



25-27 October 2024



CONFERENCE ABSTRACTS E-BOOK

ISBN: 978-625-00-2596-3

31. 12. 2024

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CHAIRMAN OF THE ORGANIZING COMMITTEE’S MESSAGE

There are different institutional forms of internationalization in higher education. Typically, international associations based on regional collaborations in higher education have so far shaped the direction of the internationalization process. The internationalization efforts of cultural geographies, based on their own experiences, are gradually extending beyond regional axes and shifting toward new pursuits and collaborations worldwide. Today, approximately 6.5 million students have become part of international mobility processes. In the last decade of the 21st century, a new process, in which the digital world forms the infrastructure of communication, has been rapidly advancing with the support of artificial intelligence, real-time translation programs, and online campuses.

New fields of activity have been incorporated into the increasingly complex process of international collaborations among higher education institutions, driven by subcomponents such as knowledge transfer, cultural interaction, and gaining experience. In addition to academic exchange programs and collaboration protocols, many new activities have emerged within these new fields of activity, including joint research and development projects, patent initiatives, collaborative publications, dual-degree programs, and expanded collaborations where technoparks and manufacturing companies participate as third parties. With the emergence of new fields of activity, the intensity of relationships among universities worldwide has increased. In this regard, understanding all alternative forms of internationalization, shaping a roadmap for the future, grasping the nature of cultural and political issues and confrontations, and steering the flow with appropriate solutions have gained importance. The Internationalization in Higher Education: Navigating Global Challenges and Opportunities Conference emerged as a product of such a comprehensive pursuit. In this context, we are delighted to have achieved such a strong academic synergy in this field for the first time, thanks to the partnership of 26 universities from around the world that have embraced our conference.

Prof. Dr. Mustafa Said Kurşunoğlu
Chairman of the Organizing Committee
Omu Head of International Relations Unit

PREFACE

Dear Academicians, Researchers, and Students,

We are delighted to present the summary booklet for our conference, *"Internationalization in Higher Education: Navigating Global Challenges and Opportunities."* This significant academic gathering underscores the importance of sharing diverse experiences, insights, and research from academicians worldwide to advance the internationalization processes in higher education.

Our primary aim is to create a collaborative platform where the collective knowledge and experiences of universities across different countries can be scientifically examined and shared. Through this initiative, we aspire to chart a global roadmap for internationalization, facilitating the adaptation of higher education systems to the evolving demands of globalization.

This conference not only fosters scholarly discussions on contemporary issues, developments, and expectations in internationalization but also opens new avenues for global cooperation. By bringing together esteemed academicians and researchers, we hope to encourage the establishment of robust networks for collaborative studies, innovative research, and academic partnerships that contribute to this rapidly advancing field.

We extend our heartfelt gratitude to all the participants for their valuable contributions, to our collaborating universities for their support, and to the dedicated committee members whose efforts have been instrumental in bringing this event to fruition.

We hope that this booklet serves as a resourceful guide to the key insights and discussions from the conference, inspiring further research and initiatives in the field of internationalization in higher education.

Warm regards,

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ABSTRACTS

Enhancing Internationalization through Online Pre-Tests and Post-Tests: A Pedagogical Approach to Assessing Student Learning in Histology

Dr. Maryem Bouallegue¹

Dr. Monia El Barhoumi²

Dr. Wafa Troudi³

Abstract

The integration of pre-tests and post-tests into university teaching has proven to be an effective pedagogical approach for evaluating the evolution of students' knowledge throughout their training. This method places the student at the centre of the learning process and allows for an objective assessment of the effectiveness of teaching sessions. Although this approach has clear advantages, it is not yet systematically used in our teaching. To promote internationalization, the use of online pre-tests and post-tests within the histology module for first-year students in the National Diploma in Anesthesia and Resuscitation at the Université Centrale Paramédicale not only evaluates learning outcomes but also addresses the needs of a globalized educational environment. By using online tools accessible to an international audience, students' progress was measured in a global context, and their participation was facilitated regardless of their location. Analyses were conducted by session, by term, and by question, with a comparison of scores between the pre-tests and post-tests using a paired t-test. The results showed a significant improvement in scores, rising from 11.6 to 14.98 out of 20, with a statistically significant increase in averages ($p < 10^{-4}$). Moreover, the qualitative evaluation of the session by students, including those from different countries, revealed a high level of satisfaction regarding the relevance of the content, organization, and conduct of the session. The online pre-tests and post-tests approach facilitates data collection on learning, allowing for the comparison of performance and perceptions among students from diverse backgrounds. This contributes to a better understanding of global educational needs and helps to adapt pedagogical methods to be more inclusive and relevant in an international context. This pedagogical approach has proven to be effective, robust, and operational, while offering opportunities to refine teaching practices in response to various global educational contexts.

Keywords: Pre-Test; Post-Test, Pedagogical Approach, Knowledge Evaluation, Internationalization, Globalized Education, University Teaching.

