sustainable literature, endangered languages, etc.

# COURSES THAT MAKE A DIFFERENCE

## Introduction to the University Life



# COURSES THAT MAKE A DIFFERENCE

## Introduction to University Life



Conversation with Kadir Köymen, who is one of the leading names of entrepreneurship and technology in Turkey.



Conversation with Ahmet Coşkun, Co-Founder of OGUZKAGAN Company, which manufactures unmanned land vehicles in defence industry of Turkey.



A Visit to Productivity and Technology Fair



# COURSES THAT MAKE A DIFFERENCE

## Constructing the Future

The aim of constructing the Future course, given in the first year of the university, is to make students question the future, position themselves correctly and invest in the basic knowledge and skills necessary to start their life.

### Dersin İçeriği

- Career Planning
- Job Opportunities
- Image and Communication Management
- Active Learning
- Social Responsibility Projects



### Öğrencinin Kazanımları

- Integration with the World
- Sustainability in the Digital World
- Artificial Intelligence Awareness
- Turkish and World Industry and a Comprehensive Knowledge of the History of Technology
- Active Learning and Techniques
- Entrepreneurship and Social Responsibility
- Creative and Innovative Thinking Techniques

# COURSES THAT MAKE A DIFFERENCE

## Entrepreneurship Project

In addition to the entrepreneurship courses that extend along the Entrepreneurship Project asks students to take a more receptive eye to their environment, assume social responsibility and develop a product or service to solve a concrete problem. Academicians and project consultants guide the project development and implementation process.

Students prepare prototypes in teams in the following categories in the production area, which we can call the innovation factory reserved for them.

- Autonomous Vehicles – Electric Vehicles
- Air Vehicles – Drones
- Robotic Systems – Automation
- 3D Printers
- CNC Machines
- Renewable Energy
- Social Innovation Products



# COURSES THAT MAKE A DIFFERENCE

## Entrepreneurship Project



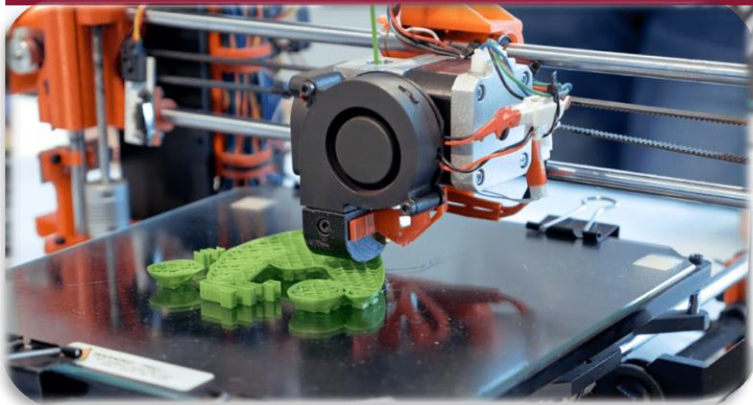
**For the first time in the world, package delivery was carried out with an unmanned aerial vehicle in an Organized Industrial Zone.**

# COURSES THAT MAKE A DIFFERENCE

## Entrepreneurship Project

### BARRIER-FREE CHARGING

Barrier-Free Charge, a national product developed by Turkish engineers, enables our citizens using power wheelchairs to easily charge their mobile phones, tablets, powerbanks, etc. in their electric chairs without the need for a power outlet.



### TRIAXIAL ROBOTIC ARM

The project is a triaxial robotic arm, which all parts are 3D printed. The student also made a simple reductor design that he 3D printed its parts in order to strengthen the lifting action of the arm.



# COURSES THAT MAKE A DIFFERENCE

## Entrepreneurship Project

### DRONE THAT CAN MOVE ON LAND AND IN AIR

By going beyond the classical understanding of a drone, the project was developed in order to make the drone movable in the air and on land.



### BLUETOOTH CONTROLLED VEHICLE

The project is about the principle of remote vehicle control. The vehicle is controlled by providing remote control with the Bluetooth module.



# COURSES THAT MAKE A DIFFERENCE

## Entrepreneurship Project

### DRONE CHASSIS AND BODY MANUFACTURING

It is the mechanical infrastructure of the drone, which is created by 3d printing the body outer shell structure and producing the chassis structure from carbon fiber material.



### TEMPERATURE CONTROLLED AND CAN-BE-REFRIGERATED INSULIN PEN BOX PROTOTYPE

. An insulin box, which can be refrigerated, that will allow TYPE 1 diabetes patients to carry their insulin pens with them outside the home.



# COURSES THAT MAKE A DIFFERENCE

## Entrepreneurship Project

“Artificial Intelligence Smart Phone Controlled Automated Compost Production and Recycled Agriculture System” Project won the first place in TEKNOFEST Aviation, Space and Technology Festival (2021).





# COURSES THAT MAKE A DIFFERENCE

## Workplace Experience

Due to the fact that classical internships do not provide sufficient support to students in terms of experience, the courses within the scope of Workplace Experience developed in the **OSTIMTECH** Education Model enable students to work with an intensive program in enterprises of different sectors and sizes, to put their theoretical knowledge into practice, to reinforce them with practical real education and to graduate with experience in their fields.

- Workplace Education
- Workplace Practice
- Workplace Experience

# COURSES THAT MAKE A DIFFERENCE

## Workplace Experience

Another difference that provides one-on-one experience is business practices.

It is implemented with Workplace Training, Workplace Practice and Workplace Experience courses. With these three components, the student is provided with the opportunity to explore and get to know the business world through businesses and production sites in different sectors, scales and locations.



# COURSES THAT MAKE A DIFFERENCE

## Workplace Education

The first lesson of the Workplace Experience class is the Workplace Education and its specialness is the fact that one day of each week from the Spring of the first year to the Spring of the third year is dedicated for this class.

Every student is assigned to a workplace and a workplace instructor. These assignments enable students to work full time under the supervision of the instructor and to accumulate Workplace Experience.

### Associate Degree

- Two days a week in the Fall semester of the first year.



### Bachelor's Degree

- Three weeks (fifteen days) at the end of the Spring of the first year except for Faculty of Economics and Administrative Sciences students who will attend for a day for three weeks.

# COURSES THAT MAKE A DIFFERENCE

## Workplace Education

OSTİM Technical University students who differentiate themselves with the hands-on training model take their roles in the workplace with the help of the Workplace Education class.



# COURSES THAT MAKE A DIFFERENCE

## Workplace Practice

Our students utilise the contents and innovations of the education they received in their designated workplaces to introduce distinctiveness, innovation and value. Our students gain experience through working for every unit of the workplace.

The second lesson of the Workplace Experience class is Workplace Practice. Given to both Two-Year Degree programs and Bachelor's programs, Workplace Practice lesson is given two days a week during the Fall of the Second year and one day a week from the Fall semester of the third year to the Fall semester of the fourth year.

### Associate Degree

- Two days a week in the Fall semester of the second year.



### Bachelor's Degree

- Three weeks at the end of each semester starting from the Spring semester of the first year, except for Faculty of Economics and Administrative Sciences students who shall attend once a week.

