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| **Information Management Process in Project Based Courses of Higher Education Institutions****E. Sinem KASIMOĞLU\*** Near East University, Near East Boulevard, 99138, Nicosia, Northern Cyprus, Via Mersin 10, Turkey. Email: sinem.kasimoglu@neu.edu.tr. **Gökmen DAĞLI** Near East University, Near East Boulevard, 99138, Nicosia & University of Kyrenia, Kyrenia, Northern Cyprus, Via Mersin 10, Turkey. Email: gokmen.dagli@neu.edu.tr.**Zehra ALTINAY** Near East University, Near East Boulevard, 99138, Nicosia, Northern Cyprus, Via Mersin 10, Turkey. Email: zehra.altinaygazi@neu.edu.tr. **Fahriye ALTINAY** Near East University, Near East Boulevard, 99138, Nicosia, Northern Cyprus, Via Mersin 10, Turkey. Email: fahriye.altinay@neu.edu.tr. |



**ABSTRACT**

The goal of this research is to evaluate the information management process in Project based courses. In our age information is the greatest power. It is believed that with knowing the importance and being aware of the information management processes like gaining the information, sharing the information, using, evaluating and storing the information, combining these with in-class practises will contribute significantly to the instructors, students and the level of the education. In the content of the research, place has been given to evaluate and examine the way of using the information which is the greatest power in our age in Project based courses content which is the most effective learning approach for the students. In this research, observation and interview method which is one of the qualitative research methods has been used and opinions of the faculty administrators, instructors and the students are asked. 5 faculty administrators, 12 instructors and 36 students from faculty of communication in Near East University are participated the research. Participant 3 groups opinions are taken and opinions of the faculty administrators, instructors and the students has been evaluated and compared with this. It is believed that, information management and its process does not turn into enough practice fields because generally it is perceived as an abstract concept by the three participant group on condition that it shows variability.

JEL Classification: D80; I20; M10.

Keywords: Higher Education; Information Management; Project Based Course; Faculty of Communication.

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1. **INTRODUCTION**

It is the biggest investments for the institutions to store the information for using and benefit it in the future by organizing and integrating it which they own, develop, produce or use it in some way. For this reason information management is an important subject for the institutions and even for the individuals. According to Odabaş (2008), information management which is described as "a holistic skeleton which forms from by adding new meanings to the every kind of information source that owned by the individuals or the institutions and producing, multiplicating, using and sharing with his environement these by commentating them again and store them in an organized way stages", it shows both institutional and individual characteristics. When you think about it in that information management is a discipline where individuals can benefit from it to develop their individual skills or institutions can benefit from it when they organize their institutional work processes and make it more productive.

When we look at the historical process, we can see that information management gained increasingly importance thru the time. According to Demircan-Çakar, Yıldız and Dur (2010), information management, beyond managing the intellectual capital, it includes all activities related to the information like generating the information, converting and using it.Besides to this, managing the information and the sources of information conciously as a strategic source, is the most important factor that increases the institutional success. In this skeleton, there is a need to determine what are the institutional information sources, organize and most importantly manage them within a system.

In formal education and training activities carried out in educational institutions, it is known that information transferred to the students with the courses that pre planned and divided into the units. Some of these courses, are based on that instructor transfersthe institutional information to the students; the other some of these courses, prefers to give the information to the students by subjective experience way to discovering, forming and gaining the information instead of giving the information directly (Coulson and Harvey, 2013). In this content, we can think that the courses in the first group are "theoretic courses", the courses in the second group are "Practise based" courses. Some courses can not be seperated with such precise boundaries and they can accommodate features which belongs to both of the element or theory and application level can be changed in the course according to the teachers and students preferences. In theoretical based courses, information management processes are pre structured clearly and programmed as to the merits of these courses (Cornelius, Gordon and Ackland, 2011).

Such a planning is a subject to the practise based courses as well but the content of the headlines that counted can be a little more flexible and variable. In practise courses, at the beginning of the process which information will bring to the student with which way can be definite, but at the same time in practice process it can change depending on the students need. In theoretical courses, students, considering that he expected to acquire information within the pre-determined plan, practice-based lessons, learning can take place outside scheduled in advance and can be obtained from the different gains (Dickerson, Jarvis and Levy, 2014). That thought is in this sense, application-based courses in information management processes is likely to come to the fore in a different way. Because application-based course in the acquisition of information; the active participation of both students and teachers requires effort and control (Coulson and Harvey, 2013). Mostly, the benefits that expected to achieved by the students at the beginning of the process, it is seen that the end of the process the one that are different are added. So practice-based courses carries more open-ended nature and they differ from the theoretical courses with this. The practice-oriented courses, because of all these features, training in terms of knowledge management processes, assessing on a separate form of lectures, seem more appropriate and necessary (Barak, 2012).

In Practice-based courses "project method" is a learning process that used quite often. According to Kalaycı (2008), Project based learning, is a learning approach fot the student that based on developing an idea, imagining, planning and editing. However for the instructor, it takes the student-centered and real-life environments to students within the framework of projects that are running and it is a teaching method that allows to establish relationships between them and the disciplines.