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Digitalization and Internationalization in Higher Education: The Case of Université Centrale Private School in Tunisia

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Abstract

In recent years, higher education has transitioned from a traditional educational model to a more digitally-driven approach, requiring profound transformations and collaboration from various stakeholders. Internationalization has become a key aspect of this process, with innovative technologies enabling universities to expand their influence and attract students on a global scale. Université Centrale in Tunisia serves as a prime example, implementing a digitalization strategy that covers multiple dimensions such as online learning, intelligent teaching, student assessments, personalized learning experiences, and online examinations. This approach has created an inclusive and globally connected educational environment, attracting more than one hundred international students and enabling cross-border exchange of expertise. Since 2017, Université Centrale has implemented a specialized digital platform, MyU, for both students and faculty. This digitalization model includes a wide range of tools designed to enhance education for the 21st century, from interactive whiteboards to online curriculum management systems and advanced tablets. Currently, the Blackboard Learning Management System (LMS) provides national and international students with easy access to information, accelerated learning, and interactive opportunities to apply knowledge in real-world scenarios. This system has redefined the roles of both faculty and students, encouraging increased interaction and collaboration in small groups. The integration of these technologies has boosted learning efficiency while strengthening critical thinking and analytical reasoning skills for all students. Moreover, Université Centrale has established a Medical Simulation Center, a space dedicated to continuous professional development in various health disciplines. The center organizes workshops tailored to specific educational objectives and student needs, such as nasogastric tube placements for nursing students, cardio-respiratory arrest simulations for anesthesia students, and postpartum hemorrhage scenarios for midwifery students. These sessions benefit both national and international students, fostering a more globally integrated learning experience.

Keywords: New Technology, Digitalization, Internationalization, Higher Education, Tunisia.

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A Suggested Training of Virtual Exchange as a Mode of Internationalisation at Home Activity for Higher Education Institutions

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Abstract

Virtual Exchange (VE) is a practice that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators (The EVALUATE Group, 2019). The value and role of Virtual Exchange in internationalization at home (IaH) has been foregrounded particularly in higher education with an emphasis on the design of environmentally sustainable, accessible, equitable, and meaningful intercultural and multinational experiences (Helm & Beaven, 2020). The reduction in physical mobility opportunities due to the COVID-19 pandemic further increased interest in VE. VE also has affordances at the institutional level as an IaH practice for higher education institutions. In this regard, within the framework of GlobVELT Project funded by British Council Türkiye, based on the findings of a needs-analysis, a training was developed and implemented to the officers working for internationalization at two partner universities (Türkiye and the UK institutions). This study aims to present the suggested training on VE and IaH to support instructors in VE design, finding partners, and embedding VE in the curriculum and in the institutional agenda. The study would provide significant insights to the higher education institutions to increase their potential of IaH and practical implications of VE.

Keywords: Internationalization At Home, Virtual Exchange, Cultural Exchange.

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Fluides, the Future of Power Technology - New Skills for Future Engineers (POSTER)

Dr. Mihaela Pisleaga¹

Abstract

The paper refers to my experience of teaching the first international course in the field of fluid mechanics. The article will present: how I organized my syllabus, the materials presented to the students, the methods used and their impressions. I will also complete the article with non-formal and interactive teaching methods obtained in international trainings. At the end of the article, I will present a search of the existing articles, in the Clarivate analytics database, regarding the topic: Internationalization and University Curriculum.

Keywords: New Skills, Internationalization, Curriculum.

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Artificial Intelligence and Language Learning: New Horizons for Internationalization in Higher Education

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Abstract

In an increasingly globalized world, internationalization in higher education is crucial for strengthening cultural, academic, and economic ties between countries. Language learning plays a critical role in enhancing the cultural integration and academic success of international students. In recent years, artificial intelligence (AI) tools have been increasingly utilized to support language learning processes. Specifically, AI-based applications in developing speaking skills allow students to improve their language proficiency by receiving real-time feedback. This study examines the role of AI tools in the language learning process within the context of internationalization in higher education. It focuses particularly on the impact of AI-supported language learning tools on the development of students' speaking skills. The study will explore how these technologies enhance students' motivation to learn a language, facilitate their cultural interactions, and contribute to their academic success. The findings suggest that AI tools can be a significant resource in supporting internationalization in higher education.

Keywords: Internationalization, Higher Education, Artificial Intelligence.