# COURSES THAT MAKE A DIFFERENCE

## Workplace Experience

Students' schedules are formed by university instructors and workplace instructors. It is assured that our students work at every unit in the workplace including innovation, project development, R&D centre, purchasing department and department of administration and organization.

Workplace Experience class's third lesson in Workplace Experience. With the help of this class that is given for five days a week during the Spring semesters of the second and fourth years, students can experience both the administrative and working lives of the workplace.

### Associate Degree

- Five days a week during the Spring semester of the second year.



### Bachelor's Degree

- Five days a week during the Spring semester of the fourth year.

# COURSES THAT MAKE A DIFFERENCE

## Workplace Experience

With our purpose of Experienced New Graduates, we made agreements with over 400 businesses on our Workplace Experience class.







## **SECTION 6**

### **OSTİMTECH Model: Practices That Make a Difference**



**OSTİM  
TECHNICAL  
UNIVERSITY**  
A N K A R A

# PRACTICES THAT MAKE A DIFFERENCE

## Vest Ceremony of the Vocational School of Higher Education

As a tradition of Workplace Experience, Workplace Practice and Workplace Education classes, the Vest Ceremony of the Vocational School of Higher Education is held with the participation of our students and academicians.



# PRACTISES THAT MAKE A DIFFERENCE

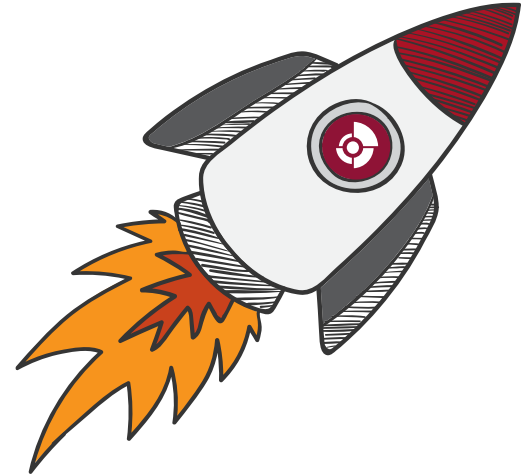
## Entrepreneurship Scorecard

### What is an Entrepreneurship Scorecard?

Carried on by the Entrepreneurship and Leadership Centre, this transcript enables students to be evaluated by the pre-set or newly adopted criteria and rewarded if they exceed a certain standard.

### Rewards:

- A Start-up fund finding support
- Job opportunities at Ostim Technopark
- Finding a business partner and networking support
- Internship abroad
- Extra transcript with the diploma



# PRACTISES THAT MAKE A DIFFERENCE

## Entrepreneurship Scorecard

**GİRİŞİMCİLİK KARNESİ**  
ENTREPRENEURSHIP SCORECARD



**ÖĞRENCİ BİLGİLERİ/STUDENT INFO:**  
İsim / Name :  
Soyisim / Family Name :  
Bölüm / Department :  
Öğrenci No / Student ID No :  
OSTİMTECH  
ÜNİVERSİTESİ  
LİBERAL MERKEZİ

**DEĞERLENDİRMEYE ALINAN FAALİYETLER / ACTIVITIES EVALUATED**

- Girişimcilik Dersleri Alma / Taking Entrepreneurship Course
- Girişimcilik Eğitimi Katılımı / Participating in Entrepreneurship Trainings
- BİGG Destekli Başvuru Yapma / Making an application for BIGG Support
- Hızlandırma Programına Katılımı / Participating in Acceleration Program
- Demoday Yatırım Sunumu Gerçekleştirme / Conducting Demoday-Pitching
- Girişimcilik Kulübü-Kampanya Katılımı / Participating in Entrepreneurship Club-Camp
- Girişimcilik Projesinde Yer Alma / Taking Part in Entrepreneurship Projects
- Şirket Kurma / Founding a Startup
- İş Fikirini Modelleme ve Ürününü Ticarileştirme / Modeling Business Idea and Commercializing Product
- Proje Pazarına Katılımı / Participating in Project Bazaar
- Kuluçka Merkezi-Teknoparkta Yer Alma / Taking Part in Incubation Center-Technopark
- Önkuşluk Merkezinde Çalışma / Working in Pre-Incubation Center
- Girişimcilik ile İlgili Yayın Takip Etme / Following Publications About Entrepreneurship
- Yatırım Alma / Seed-funding
- Mentor-Mentee Programına Katılımı / Participating in Mentor / Mentee Programs
- Prototip Çalışma / Prototyping
- Girişimcilik Ekosistem Etkinliklerine Katılımı / Participating in Entrepreneurship Ecosystem Activities
- Girişimcilik ve Liderlik Aktivitelerine Katılımı / Participating in Entrepreneurship and Leadership Activities
- Girişimcilik Etkinliklerinin Organizasyonunda Çalışma / Working in the Organization of Activities
- Sosyal Atölyede Yer Alma Çalışma / Participating / working in the Social Atölye
- OSTİMTECH Fabrikasında Çalışma / Working in the OSTİMTECH Fabrika
- Diğer İlgili Aktiviteler / Other Related Activities

**Altın / Gold**

GİRİŞİMCİLİK KARNESİNİ ALMAYA HAK KAZANMIŞTIR!  
IS ACHIEVED TO HAVE ENTREPRENEURSHIP SCORECARD!

*(Toplam ..... öğrenci tarafından Altın Girişimcilik Karnesi alınmıştır. Öğrenci sayısı ..... dir / The number of students who received a Gold Entrepreneurship Scorecard from a total of ..... students is .....)*

**Toplam Puan / Total Score:**

- 85-100 Altın / Gold
- 70-85 Gümüş / Silver
- 0-70 Bronz / Bronze

Prof. Dr. Murat YÜLEK  
REKTÖR



**GİRİŞİMCİLİK KARNESİ**  
ENTREPRENEURSHIP SCORECARD



**ÖĞRENCİ BİLGİLERİ/STUDENT INFO:**  
İsim / Name :  
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Bölüm / Department :  
Öğrenci No / Student ID No :  
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ÜNİVERSİTESİ  
LİBERAL MERKEZİ

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- OSTİMTECH Fabrikasında Çalışma / Working in the OSTİMTECH Fabrika
- Diğer İlgili Aktiviteler / Other Related Activities

**Gümüş / Silver**

GİRİŞİMCİLİK KARNESİNİ ALMAYA HAK KAZANMIŞTIR!  
IS ACHIEVED TO HAVE ENTREPRENEURSHIP SCORECARD!

*(Toplam ..... öğrenci tarafından Gümüş Girişimcilik Karnesi alınmıştır. Öğrenci sayısı ..... dir / The number of students who received a Silver Entrepreneurship Scorecard from a total of ..... students is .....)*

**Toplam Puan / Total Score:**

- 85-100 Altın / Gold
- 70-85 Gümüş / Silver
- 0-70 Bronz / Bronze

Prof. Dr. Murat YÜLEK  
REKTÖR



**GİRİŞİMCİLİK KARNESİ**  
ENTREPRENEURSHIP SCORECARD



**ÖĞRENCİ BİLGİLERİ/STUDENT INFO:**  
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LİBERAL MERKEZİ

**DEĞERLENDİRMEYE ALINAN FAALİYETLER / ACTIVITIES EVALUATED**

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- Diğer İlgili Aktiviteler / Other Related Activities

**Bronz / Bronze**

GİRİŞİMCİLİK KARNESİNİ ALMAYA HAK KAZANMIŞTIR!  
IS ACHIEVED TO HAVE ENTREPRENEURSHIP SCORECARD!