Project-based courses, is important especially in terms of information management processes. Because in project-based courses, students both other theoretical courses finds out that they practice and experience the possibilities in the synthesis of all learn that and experience, introduce a product (Harrison, 2010; Yiu and Law, 2014). As cited by Kalaycı (2008), according to Harris and Katz (2001), in Project study, instructor provides a research for a subject which is worth to researchin it instead of directing the student to a way where he can get the learning goal and the outputs of it. Project based course is in a different position than the theoretic course in terms of putting the new and the up to date things in to the practice and this manipulates the instructor to be follow the fresh and up to date things constantly.

It is believed that the Project based courses has a seperate and important place in terms of the information management, in terms of the information management processes, evaluating the point of view of the education administrators, instructors and the students forms the subject of this research. It is important to take the opinions of the sides and evaluate the information management process according to its different characteristics. With this purpose, we tried to examine the information management process in Project based courses by approaching it under nine main dimensions and the sub-dimensions which takes place under these dimensions.

*1.1. Information Management in Education and Education Institutions*

Information management that gets in to different study fields content, can not be isolated from the education and education institutions functions. Schools and other education institutions are the centers that produce the information especially in terms of "information". Thereby this kind of institutions that produce and spreads the information, there is a need to manage the information as well. Nowadays information can be gained from many different ways. Even more, one the features of the latest times is that administrators comes across with an information bombardment. According to Dağlı (2009), when entering the society of the information, expectations from the schools and the instructors are changing increasingly. All of these conditions, information management in education and training institutions, as part of the training management process is to the forefront. According to Aydın (2000), education management can be seen as a subbranch of the management science. For the realization of the common goal of the organization is the use of available human and material resources effectively. Information management in educational institutions, can be defined as a sub-function of educational administration. According to Erengül (1999), information in institutions who and where it is, by whom it is used, what can be done with this information, information which enterprise and must search for answers to questions such as behavioral barriers should be eliminated in order to use it. Administrator should mapped the information Networks in the institution. In these Networks who consults who, who trusts who, how is the flow of the information kind of relations must be determined. So it will be possible to understand who are the key individuals when there is a need to solve a problem or a need for a technical information (Erengül, 1999; Erdoğan, 2000).

In order to perform an effective information management by the educational organizations, first of all they need to provide an organizational culture which will make the evaluating, using and developing information constantly dominant. In addition to this, a number of structural changes in decision-making that will create the ground for occurrence of various ideas and practices, flexible, participatory and shared functions are obliged to spend his life. In 21st century education organizations needs to be organizations which are not just use the information but at the same time they need to develop and create the information. For this, education organizations should be in a continuous research and development approach, integrating the school framework, by implementing effective information management strategy, to achieve its objectives, is an inevitable responsibility. (Act. Küçüker, 2012). In schools as institutions that produce and spreads the information, we can say that information management, is a function of the education management process. each school's information management along with according to the characteristics could be different, in a way that will serve the continuation of the institution's existence and purpose, to be addressed with all the seriousness and implementation of the information management need, it seems an essential for the schools.

*1.2. Information Management in Universities*

According to Loh and the others (2003), traditionally, the production and dissemination of knowledge in the social sense, is perceived as the basic function and responsibility of universities (Act. Dağlı, 2009). There are two basic functions of universities. They are research and education. Universities contribute to the society through human capital accumulation on the one hand by giving graduates with research conducted on the other hand, they produce new information (Mother et al., 2000; Lohr et al., 2003; Act. Dağlı, 2009). Different educational institutions, especially universities, one of the main institutions that produce knowledge through scientific research, his work on knowledge management, is seen. Today many universities in Turkey, like in the world, information resources and archives, via the internet, student or non-working individuals and they open internet users all over the world, is seen. This, as well as in the world in various academic journals and publications, it is known that large databases made available to researchers through. The information generated in universities and field, all researchers around the world and its ability to offer clearly accessible to those concerned, the progress experienced in no doubt that information and communication technologies have the largest share (Brewer and Brewer, 2010). It is possible to say that the information management processes in universities and institutions as to the existence and continuity of the university, as well contribute to the development of science and progress.

In this research, aim was to examine and evaluate the information management processes in projec based courses example. Information management is an important factor in education and instruction because education institutions are the place that they both produce, use and spreads the information. It might be easy to produce an idea on information management in theoretic courses but in Project and practice based courses a different kind of learning and educating process is in charge. The main subject of this reseach is to understand how is the perception of the students, instructors and faculty administrators to the information management process and what did they experienced and how did they evaluate the information management process in Project based courses. To be able to adapt this general purpose; we need to determine the applications in courses that are related to gaining the information in the content of the information management process, learning the studies that are done in the courses at the stage of the sharing the information, determining the studies that are done related to usin the information and learning the studies that are done related to evaluating and storing the information.

1. **Method**

*2.1 Research Model*

We can describe the qualitative research as where qualitative data collection methods such as observations, interviews and document analysis is used and it is a research where a qualitative research method is followed to be able to show the perceptions and events in a realistic and totalitarian way in natural environment.

In the study, observation and interview techniques which are methods of qualitative research were applied. It is possible to classified the inteview technique as Structured interview, semi-structured and unstructured interviews. Questions in semi structured inteviews are the predetermined questions and people tries to collect data with these questions. (Karas, 1998). This method is not as flexible as the unstructured interviews nor as strict as the structured interviews; It is located between the two extremes. Semi-structured interview technique which is one of the interviews type was used in this research because it gives the researchers flexibility. Observation is one of the most common qualitative research methods were used in this study with interviews. According to Yıldırım and Şimşek (2006), besides the fact that the data thus obtained provide the confirmation in multiple ways, by supporting the validity of the results and consistency, it is to samplethe "diversity".

This study carried out in qualitative research method to be able to determine the evaluation of the information management process in Project based courses in the direction of the faculty administrator, instructor and the students opinions.

*2.2 Study Group*

The universe of this research is formed from the managers, instructors and the students who are from Faculty of Communication in the academic year of 2014-2015 in Near East University. In this research, by following the oriented sampling method, study group has been formed by chain and snowball sampling. The process in snowball and chain sampling method starts with a very simple question. "Who can have the maximum information in this subject", "Who or whom would you recommend us to have an interview related to this subject" (Patton,1987). As the process continues the names and the cases that we gained will continue to grow just like a snow ball, after a certain time some certain names will start to shine out, the numbers of the individuals that needs to be interviewed or the cases that needs to be taking care of by the researcher will start to decrease. Like this researcher will have the opportunity to reach more richer information sources (Yıldırım and Şimşek, 2006). In this context, for the purposes of the research, the working group that we could collect data has been identified as the faculty administrators, instructors and the students. In this research, group formed from 1 deputy dean who are in position of faculty administrator in Faculty of Communications in TRNC Near East University, 4 chief of department so total 5 administrator; 12 instructors and 36 students who took or stil taking courses from these instructors. The list of the faculty administrators and the instructors who participated the research are shown in the tables below (Table 1, Table 2). The distribution of the students who are the third group in the research according to the classes are like this: class 1. : 10 students, class 2. : 8 students, class 3. : 6 students, class 4. : 12 students.

**Table 1. The Chart of the Faculty Administrators and Their Numbers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty Administrators** | **Prof.** | **Doç.** | **Yrd.Doç** | **Dr.** | **Öğr.Gör.** |
| Public Relations and Advertisement | 1 | - | - | - | - |
| Radio, Tv and Cinema | - | - | 1 | - | - |
| Journalism | 1 | - |  | - | - |
| Film Making | - | - | - | - | 1 |
| Visual Communications and Design | - | 1 | - | - | - |
| **TOTAL** | **5** |

**Table 2. The Chart of the Instructors and Their Numbers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INSTRUCTORS** | **Prof.** | **Doç.** | **Yrd.Doç** | **Dr.** | **Öğr.Gör.** |
| Public Relations and Advertisement |  |  |  | 1 | 2 |
| Radio, Tv and Cinema |  |  |  |  | 2 |
| Journalism |  |  | 1 |  | 2 |
| Film Making |  |  |  |  | 1 |
| Visual Communications and Design |  |  |  |  | 3 |
| **TOTAL** | **12** |

*2.3 The Process of Data Collection*

Research data has been collected by doing interviews with the participants either in their office or in their working field when they were available in 2013-2014 educational year. In this research, in order to determine the views on how to evaluate the information management processes in project-based courses, faculty administrators, instructors and the students opinions were taken with the interviews that were approximately done in 45 minutes. To be able to provide an internal validity for the meeting form, meeting form has been given to three instructors and by making sure that it has been examined, some of the questions are either removed or compounded because of their similar content and the latest shape has been given to the form.

A pilot scheme interview has been done with two instructors and two students. After the pilot interviews to determine whether the questions are clear and understandable, the sounds that recorded during a conversation is converted into written form on the interview casting forms created by computer. From two other experts asked whether the question is clear and understandable, that encompass and include the issues dealt with and considering the possibility of providing the necessary information has been requested to check. These two experts were found to be within 90% consensus. As a result of this study the validity of the question has been identified. As is known, internal validity in qualitative research is about to see that if the researcher can measure the data with the tools or the method that he has. By believing that the interview questions will provide the necessary data, the data collection process has been initiated.The fundamental task of the researcher is to make sure that the participant will answers the asked questions comfortably, honestly and straigh.(Yıldırım and Şimşek, 2005). The questions asked in the interviews were asked with the language of everyday speech to provide this comfort. Within this research, the deputy dean, department heads, instructors and students interviews were recorded on audio tape recorder. Short notes taken during the interviews on issues deemed important by the researcher again. Before the interviews in this research, it has been stated to the participants that their names will not be known by anyone but only by the researcher. The interviews were recorded on audio tape recorder. It has been stated to the participants that these recorded sounds will be listened only by the researcher. With the question form that prepared by the researcher questions were asked to the faculty administrators, instructors and the students, the given answers evaluated in a way that they will provide a qualitative data and results were commented.

*2.4 Data Collection Tool*

In the form that applies when collecting the data, the interview questions are prepared to be able to reveal how exactly we evaluate the information management process in Project based courses. To be able to get the internal validity of the questions that prepared to content the stages of gaining, sharing, using, evaluating and storing the information expert opinions has been taken and in the direction of these opinions the question form has been reorganized. After this a pilot scheme interview has been done with a study group which were picked because there were equal to the real study group. Thereby, we understood whether the questions are clear and understandable and we understood if the given answers are reflecting the asked questions answers. And for the writing rules documents are provided to the Turkish language linguists to examine them.