*(Toplam ..... öğrenci tarafından Bronz Girişimcilik Karnesi alınmıştır. Öğrenci sayısı ..... dir / The number of students who received a Bronze Entrepreneurship Scorecard from a total of ..... students is .....)*

**Toplam Puan / Total Score:**

- 85-100 Altın / Gold
- 70-85 Gümüş / Silver
- 0-70 Bronz / Bronze

Prof. Dr. Murat YÜLEK  
REKTÖR



# PRACTISES THAT MAKE A DIFFERENCE

## Pitching Day

OSTİMTECH Pitching Day, organised by the Entrepreneurship and Leadership Centre at OSTİM Technical University, is a traditional event where first-year students at our university can turn their business ideas and projects that they prepared for the Entrepreneurship class into investment presentations for a jury that consists of businesspeople, trade investors and industrialists.



### OSTİMTECH PITCHING DAY

GİRİŞİMCİLİK PROJESİ DERSİ  
YATIRIMCI SUNUMLARI ETKİNLİĞİ

17 Haziran 2020 Saat 11:00 Meslek Yüksek Okulu Projeleri  
19 Haziran 2020 Saat 11:00 İİBF/ Mühendislik Fakültesi Projeleri

OSTİM  
TECHNICAL  
UNIVERSITY  
ANKARA

OSTİMTECH  
UNIVERSITY

OSTİMTECH YouTube Kanalı  
<https://pitchingday.ostimteknik.edu.tr>



### OSTİMTECH PITCHING DAY

GİRİŞİMCİLİK PROJESİ DERSİ  
YATIRIMCI SUNUMLARI ETKİNLİĞİ

1. Oturum  
22 Haziran 2021 Saat 10:00  
Meslek Yüksekokulu

2. Oturum  
22 Haziran 2021 Saat 13:30  
İİBF ve Mühendislik Fakültesi

OSTİM  
TECHNICAL  
UNIVERSITY  
ANKARA

OSTİMTECH  
UNIVERSITY

OSTİMTECH YouTube Kanalı

# PRACTISES THAT MAKE A DIFFERENCE

## UAV Training Organization Authorization Certificate

Another certificate our Vocational School of Higher Education provides for our students is UAV Training Organization Authorization Certificate. Directorate General of Civil Aviation approved UAV Pilot training is provided by **OSTİMTECH** in two different categories, İHA0 and İHA1.





# FIRST STUDENT COOPERATIVE OF TURKEY

## OSCOOP

In order to shape the future, Ostim Technical University has Turkey's first cooperative with a collective structure that employs students, improves them, helps them find excellent positions in work life and provides software, hardware, technical support and security services to firms who need it.

- Project centred working
- Solution-oriented
- Collective structure





# INTERNATIONAL BUSINESS MANAGEMENT MA PROGRAM THAT FOCUSES ON ACTUAL CASES

<b>GBM 702</b>  <b>International Business Economics</b>	International Trade Business Case Analysis.
	Investment Planning and Investment Decision Business Case Analysis.
	Budgeting Case Analysis.
<b>GBM 704</b>  <b>Global Accounting &amp; Financial Management</b>	Cost Analysis Business Case Analysis.
	Financial Markets Business Case Analysis.
	Financial Condition Analysis Business Analysis.
<b>GBM 706</b>  <b>Marketing in International Business and Cultural Environment</b>	New Product Development Business Case Analysis.
	Supply Chain Management Business Case Analysis.
	Customer Relationship Management Business Case Analysis.
	Advertisement, Sales and Digital Marketing Business Case Analysis.
<b>GBM 708</b>  <b>Global Leadership and Leadership Development</b>	Human Resources Management in the Context of Leadership Business Case Analysis.
	Change Management Business Case Analysis.
	Global Leadership and Cultural Diversity Management Business Analysis.
	"Business Plan" in a Developing Area.

Students will listen to actual cases that include these “themes”, which are related to the classes given within the scope of the program from the engagement director (mentor of the lecture) by visiting real businesses.

Later, students will develop their solutions to the cases as their final projects with the mentoring of the instructor of the class during the semester. This will allow our students to observe and conduct research on actual businesses and actual cases..

Students will present the projects that they prepared, by producing suggestions and solutions for the business cases to their instructor and the business mentor. They will discuss it and then conclude their class with the support of the “case analysis”.

# Management Information Systems Program

## Dynamic Curriculum Programming System

Management Information Systems Program, together with the prepared curriculum project, aims to be authentic, unique in national and international senses and to be an exemplary program with international competence. .

After the project was concluded, a curriculum that is appropriate for the students' competencies was prepared with the help of the data collected through the research.

With four main curricula developed as Technical Competency, Core Technical Competency, Administrative Competency and Social Competency, each student is given the opportunity to choose a "Competency Based Curriculum" suitable for their own competence group, starting from the 6th Term..

# WORK-BUSINESS SIMULATION PRACTICE

Work-Business Simulation is an experiential learning tool where participants can operate a business in an interactive way, without risks and in a realistic setting.

Business Simulation Games provides experience on and helps develop business skills such as business intelligence, financial analysis, market analysis, business practices, decision making, problem-solving, teamwork, communication and leadership.

Work-Business Simulation which will be used in International Business Management Master's Program at Ostim Technical University enables participants to work on nearly every business function (supply, stock, production, marketing, sales, accounting, financing, resource management strategies and leadership).

This application will be integrated into the classes and will be used in related lessons.



# PRACTISES THAT MAKE A DIFFERENCE

## Minor and Double Major Support

**OSTIMTECH** who interiorises providing maximal knowledge, skill and value to its students, believes pursuing a minor or double major would enable its graduates to be more prepared, to be more visionary and provides the necessary support to translate the theoretical possibility of pursuing a minor or double major to an actually accessible option.



# PRACTISES THAT MAKE A DIFFERENCE

## The OSTiMTECH Factory

**OSTiMTECH** Factory introduces an accessible environment and charm to innovativeness that is beyond the traditional laboratory/workshop notion.

With its advanced technology, **OSTiMTECH** Factory enables delicate designs and technical practices.

Students, academicians and **OSTiMTECH** stakeholders (companies, professionals etc.) will be able to develop their projects at **OSTiMTECH** Factory.



# PRACTISES THAT MAKE A DIFFERENCE

## Learning Through Simulations

With the help of simulation game practices, **OSTIMTECH** infuses a new learning style into students from all disciplines.

With *Infinite Balance* simulation game, it is aimed to teach some subjects and concepts such as basics of finance, financial statement analysis and capitalisation in an applied manner as well as teaching the importance of decision making.