Qualitative data collection were carried out with faculty administrators, instructors and students of Near East University Faculty of Communications, by face to face interviews that conducted. Voice recorder was used during the interviews. In the analysis of the data that obtained during the research process, content analysis of qualitative data analysis methods has been used. Content analysis, requires the in-depth analysis of the data that collected and allows the size of the previously non-specific themes and dimensions to berevealed (Yıldırım and Şimşek, 2005). After the content analysis is done, row data texts classified in the direction of the questions that takes place in the semi structured interview forms. The content analysis was carried out on these grouped texts. In the process of raporting the research, American Psychological Association-6 (APA) Spelling Rules and Near East University Institute of Education Sciences Guide for Thesis Writing (2014) were taken into consideration.

*2.5 Coding the Data*

After turning the interviews into documents, by examining the data that gained from the participants, these data divided into the sections and these sections that makes meaningful totalities within their self named and coded. After coding all the data in this way, a code list formed and this code list carried the key list function in examining and organizing the data. After that the keys for coding and documents of inteviews has been read one by one by the researchers, necessary regulations has been done by discussing the subjects of "consensus" and "divergence". For reliability calculations of the study by using the Miles and Huberman (1994) proposed Formula it is calculated to be average 94%. %. It is considered reliable if the reliability calculations goes over the 70% (Miles and Huberman, 1994). The result that gained in here is accepted as reliable for the research. . In the coding process that performed by researchers in the research, codes that shows matching has been fundamental to achieving the themes.

*2.6 Finding the Themes*

In this stage, the codes that determined during the encoding of the data each of which is treated as a separate category and they are treated as separate themes.

2.7.Organizing and Identifying the Data According to the Codes and Themes

In this stage, the opinions of the participants explained in a language that is understandable to the reader and by quotating with quotation marks from the answers of the participants that given to the questions, the opinions of the participants has been given with their own sentences. To be able to determine which interview notes belongs to which participant, the interview was showed within the parenthesis to show it belongs to which participant. The coding system were given in the below sample explanations:

"………………………………" (G:Ö (1) ) / (G:ÖE (1) )/ (G:FY (1)

G: Interview; FY: Faculty Administrator; ÖE: Instructor; Ö: Student; 1: Number One Participant

*2.8Commentating the Findings*

Commentating on the findings that described detailedly and presented by the researcher and explanation of some of the results have been made in this final stage. The collected data were interpreted through the stages required by the qualitative research and some results were find.

**Table 3. Applications in Courses Regarding With Gaining the Information in the Content of the Information Management.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Instructors** | **Students** | **Administrators** |
|  | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % |
| The Parallel Situation of project applications in theoretic education courses that aims to gaining the information | 12 | - | 12 | 100 | - | 18 | 18 | 36 | 50 | 50 | 5 | - | 5 | 100 | - |
| The effect of the Harmony of the field, student, instructor in the content of the project based courses regarding with gaining the information | 10 | 2 | 12 | 84 | 16 | 30 | 6 | 36 | 84 | 16 | 5 | - | 5 | 100 | - |
| The awarenesses of the instructors regarding with gaining the information | 12 | - | 12 | 100 | - | 30 | 6 | 36 | 84 | 16 | 3 | 2 | 5 | 60 | 40 |

1. **Findings**

In this section, the findings and the comments took place which comes up as a result of analyzing the data that gained from the participants.

*Dimension 1:* Determining the applications that made in the courses related to the gaining the information in the content of the Information management: This is the dimension of the "The applications that made in the courses related to the gaining the information in the content of the Information management". Regarding with this dimension, the opinions, themes and ratios of 5 administrators, 12 instructors and 36 students who took courses or stil taking courses from these instructors showed in table 3.

The participants that expressed an opinion regarding with the subject has been gathered around 3 themes. In the first question which is about The Parallel Situation of project applications in theoretic education courses that aims to gaining the information, 100 % of the faculty administrators and instructors, 50 % of the students expressed a positive opinion related to the subject. One instructor sad that " theoretich applications should be in a totality when they are taking a part in the Project stage." Another student who exspressed a negative opinion related to the subject sad that " I believe that theoretic based information that are given in courses are not always gives the same positive outcome in application or in experiencing. For example, the view of creating a news needs five main themes is a theory. However, even if one of these five themes carries the value of the news is very common".

All of the administrators expressed a positive opinion related to the subject. One administrator sad that " I believe that theoretic courses and applications shoul match. Sometimes the exact reverse situations happens. This can be originated from lack of communication. If we think about our 4 years of education as parts of a chain, instructors needs to get together in order to provide a coordination within the courses." By saying this he expressed that the theoretic education and Project applications should not be break away within each other.

In the content of the subject which is about the The effect of the Harmony of the field, student, instructor in the content of the project based courses regarding with gaining the information, 100 % of the administrators and the instructors, 84 % of the students expressed a positive opinion related to the subject. Regarding with the subject one instructors sad that "in project-based course, students and teaching staff, to praper the goals and targets should act together. For this to happen, proven in the field and can guide students properly, you must have the faculty to lead them in the right way." another faculty administrator sad that "First of all the freedom of access to information must be thought politically daily. People will be asking questions of courage before, then you will be required to answer the questions asked. Considering that the university adult individuals, we assume that there must be curious and researchers. Because in the past it was. Investigating, wondering, reading, come and experts in the field or for students who questioned the workshops to share their experiences is very important. We conduct such meetings in the past and have seen the many benefits of our course "

*Dimension 2:* Applications that made in courses at the stage of the sharing the information in the content of the Information management:

Participants who expressed an opinion regarding wtih what are the applications that made in courses at the stage of the sharing the information in the content of the information management, informed three mutual themes.

Participants opinions has been taken regarding with Discussing and presenting the research assignments at the stage of sharing the information (Table 4). 100 % of the faculty administrators and the instructors, 50 % of the students expressed a positive opinion related to the subject. Regarding with subject one instructor sad that " I believe that research based assignments should be given in the courses and after finishing them they need to be explained in the courses. Usually we give assignments regarding with various subjects and each student or the student group choses a different subject. To be able to provide a learning chance for the others to understand the subjects those are choosen by the others I always make sure that the subjects are explained in the courses." Half of the students expressed a positive the other half of the students expressed a negative opinion regarding with the subject. One of the students who expressed a positive opinion about the subject sad that "We discuss the assignments that were given in courses in class environment, I believe this improves us. I can take my friends assignment from them and then read it, but this will not be as effective as when they explain and we discuss it. In reverse situation there will be no difference than reading a book. I can have information about the other subjects which are not same as mine by listen the assignments in the class that my friends did." Another student who expressed a negative opinion related to the subject sad that "Discussing the assignments that we did in the class might not be good all the time. I do not want to be ashamed in class if I did a bad or a deficient assignment. Instead of this I prefer a one on one feedback from the instructor." All of the administrators expressed a positive opinion related to the subject. One of them sad that "The presentation of the projects in the class environment brings a critical point of view as well, because students can be a little cruel to each other sometimes."

**Table 4. Applications That Made in Courses at the Stage of the Sharing the Information in the Content of the Information Management.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Instructors** | **Students** | **Administrators** |
|  | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % |
| Discussing and presenting the research assignments at the stage of sharing the information | 12 | 12 | 12 | 100 | - | 18 | 18 | 36 | 50 | 50 | 5 | - | 5 | 100 | - |
| Providing a harmony for the different interests, abilities and charateristics in courses by study groups at the stage of the sharing the information | 10 | 2 | 12 | 84 | 16 | 28 | 8 | 36 | 77 | 23 | 4 | 1 | 5 | 80 | 20 |
| Uniting the field professionals with the students and the importance of the information sharing at the stage of the sharing the information | 10 | 2 | 12 | 84 | 16 | 34 | 2 | 36 | 95 | 5 | 4 | 1 | 5 | 80 | 20 |

Participants opinions has been taken regarding with Providing a harmony for the different interests, abilities and charateristics in courses by study groups at the stage of the sharing the information. 80 % of the administrators, 84 % of the instructors and 77 % of the students expressed a positive opinion about the subject. Regarding with the subject one of the instructor sad that "I believe that it is beneficial to give my students assignments which they can do as a group. Their working together with others, communicate and cooperate with other kind of skills will improve. I believe that group study is beneficial in courses." Most of the students expressed a positive opinion related to the subject. Regarding with the subject one student sad that "I like group studies because we usually have assigments which has very wide content and it I,s very difficult for one person to finish everything alone related to the subject within the given time. It is more pleasurable to work by helping each other within the group. Besides to these, sharing the responsibility means that you share the risk as well." One faculty administrator who expressed a negative opinion related to the subject sad that "Group study is important in project based courses. However, this concept is related to the culture and the produced environment. We can not do group study. This is a factor that developed by the Europeans. We are emotional people and because of this we can not have a mutual harmony in idea studies. Students argue and does not talk to each other for no reason. Sometimes there is even no communication."

Participants opinions has been taken regarding with Uniting the field professionals with the students and the importance of the information. 80 % of the administrators, 84 % of the instructors and 95 % of the students expressed a positive opinion related to the subject. Regarding with the subject one instructor who expressed a positive opinion sad that "It is very beneficial for the studentsto see that people with a lot of experiences in their fields or people who became a brand name in their field to participate in our courses. Students can meet with the people who practice the theories that they are learning and they can ask these people all the questions in their minds. It is a great opportunity for them to understand the professional life of the field while they are still student." Regarding with the subject one of the faculty administrators who expressed a positive opinion sad that "People with experiences in their profession came together to share information with students in environments such as workshops this adds a lot to the student. Actually, this should be done in other departments and courses as well. One time we invited a professional from Turkish cinema. Our gueast spent 2 hours by talking with the students. At the end of the course our students stopped to underestimate the Turkish cinema and started to understand it. Even this small conversation became a big experience for them."

**Table 5. Studies That Are Made Regarding With Using the Information in the Content of the Information Management.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Instructors** | **Students** | **Administrators** |
|  | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % |
| The importance of the gathering the field professionals with the students related to sharing the information | 12 | - | 12 | 100 | - | 30 | 6 | 36 | 84 | 16 | 5 | - | 5 | 100 | - |
| The wideness of the usage of the sharing fields and the up to dateness of the information in the content of the information management | 12 | - | 12 | 100 | - | 36 | - | 36 | 100 | - | 5 | - | 5 | 100 | - |
| Perceiving the importance of the sharing the information in the content of the information management | 12 | - | 12 | 100 | - | 30 | 6 | 36 | 84 | 16 | 3 | 2 | 5 | 60 | 40 |

*Dimension 3:* Studies that are made regarding with using the information in the content of the information management:

Participants who expressed an opinion regarding wtih what are the applications that made in courses at the stage of the sharing the information in the content of the information management, gathered around the three main themes.