# PRACTISES THAT MAKE A DIFFERENCE

## Learning Through Simulations

Within the scope of the Introduction to Weapon Industry Technologies class given at the Weapon **OSTIMTECH** Industry Technician program, our students practised with laser system guns targeting systems with and airsoft electronic targeting systems. Laser system guns targeting system displays everything that happens when a real gun is fired such as recoil, sound etc. to the user. However, there are no safety issues as these guns do not fire real shells. With the help of these systems, our students can experience a real firing experience. Our students were evaluated by their success in shooting electronically simulated targets.







## SECTION 7

### **OSTİMTECH MODEL: Corporal Plus Values**



**OSTİM  
TECHNICAL  
UNIVERSITY**  
A N K A R A

# CORPORATE PLUS VALUES

## Administrative and Institutional Innovation and Affluence

In addition to traditional administrative and institutional unit structure, **OSTİMTECH** Model:

- Effectuated new units that can understand the age, that can anticipate the needs and expectations correctly and that can answer them and that can provide easy access to the internalised goals.
- Apart from faculties and vocational schools, established new institutions that can connect our university's past with the future, that can conduct research on economic and social issues and that can come up with solutions for our problems.



# CORPORATE PLUS VALUES

## Professional Management

**OSTIMTECH** plays a leading role in the field of institutionalization with its innovations. Thus, three new posts have been created to develop, internalize and perpetuate corporate knowledge, technology and sustainability:

**CIO**

Chief Information Officer

**CTO**

Chief Technology Officer

**CSO**

Chief Sustainability Officer

# CORPORATE PLUS VALUES

## Chief Sustainability Officer (CSO)

- Nowadays, the search for new management approaches to eliminate environmental and similar problems caused by the rapid consumption or pollution of resources has come into prominence. One of the most important of these management approaches is sustainability. Therefore, it is important that the concept of sustainability, which is defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs," is put into practice in institutions.
- OSTİM Technical University, which determines the vision of being the university of the industry and carries out education-training, research, entrepreneurship and prototype production activities in a strong cooperation model with the business world, industry and society, considers it very important to make this improved process sustainable by minimizing the negative effects that arise directly and indirectly from social, economic and environmental aspects in the process of providing social contribution. Therefore, for the first time in a university organization in Turkey, we implemented the Chief Sustainability Officer-CSO (Corporate Sustainability Manager) post at OSTİM Technical University.

# CORPORATE PLUS VALUES

## Chief Information Officer (CIO)

- The rapid progress in information technologies has significantly increased the production and use of information. Increasing production of information and the need to use information in institutions have made the necessity of correct management of the process of creating and using information indispensable. Conscious management of information and information resources as a strategic resource is the most important factor that increases corporate success. In this context, it is necessary to identify the sources of institutional information, organize the information produced and most importantly, manage it within a system.
- In order to make the corporate management of our university more effective, for the first time in Turkey, we implemented the Chief Information Officer-CIO (Corporate Information Manager) post in a university organization in OSTİM Technical University, in order to determine the information resources it has to reveal which documents and information resources are needed to define and manage them.

# CORPORATE PLUS VALUES

## Chief Technology Officer (CTO)

- In parallel with the developments in technology, today companies appoint a Corporate Technology Manager to define the technological developments in their fields of work and to manage the technological development of the institution.
- In order to make the corporate management of our university more effective, it is necessary to identify and implement the university's focus on technological research issues, to manage the technology infrastructure development, to ensure coordination in cooperation with other universities, the private sector and the government, to develop income-enhancing strategies, to analyze the return of cost and gain on investment, as a point of contact between university students and academics and the industry, to take the responsibility of customer relations and to provide graduates with the competence to meet the needs of business life and to present projects. For these purposes, we implemented the Chief Technology Officer-CTO (Corporate Technology Manager) post at OSTİM Technical University for the first time in a university organization in Turkey.

# CORPORATE PLUS VALUES

## Industrial Policy Development Center

### Objectives of the Center

- To conduct regional, national and global studies on economic policies, development processes and models; to investigate the effects of economic planning, especially industrial policies,
- To contribute to the development of current clusters, industrial zones, sectoral value and supply chains,
- To assist the transfer and dissemination of good practice examples and models on national, regional and sectoral development.

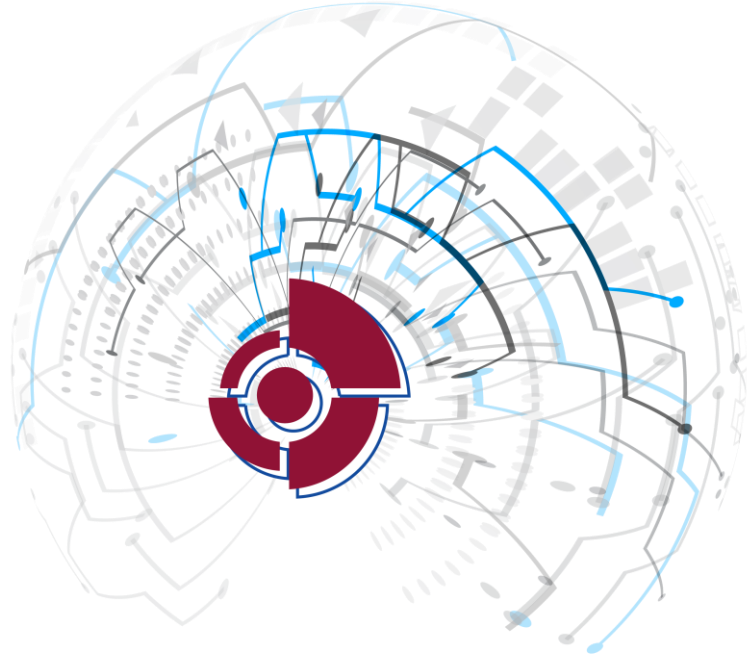




# CORPORATE PLUS VALUES

## Industrial Policy Development Center

- To conduct investigations and research in order to develop original model designs suitable for the needs;
- To conduct research – including comparative ones – in industry, agriculture and service sectors;
- To provide resources to researchers, to develop cooperation with the public/private sectors, non-governmental and professional organizations at national and international level, and to provide consultancy, guidance and application center services for these purposes;
- To contribute to the content and curriculum of undergraduate, graduate, doctoral and continuing education programs;
- To organize international cooperation networks and organizations where academic studies are carried out in related fields.



# CORPORATE PLUS VALUES

## Ahi Evran Anatolian Entrepreneurship Research Center

Ahi Evran Anatolian Entrepreneurship Research Center, which was established in **OSTIMTECH** to represent the Ahi-order tradition in order to keep Anatolia's centuries-old commercial tradition and behavior legacy alive and transfer it to the future, to draw and share human and moral conclusions from the human relations of the past, conducts studies to guide students both during and after their education.