In the content of the importance of the gathering the field professionals with the students related to sharing the information theme, 100 % of the participant faculty administrators and the instructors, 84 % of the students expressed a positive opinion (Table 5). Regarding with the subject one instructor sad that "To be able to use the gained information we need to provide an environment where students and professionals can get together to discuss and study it with the question-answer way. All of the faculty administrators expressed a positive opinion related to the subject. One of the faculty administrator sad that "people with experience in the field can tell a lot of things which are not on the paper to the student. For example they can provide an opportunity to the students to have an idea about the world that they know nothing about it by telling them their life stories with their experiences."

Participants opinions has been taken regarding with The wideness of the usage of the sharing fields and the up to dateness of the information in the content of the information management. 100 % of of the participant faculty administrators and the instructors, 89 % of the students expressed a positive opinion. Regarding with the subject one instructor sad "I try to keep the content of the courses that I give up to date. Even if I give the basic information regarding with the field, I absolutely tell my students the development of that informations from the past up until today. I prefer to keep my self and my courses up to date so Ican give my students the right informations and I do not fall behind them." One faculty administrator indicate that the projects in courses should take a place in real life and sad that "It is important that we use and evaluate the done projects and they are up to date. If we talk about Cyprus in this context, I believe that the subjects that are given in project courses should be about the country. If you will make a documentary it should serve to this so the next generations can be benefit from it."

In the content of the Perceiving the importance of the sharing the information in the content of the information management theme, 60 % of the faculty administrators, 100 % of the instructors and 89 % of the students expressed a positive opinion. Regarding with the subject one instructor sad that "A goal of information management is to ensure the re-use and other persons in cases where information is required. Given this context, the information management process in education, there is great benefit in terms of course of great importance for the parties to share business information and education; it can not be denied." One faculty administrator who expressed a negative opinion about the subject sad that "I do not find it righ to share information at every stage of the education; this can lead both the instructor and the student to be lazy. I prefer to gain the information by taking risks, researching, commenting and by making an effort."

*Dimension 4:* Applications related to the evaluating and storing the information in the content of the information management:

Participants who expressed an opinion about the Applications that are made in courses related to the Evaluating and Storing the Information in the Content of the Information Management, United under 3 themes (Table 6).Participants opinions has been taking related to Encouragement of the professionalisation, support to have a place in Professional fields and rewarding in the content of evaluating and storing the information. 100 % percent of the Faculty administrators, instructors and students expressed a positive opinion about the subject. An instructor sad by giving an example of taking a place in the media field by communication students that "We lead our students to media channels in our country by probation and other ways from time to time in the process of the education period. This gives the opportunity to our students to reinforce their theoretic information in practice and on top of that it improves their self confidence by energising the information and product which are prodeced by them in the media channel". Related to the subject one faculty administrator sad that "it is motivator for the students to see that their news, program or any kind of organization that produced by the gained information in the courses finds a place in the newspaper, TV or magazine. These kind of sharings are a big maticator for students".

Participants opinions has been taking related to Supporting the valuation of the studies of evaluating the information in the workshop, panel discussion, exhibition and competition etc. kind of environments. 100 % percent of the faculty administrators, instructors and students expressed a positive opinion about the subject. Related to subject an instructor sad that " I provide the gained studies to take a place in related organisations, presenting and evaluating it in the related Professional fields". All of the students expressed a positive opinion about the subject.A student sad that " it gives me a different excitement to present our productions to other audiences's admiration out of the school system". Another student sad that " it is a excitement time because our studies comes to the day light our works exposes". All of the administrators expressed a positive opinion about the subject. One of faculty administrators sad that " I care about the studies which has been done to take a places in like seminar, exhibition and competition. It is a success to be able to attend a competition. However, the level of attending the competitions and the motivation to do it is not at level that we want. Our aim is to improve the attendance to this competitions." It has been seen that all of the participants expressed a positive opinion about the subject.

Participants opinions has been taking related to the providing a place in the social, visual and written media for the materials which are gained from the courses and projects in the context of the evaluating the information. 100 % percent of the faculty administrators, instructors and students expressed a positive opinion about the subject. Related to the subject one faculty administrator sad that " When the produced projects takes place in the press and the social media everyone reachs them easily and it becomes an archieve for the future. Students have the opportunity to create a data bas efor their self and chance to archiving. In this context it is very important."Almost all of the faculty administrators, instructors and the students expressed a positive opinion about the subject and they conspicuousing that the studies which are made in the courses needs to take a place in the visual and written media and the social media.