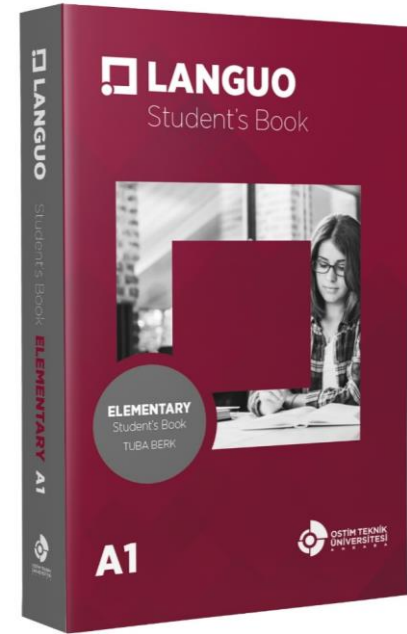


# CORPORATE PLUS VALUES

## School of Foreign Languages

Pre-departmental preparation program is an autonomous learning process which

- Designs their own preparatory textbooks with a new perspective,
- Provides students with 21<sup>st</sup> century skills and reinforces both language and skills by processing them in a foreign language,
- Provides an introduction to the university climate, higher education pace, multi-disciplinary learning method and the requirements of the department and the construction of the future



# CORPORATE PLUS VALUES

## School of Foreign Languages

At the School of Foreign Languages, while providing students with the knowledge and skills to learn English correctly and use it effectively, it is also aimed to introduce, teach and enrich the following assets that will lead to success, prosperity and happiness in personal, social and professional life.

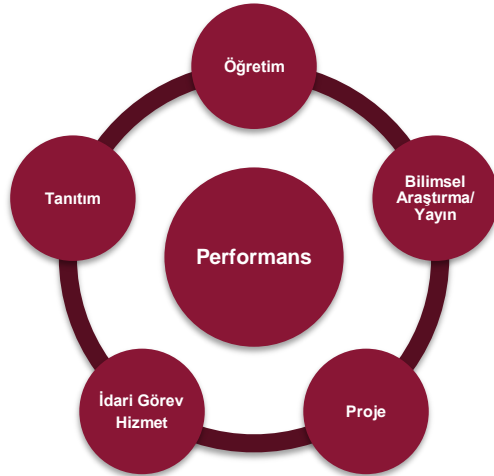
- Autonomous learning and reading
- Critical thinking and interpretation
- Awareness of research techniques
- Ability to communicate
- Ability to work in teams
- Solution oriented attitude

- Discovering one's own potential
- Ability to connect and bond
- Entrepreneurial spirit
- Creativity
- Adaptability and flexibility
- Being happy

# CORPORATE PLUS VALUES

## Activities to Support Academic Development

OSTİM Technical University has gathered its expectations from its academicians under five headings in order to achieve its goals at national and international level:



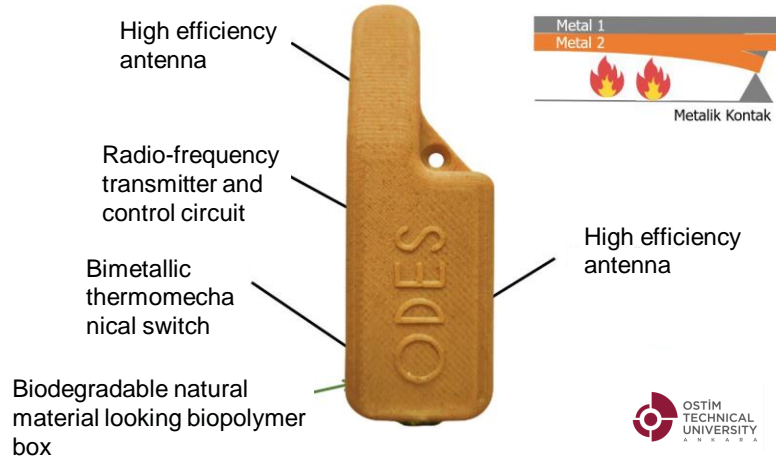
- Teaching
- Scientific research and publication
- Project development / writing
- Work, project and product
- Administrative tasks / service

These are also the focus areas of academics.

# CORPORATE PLUS VALUES

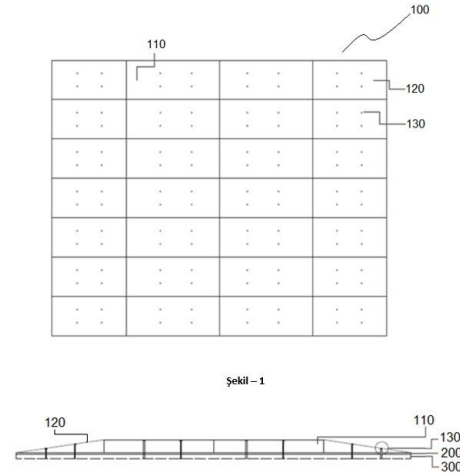
## Technology Transfer Office

### Thermo-Mechanical Activated Fire Pre-Warning System



The thermomechanical switch, triggered by the high temperature that occurs at the time of fire, provides electrical transmission between the battery and the control circuit.

### Accessible Prefabricated Crosswalk and Crosswalk

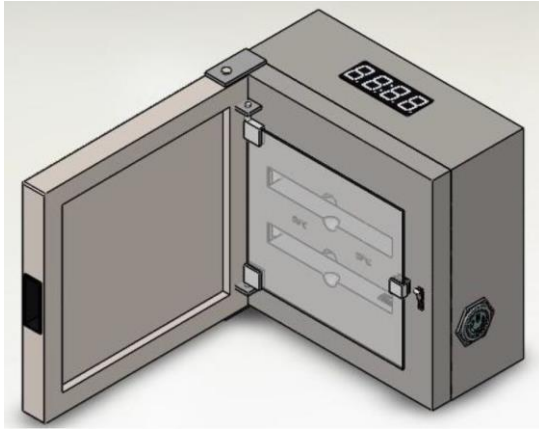


Design and manufacture of pedestrian crossings and crosswalks with prefabricated reinforced concrete method, which will ensure safe passage of all users, including disabled individuals from pedestrian crossings in the urban environment

# CORPORATE PLUS VALUES

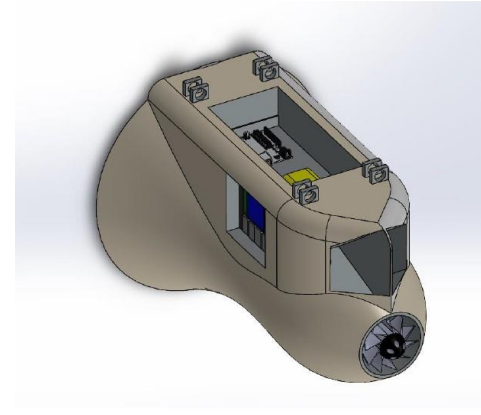
## Technology Transfer Office

### Quick Detection System for Sterilization Control



This invention is a system that detects the sterilization efficiency of bioindicators, consisting of vegetative and spore-forming microorganisms, by the color change on the bioindicator.

### Air Sampling System Compatible with Unmanned Aerial Vehicles for Biological Warfare Zones



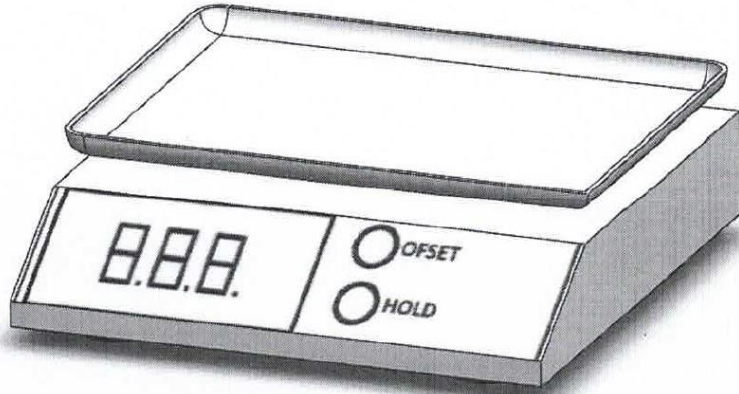
In this study, a system design for detection of biological warfare zone with a high flow rate, concentrated sample surface technique, which can be easily adapted to unmanned aerial vehicles with a different sampling technique is included.



# CORPORATE PLUS VALUES

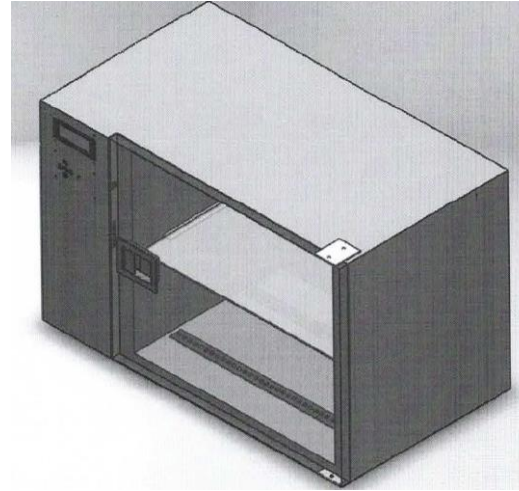
## Technology Transfer Office

### Aerosol Application Proficiency Control System



The system works as an adhesive sample strip and strip measuring device. In the area where the strip is attached, it is assumed that the unit surface will keep the chemical exposed on the absorbent surface.

### Multi-Purpose Decontamination System



It is designed for sterilization of personal belongings of immunosuppressive patients and hairdressers, decontamination of personal protective equipment used in health and laboratory areas, soilless agricultural tools and also tools in areas such as kitchens and slaughterhouses.

# CORPORATE PLUS VALUES

## Technology Transfer Office

### Biometheus Biohazard Decision Support



The system consists of a central data processing device and one or more data entry devices that can communicate with each other wirelessly and encrypted. It is the summary of the operational process that the symptom data obtained during field surveys by authorized personnel operating in the region, where biological contamination is experienced and a disaster is suspected, is added to the database through a physical data entry device with a unique design and software, and that these data are collected in the centre and then processed with the artificial intelligence algorithms we have developed to produce meaningful results for the decision makers.

### Laser Image Processing Prop Gun and Prop Trigger Shooting Range System

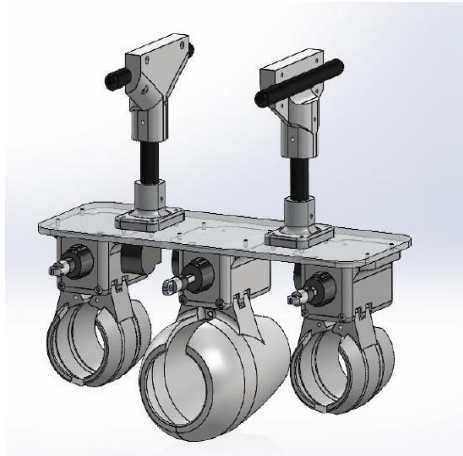


Laser Image Processing Prop gun Shooting Range System, which is produced for use in shooting ranges, defense industry, military and law enforcement, prevents injuries and loss of life due to suicide and use of real bullets in shooting ranges. It also helps to develop marksmanship skills, hand-eye coordination, shooting ability, gunshot response, and muscle memory in gun handling.

# CORPORATE PLUS VALUES

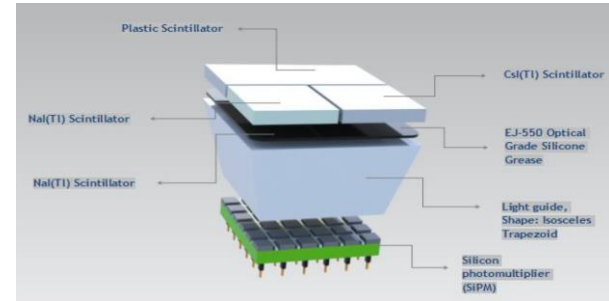
## Technology Transfer Office

### Modular Payload Loading and Unloading System in Unmanned Aerial Vehicles



The invention is a Payload Loading and Unloading System. Although it is a modular system, it can be adapted to unmanned aerial vehicles. Thus, combat capability can be increased by creating armed unmanned aerial vehicles from existing UAVs, if needed. It is a system that meets the need for a solution with low volume and low cost.

### SiPM (Silicon photomultiplier) Based Radiation Detection Device



The radiation detection device includes a sensing element for converting incoming radiation into electrical signals, a signal processing element for amplifying and converting electrical signals into digital signals, a data processing element for converting digital signals into data and a display element for displaying data.

# OSTİMTECH

OSTİMTECH was awarded 5 medals at the 2023 Istanbul International Inventions Fair!



## Gold Medal Winner

**Laser Image-Processed Dry Fire, Dry Trigger Shooting Range System**

**Inventors:** Sinan Kıvrak, Mehmet Yiğiter, Sinan Demir, Hüseyin Büyükgüzel



## Bronze Medal Winner

**An Intelligent Autonomous Agricultural Spraying and Cargo Transportation Vehicle Applicable to Large and Medium-Sized Agricultural Fields**

**Inventors:** Ashkan Jalali



## Bronze Medal Winner

**A Portable Cotter Device**

**Inventors:** Sinan Kıvrak, Muhammet Yiğiter, Yunus Emre Ateş



## Bronze Medal Winner

**A Device for Rapid Detection of Sterilization Control Related to Sterilization Control**

**Inventors:** Murat Ali Yülek, B. Gökhan Topal, Burak Ünal, Ahmet Koluman, Ahmet Keskin, Mahmad Sari Njjar, Muhammet Uğan



## Bronze Medal Winner

**Biohazard Decision Support System and Method**

**Inventors:** Ahmet Koluman, Furkan Ciyilan, Serkan Başol, Mehmet Can Türk

# CORPORATE PLUS VALUES

## SAMPLE PROJECTS

**T.R. Ministry of  
Industry and  
Technology**

**OSTİMTECH  
Factory**

**Ankara Development  
Agency**

**Social Workshop**

**Ankara Development  
Agency**

**Battery Based  
Photovoltaic  
Systems Project**

**Electricity  
Consumption Inc.**

**Elbistan-B  
Thermal Power  
Plant Coal  
Refinement  
Technologies**

**TEKNOFEST  
DEMETER TEAM**

**Artificial Intelligence  
Smart Phone  
Controlled Automatic  
Compost Production  
and Recycled  
Farming System**

# CORPORATE PLUS VALUES

## KARPIEM

Career is a series of stories in which professional and vital roles are taken into account in the dynamic process that continues throughout one's life. In this story, **OSTIMTECH** creates career awareness of our students and becomes a companion in planning their self-awareness, preferences, values, passions and potential career paths in their career journey.