**Table 6. Studies That Are Related to the Evaluating and Storing the Information in the Content of the Information Management.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Instructors** | **Students** | **Administrators** |
|  | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % | Agree | Not Agree | Total | % |
| Encouragement of the professionalisation, support to have a place in Professional fields and rewarding in the content of evaluating and storing the information | 12 | - | 12 | 100 | - | 36 | - | 36 | 100 | - | 5 | - | 5 | 100 | - |
| Supporting the valuation of the studies of evaluating the information in the workshop, panel discussion, exhibition and competition etc. kind of environments | 12 | - | 12 | 100 | - | 36 | - | 36 | 100 | - | 5 | - | 5 | 100 | - |
| Providing a place in the social, visual and written media for the materials which are gained from the courses and projects in the context of the evaluating the information | 12 | - | 12 | 100 | - | 36 | - | 36 | 100 | - | 5 | - | 5 | 100 | - |

1. **Result and suggestions**

*Dimension 1:* Arguing the applications in the courses related to gaining the information in the context of information management:

Majority of the participants expressed a positive opinion about the The paralel status of theoretic education to Project applications in courses for gaining the information. Supporting the theoretical education given in courses with projects will be a reason for the Students to perform an active learning process and to consolidate the theoretical knowledge, to see that the reality matches the domain of theoretical knowledge and theoretical knowledge will lead to a gain in value.

According to Akgün (1995) to be able to process a subject as a Project, the education system and programs must be made according to project basis. If the subject in training programs organized by the project method, this method will be more efficient than the conventional methods such as question-answer and explanation. So to edit the method in accordance with the theoretical content of the curriculum project, making it easier both the project and the requested content to teach, to teach learners will provide a better understanding. Majority of the participants expressed a positive opinion about the In the matter of gaining the information, the effects of the field, student, and the instructor harmony in the context of Project based courses.All of the instructors and majority of the faculty administrotors and the students expressed a positive opinion about The awarenesses of the instructors for gaining the information. According to Thomas (2000) usage of the Project based learning in the courses helps the students to get the informations with the meaning. The success of the students who gets the education with Project based learning in the standard tests is more comparing to traditional education applications. As you can understand from the answers of the participants, actually the majority of the students, instructors and the administrators of the education who are the actors of the educating-learning process are aware that in the process of the Project, students gains the information in a way which is different about the experience and permanent. So it will not be wrong to say that participants are aware of the importance of the Project based learning and courses as well.

From this point it is thought that following the improvements about the sector and informing the student feeling about them and theoretical knowledge supported in this way, the students will learn how to provide permanent. To find the equivalent of the institutional information in the application process; it will help to improve the importance of the theoretic information and it will help the student to gain the basic information and skills easily.

*Dimension 2:* Discussing the studies in the context of the information management which are made in the courses at the stage of sharing information:

The thoughts of the participants has been taken about the Presenting and discussing the research assigments in the courses at the stage of sharing the information. All of the participant faculty administrators and the instructors, also half of the students expressed a positive opinion about the subject. When you think about the Project based courses contribution to the improvement of the student, the importance of presenting and discussing the research assigments in the courses is very big. It is believed that student will do the learning by doing the given projects and by presenting the Project in the classroom he will improve the skill of speaking infront of the public. According to research results done by Gültekin (2007) Project based learning improves so many skills of the student like manual dexterity, research, drama, doing an experiment, developing a product, writing and drawing, using a computer, thinking, cooperating and presenting.In this context, students who are shy to talk infront of the public or students who can not express their self easily in group, it is believed that their self belief, social and individual communication skills will improve in the projects studies. Because prsentation of this Project is an very important opportunity for the students to improve their social communication kind of skills.

In the theme of Providing a harmony for the different interests, skills and characteristics by group studies in the courses at the stage of sharing information. Most of the participant faculty administrators and the instructors expressed a positive opinion, for the students, agreeing with this opinion was at lower level. The perception and cognation level of the student is important for this subject. The first step for getting a succesfull results from the group studies is that instructor needs to understand the class cognition and distrubuting the students who has different interests and skills equally to the groups in the group studies. The common expression of the students who expressed a negative opinion about the subject is that from time to time the harmony of the group studies can not be ensure. We can say that students mostly prefers individual studies for this reason.

In a study done by Gültekin (2007), it has been informed that in the process of the Project studies even if there is not many some diffuculties had been felt like reaching the information, communicating with the group members and developing the product. Problems like not getting use to the method and not being able to understand the subjects are some of the diffuculties as well. Group studies is seeing as a method which is less preferable by the students but at the same time for the instructors it is more favorable. Same of the students sad that at the stage of Project they prefer to complete the application by their self insted of being bounded or depended to someone else.

Majority of the participants expressed a positive opinion about the Presenting and discussing the research assigments in courses, providing a harmony of the different interests, skills and characteristics by group studies in courses and coalescence of the field experts with the students in courses at the stage of sharing the information.However, beside these positive opinions, a problem come across in these studies by individuals not taking equal responsibilities at the beginning, searching, developing, applying and result of the Project in groups. What is suggested here is that instructors needs specify the responsibilites, authorisation and the duty distribution of the Project group and in on coming periods they need to emphasizing the application stages of all of these given duties.