With Individual Career Counseling, our purpose is for each of our students to get to know themselves first and then business life in career planning and development. For us, career planning is the transformation of the bond established between the Career Counselor and our student in the first year into a planned development journey.

# CORPORATE PLUS VALUES

## INTERNATIONALIZATION

In today's shrinking world, internationalization has become a necessity rather than an option. Individuals who are to be successful in tomorrow's business and social life should not only have vertical (vocational) knowledge and skills, but they should also know the world horizontally. This is possible with the traffic of students, academicians and administrators bidirectionally flowing in both directions.

As a matter of fact, despite its very young age, **OSTIMTECH** has already become one of the universities with the highest rate of foreign students in Turkey with the rate of 40% as of October 2021.



# CORPORATE PLUS VALUES

## INTERNATIONALIZATION

- In accordance with its internationalization strategy, **OSTIMTECH** attaches importance to expanding abroad and while doing this, gives weight to regional and national diversity.
- Foreign academic and administrative staff are employed in efforts to increase visibility in the international arena and to become a center of attraction for foreign students.
- International cooperation events and conferences are organized and many visitors from universities abroad are hosted at our university within the scope of the Erasmus Program or by other means.



OSTİM Technical University grants its graduates  
education and job opportunities in European Union  
countries with

# “Blue Diploma”



europass

# CORPORATE PLUS VALUES

## INTERNATIONALIZATION

- OSTİM Technical University's application for ECHE (Erasmus Charter for Higher Education) Declaration, May 2020
- Current number of foreign students for the academic year 2021-2022: 1300
- Number of contracted agencies: More than 200
- Number of universities signed MOU: 40



## CORPORATE PLUS VALUES INTERNATIONALIZATION





# CORPORATE PLUS VALUES

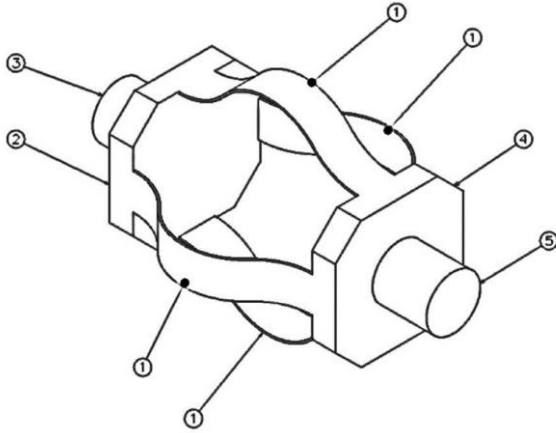
## INTERNATIONALIZATION



# CORPORATE PLUS VALUES

## Technology Transfer Office

### One Piece Fully Flexible Fixed Speed Universal Joint



Universal joint design that flexes completely, free of rigid joints. The design can be produced by the additive manufacturing method. It can be made much cheaper with plastic injection in mass production.

### Autonomous Fast Decontamination System



The decontamination device installed inside the vehicle works by means of sensors located in certain places in the vehicle. It is aimed that the interior of the vehicle will be completely decontaminated when the work is completed.



## SECTION 8

# OSTİMTECH MODEL: Ecosystem Activities



OSTİM  
TECHNICAL  
UNIVERSITY  
A N K A R A



# ECOSYSTEM ACTIVITIES

## Purpose of Events

There are more than a dozen extra-curricular activities that have been carefully designed in the **OSTiMTECH** Model. Ecosystem activities aim to motivate students to discover and develop their interests, passions, skills and abilities to gain competence in the fields they are interested in.



# ECOSYSTEM ACTIVITIES

## Major Events and Practices

The main ecosystem activities that aim to create synergy and added value and provide students with a rich perspective are as follows:

Technical Trip

Field Research

Preparing and Presenting a Presentation

Non-Governmental Organizations and Volunteer Activities

Erasmus Plus Programme

Foreign Language Speaking Club

Participation In Seminars, Workshops, Congresses

Exhibition Visit

Competitions/Debates

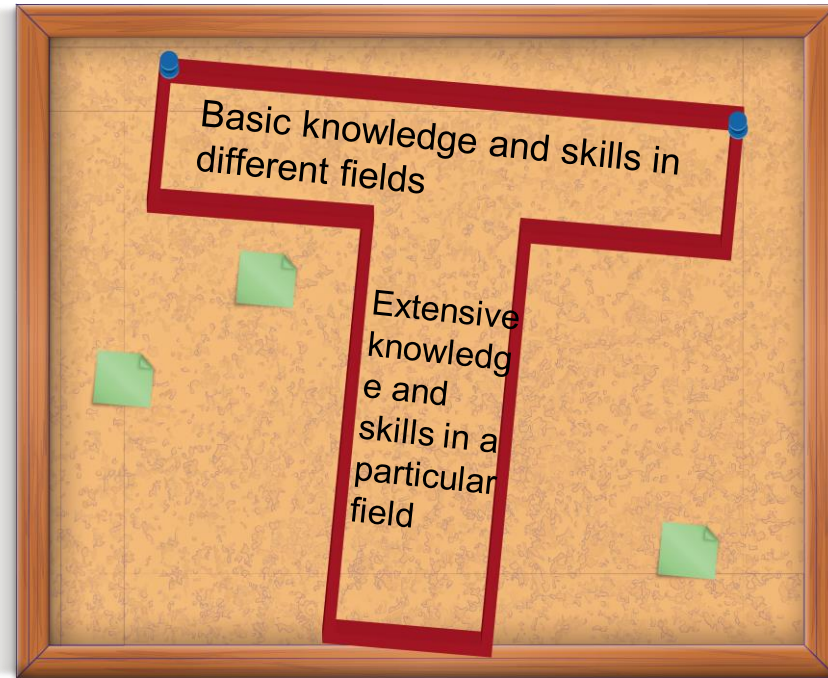
Yarışma/ Münazara

# ECOSYSTEM ACTIVITIES

## Competences Gained by Events and Activities

Ecosystem activities (horizontal)	Lecture on Introduction to University Life	Lecture on Building the Future	Technical Trip	Field Research	Preparing a research project	Center Tekmer Laboratory Application	Entrepre- neurship Course and transcriptio n	Preparing a graduation thesis	Business Practice Workplace Experience(1) Workplace Practice(2) Workplace Training (3 months)	Preparing a presentation	Non- Governmenta l Organization Work and Voluntary Activities	Student Clubs and Communit y Work	Erasmus Plus Program me	Foreign Language Speaking Club	Participatio n in Trainings, Seminars, Workshops, Congresses	Visiting Exhibitions	Competition and Debate Events	Student Assistantshi p
Competencies																		
Openness to Goal Setting and Learning																		
Self Management																		
Emotional Intelligence																		
Solving Problems																		
Teamwork and Cooperation																		
Creative Thinking and Innovativeness																		
Critical Thinking																		
Effective communication																		
Adaptation and Flexibility																		
Social and Cultural Awareness																		
Durability																		
Discussion																		
People management																		
Coping with Difficult Situations- People																		
Concentration and Focus																		
Taking Initiative and Entrepreneurship																		

**Type T Individual**  
**GRADUATE Who knows everything about one thing**  
**X One thing about everything**



Intellectual Intelligence (IQ) + Emotional Intelligence (EQ) + Social Intelligence (SQ) + Cultural Intelligence (CQ)

# ECOSYSTEM ACTIVITIES

## Health, Culture and Sports

In order to spend their extracurricular time productively, to establish good relations and to develop educationally, socially and intellectually, students participate in organizations and activities on the campus and the city and they get involved with many student societies at the university.

The Health, Sports and Culture Directorate, which was established at **OSTIMTECH** to organize socio-cultural events, has achieved significant success. Encouraging participation in events, the university informs the students about them via e-mail and SMS.



# ECOSYSTEM ACTIVITIES

## Health, Culture and Sports

### Student Organizations

#### Organizations that Focus on Education and Technology

- Electric Vehicle Club
- Defense Industry and Shooting Club
- Business Intelligence and Awareness Club
- Dream Workshop and Architecture Club

### Student Organizations

#### Organizations that Focus on Culture and Sports

- Mind and Intelligence Games Club
- Camping, Nature and Travel Club
- E-Sports Club
- Archery Club

### Referral To Volunteer Activities

- Ministry of Youth and Sports
- OSTİMTECH Youth Office
- Bakider
- HEMPA Children's Association
- Kızılay
- Yeşilay
- Mebiva

# ECOSYSTEM ACTIVITIES

## Youth Office





# ECOSYSTEM ACTIVITIES

## Gym



# ECOSYSTEM ACTIVITIES

## Academic Year Opening Week

**OSTİM TECHNICAL UNIVERSITY**

# SEPIP

13-15 OCTOBER 2020

Smart Economic Planning and Industrial Policy

## Industrial Outlook and Policies after Covid-19 Pandemic

**Selected Speakers**

 Dr. Mustafa Kızılkaya Professor of Technology and Innovation OSTİM Technical University	 Dr. Alihan Özkan Professor OSTİM Technical University	 Dr. Feriye Kızılkaya Professor OSTİM Technical University	 Dr. İsmail Arslan Professor OSTİM Technical University	 Dr. Mustafa Kızılkaya Professor OSTİM Technical University
 Dr. Mustafa Kızılkaya Professor of Technology and Innovation OSTİM Technical University	 Dr. Alihan Özkan Professor OSTİM Technical University	 Dr. Feriye Kızılkaya Professor OSTİM Technical University	 Dr. İsmail Arslan Professor OSTİM Technical University	 Dr. Mustafa Kızılkaya Professor OSTİM Technical University
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**CONFERENCE TOPICS**

- Industrial Policy
- Economic Planning
- Growth and Development Policies
- Sustainable Growth
- Competitiveness and Middle-Income Trap
- Macroeconomics of Covid 19

sepip.org  
sepip2020.ostimteknik.edu.tr

OSTİM TECHNICAL UNIVERSITY



# ECOSYSTEM ACTIVITIES

## Academic Year Opening Week

Smart Economic Planning and Industrial Policy

SEPİP 2021

13-15 October 2021 09.00 TR

Main Campus 3rd Floor Conference Hall

Invited Speakers >

sepip.org  
sepip2021.ostimteknik.edu.tr

Main theme for 2021:  
**Varieties of Industrialization**

- Is there just a single type of successful industrialization?
- Varieties and stages of industrialization pathways across time, regions and countries.
- Premature deindustrialization in the world.
- The spread of agro-industrialization along with the Newly Agriculterizing Economies (NAEs).
- New sources of productivity linkages across industry and high technology services.
- Serviceification of manufacturing: Can a verticallized industrialization be a new opportunity for the developing world? Or, is it a farce?

OSTİM Technical University YouTube Channel

OSTİM TEKNİK ÜNİVERSİTESİ ANKARA





# ECOSYSTEM ACTIVITIES

With the collaboration of our university and IBM, "Smart Production and Supply Chain Analytics" Workshop Training at Our University (30-31 March 2021)

Take your place in the supply chain of the future  
Attend our workshop on:

## AI and Supply Chain Analytics in Smart Manufacturing

A collaboration between IBM & OSTİM Technical University

30 & 31 MARCH 2021 | 16.00-20.00 TR

**Speakers:**

 <b>Dale Mumper</b> Data Science and AI Technical Specialist IBM	 <b>Mike McMahon</b> Data Scientist - IBM Cloud IBM	 <b>Jesse Slater</b> Data Scientist - IBM Cloud IBM
 <b>Eren Yılmaz</b> Director of Industry 4.0 Innovation Stanley Black & Decker	 <b>Prof. Dr. Serhan Doğan</b> Department of Computer Engineering Ostım Technical University	 <b>Prof. Dr. Murat Yılmaz</b> Rector Ostım Technical University

**IBM** **OSTİM TEKNİK UNIVERSİTESİ**

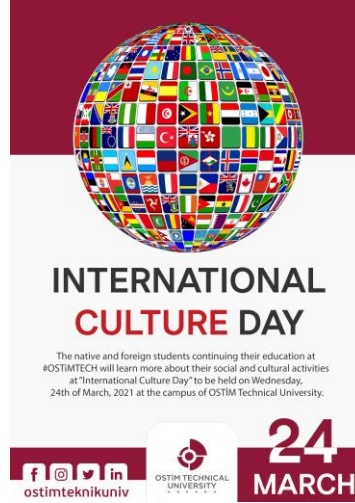
Register free at: [aisca.ostimteknik.edu.tr](https://aisca.ostimteknik.edu.tr)



# ECOSYSTEM ACTIVITIES

## Health, Culture and Sports

World Culture Day, which is among the events held at **OSTIMTECH** every year, attracts wide attention and participation.



# ECOSYSTEM ACTIVITIES

## Ahi-Order Week



Another event that is held periodically at **OSTİMTECH** is the Ahi-Order Week, where Ahi values are taught. In addition, students are dressed in Ahi traditional clothes, as a symbol at the graduation ceremony. Thus, it is tried to reflect the Ahi culture to the business world through young people.



# ECOSYSTEM ACTIVITIES

## Individual, Society, World



Minister of Education Prof. Dr. Ziya Selçuk  
(2019)



- Our Legendary Wrestler Ahmet Ayık
- Taha Akgül, our Olympic and European Wrestling Champion
- Nadir Uğrun Perçin, Turkey's First Female International Wrestling Coach



Russian Cosmonaut Alexander Lazutkin



# ECOSYSTEM ACTIVITIES

## Widespread Impact

**OSTİMTECH** welcomes the leading names of the business world and presents its Model in national and international business association activities, academic seminars, conferences and interviews, keeping it up-to-date and dynamic.



Presidency of the Republic of Turkey  
Digital Transformation Office



Turkish Electronics Industrialists  
Association



Embassy of Switzerland