*Dimension 3:* Discussing the studies related to using the information in the context of information management:

Majority of the participants expressed a positive opinion about the importance of the coalescence of the field experts and the students related to Using the Information. According to Sağsan (2006) who quoted from Alavi and Leidner (2001) the usage of the information in organizations can be executed with three basic mechanism as well. Firstly information is a machanism where experts use their implicit informations. Here experts use their implicit informations by transmitting them to the nonexperts and by creating a harmony mechanism between their self, they contribute to organizational productivity and efficiency. The second mechanism of information using points to organizational routines. Here individual use their information which are based on expertness for the performance related to the duty for the organization profit and coordination patterns or in the procees of mutual interaction protocols. The last information using mechanism occurs within the tams which are formed in the company. The information used by the teams reduceses the task uncertainty and the complicationa in the company to the minumum, prevents the organizational routines and it makes the problem solving easier. (as cited in Sağsan, 2006).

All of the participants expressed a positive opinion about the The up to dateness of the information and the wideness of the sharing fields usage in context of the information management. As Özdemirci and Aydin (2007) stated, the information management actually contains information production, development, organizing, storing, transferring, sharing, using and evaluating processes and technics to create an added value from the information at the maximum level. The information that is used in Project based courses needs to be up to dated and needs to change in accordance with the changing world. For example, to keep up with the everday changing and improving broadcasting technology and being able to follow it are the primary tasks for the person who gives the course. It is obvious that a student who does not have the latest information will face a lot of problems when doing his probation or when they enter the Professional world after graduation. It has to be aimed to up to date the theoretic information as well and not allow the student to become a foreigner in the field.

In the studies related to using the information in the context of the information management, we need to coalescence the field experts and the students. As much as self importance of the information, using and sharing stages of it are important too. Participation of the professionals is important at the stage of information. In the manner of using the information, coalescence of the students and the Professionals will show a way for students. In this context, students should meet with the Professional individuals at their dyke and we must provide a learning from the Professionals who use the information in a best way in applying.

*Dimension 4:* Discussing the studies related to evaluating and storing the information in the context of the information management:

All of the participants expressed a positive opinion about the Encouragement to be a professional, support to take a place in Professional dykes and rewarding in the context of evaluating and storing the information. According to Sağsan (2006), the second substage of the information configuration carries the name of storing the information. We call the store houses or repositories where mapped information compiled and classified the information with a specific classifying system informaiton storage. Information storages are a place where you can find an organization physical memory and it usually contains electronical environments. We should not forget to store an information in a way that when there is a need we should be able to reach it. In this context when the projects which are done by the students finds its value in real life and gets a reward, it needs to be stored in a systematic way so it can be reached and attained again. When you think about the each information that can not be reached or used, the value of the shared information gets increase. As Demirhan and Demirel (2003) mentioned, Project based learning approach it both contains many approach within it self and it has a structure between the disciplines. The general philosophy of this approach is to provide a connection between the real life for the learners and in this way improving the efficiency of the learners to real life problems and situations.

All of the participants expressed a positive opinion about the Support to find its value in seminar, panel, exhibition, competition etc. kind of environments in the studies of evaluating the information. According to Gültekin (2007), Project based learning is an approach based on aiming for the students to produce a tangible product studying as an individual or as a small groups. In another words one of the goals of Project based learning is to produce a product at the end of the process. It effects in a positive way both the student and the instructor motivation to provide a place for the materials which are obtained in courses and projects in social, written and visual media in the context of the evaluating the information. According to data which are gained from the participants answers, it is believed that lots of abstractions appeared especially in the minds of the instructors and the students. To be able to make these concepts materialized, we can organize the methods and the activities which can be used in the courses on behalf of the information management by considering the steps of the information management as well:

\*Regarding with gaining the information; meeting with the living sources; utilazation from the written, visual, aural, electronical sources; gaining infromation based on observation.

\*Regarding with sharing the information; presenting the exhibition, panel and the visual & aural materials in the structure of the faculty and providing a benefit from these materials in highly participated meetings (for example, like exhibiting the studies that are done by the student in the highly participated meeting).

\*Regarding with using the information; student to get a support from the field professionals and the instructors with experince in their field about using all the informations that they gained in a project study, student to compare the things that done before in similar projects and providing an opportunity to see the tangible samples about how the information is used before.

\*Regarding with evaluating and storing the information; storing the studies which are produced in courses in the structure of the faculty in the web base electronic environment, protecting the originals of the digital and printed works in a archive qualified kind of units, establishing a seperate library unit in the structure of the faculty especially for the printed works.

It is possible to say in this study where it is about the "Evaluating the information management process in Project based courses in Higher education institution" that the process of the information management is not perceived sufficiently and did not achieved its goal in Project based courses. It is believed that, by showing differences in each participant groups, information management and its process is generally percieved as an abstract concept. For this reason, it is believed that it can not be turned in to a sufficient application field. To be able to rehabilitate this situation, all of the instructors including the faculty administrators should resort the raising the level of consciousness by gathering them together with the mutual shareholders of the solution and by various confrences, seminars, panels and congresses which are aiming the goal.

Applying the information management processes will bring a lot of benefits to the universities which are the main institutions who produces and spreads the information. Putting these processes into practice from time consuming to power of competitiveness which adds value to the institution are affined with the cultere of the institution. Starting from administrators of the institution, instructors and students needs to done their studies by assimilating, adopting and realising the importance of this culture. In this content, we need to inform especially the administrators about the information management and its processes in a Professional manner and we need to urge upon the studies which will help them to percieve the processes in a more tangible way.

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