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The Role of Artificial Intelligence (AI) in Enhancing the Success of International Students

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Abstract

The multifaceted nature of students coming to study in higher education institutions presents many challenges, particularly regarding language barriers and cultural adaptation. International students pursuing academic studies outside their home countries often face difficulties adjusting to new educational systems and integrating into different cultural environments. This paper examines the contribution of artificial intelligence (AI) in solving these problems, particularly emphasizing the mess-free translation of languages and the development of customized language skills. Following a thorough analysis of existing literature and case studies, we identify the key obstacles international students face, including language proficiency and cultural integration, and evaluate the effectiveness of AI technologies in mitigating these issues. We have emphasized both voice and written communication, language comprehension and language as culture. Moreover, it examines how AI addresses the difficulties, emphasizing their inferior access to a common language and their adoption of regional norms and practices. Our findings demonstrate that real-time translation and language learning applications powered by AI significantly enhance comprehension, class engagement, and student performance in the curriculum. Recognition of the limits of these technologies allows the beginning of a more circuitous route toward incorporating AI in education. The findings of this study underscore the importance of integrating AI-based solutions into educational frameworks to support international students, ultimately promoting a more inclusive and effective learning environment. Our research concludes with recommendations for educational institutions to adopt AI-driven tools as part of their strategic initiatives to enhance the success and well-being of international students.

Keywords: International Students, Language Barriers, Cultural Adaptation, Artificial Intelligence.

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Prospective French and English Double Major Teachers' Views on Superlative Teaching

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Abstract

With the increasing need for learning foreign languages, the number of qualified individuals needed for foreign language education is also increasing. The education faculties in our country aim to train qualified teacher candidates who will meet this need. In order for teacher candidates to further develop themselves and to increase the opportunities for employment in teaching by spreading more than one foreign language education, double major programs have been implemented in many universities since 1998. This program, which allows students who meet the necessary conditions for the program to receive diplomas from two different departments at the same time, is also implemented in the fields of German, French and English language teaching in the Department of Foreign Language Education of the Faculty of Education of many universities. The study group of this research consists of eight teacher candidates studying French language teaching who are enrolled in the double major program of English language teaching in the Department of Foreign Language Education of the Faculty of Education of a state university. During the study process, in order to obtain the opinions of the candidate teachers about the teaching of the "superior" expressions, the candidate teachers were asked to analyze the original texts prepared by the researcher. Then, the results obtained from the semi-structured interview consisting of 11 questions directed to these candidate teachers were analyzed with the descriptive analysis method and turned into qualitative research data. As a result of the analysis of the views of the candidate teachers in the study, it was seen that the candidate teachers gave importance to the application of language teaching methods and approaches within the scope of teaching the Most Superior structure in French and English, teaching language skills and using authentic texts in language teaching. It was stated by the participating teacher candidates that with the use of authentic texts and drama activities in foreign language teaching, students' international cultural understanding and communication would be improved and thus they would be able to grasp the target language better.

Keywords: French Language Teaching, English Language Teaching, Double Major Program, Superlative, Foreign Language Education.

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Plurilingualism as a Solution to Overcome the Language Barrier for Foreign Students in Turkish Higher Education

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Abstract

There has been an increase in the number of foreign students studying at Turkish universities. Many of these students are international students on student visas. However, another large group of foreigners is comprised of refugee students. As a result, various languages are spoken in Turkish universities and the number of plurilingual students is increasing more than ever. Nevertheless, despite this linguistic richness, the language barrier remains one of the main problems for foreign students, leading to low academic achievement among non-Turkish students. At this point, Plurilingualism can be a key to promoting an inclusive and international academic environment in the universities. It offers a holistic approach integrating diverse linguistic, identity, and social dimensions to overcome the language barrier. This paper explores the concept of Plurilingualism and its role in assisting foreign students at Turkish universities to navigate the language barrier. It examines how linguistic proficiency, the formation of identity, and social interactions contribute to the adaptability and success of these students in a new educational environment. By analyzing these dimensions, the study aims to highlight the importance of embracing different languages and cultural backgrounds in enhancing the academic experience for foreign students.

Keywords: Plurilingualism, Language Barrier, International Students.

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Relational Analysis of Cultural Intelligence Levels and Attitudes Towards Turkish Culture of Turkish as a Foreign/Second Language Learners

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Abstract

Learning a language as a foreign or second language cannot be considered separately from the culture in which the language exists. Learning the language as natively is directly related to learning the culture of the language in which shaped. Cultural interaction in foreign language learning environments is a natural requirement and result of this situation. The aim of this study is to determine the cultural intelligence levels and attitudes towards Turkish culture of those learning Turkish as a foreign/second language. For this purpose, the relational screening model, one of the quantitative research methods, was used. 302 students learning Turkish at various universities in Turkey participated in the study. The Cultural Intelligence Scale and the Scale Developed to Determine the Attitudes of Foreign Students Who Learned Turkish Towards ‘Turkish Culture’ were used as data collection tools. The data obtained from the research were analyzed using SPSS 23. The data obtained along with both scales were analyzed according to the participants' gender, region of origin, mother tongue, number of foreign languages, age, Turkish language proficiency and education level variables. In addition, the Pearson correlation coefficient was calculated to examine the relationship between the two scales. As a result of this analysis, it was found that there was a positive and significant relationship between the cultural intelligence of Turkish learners and their attitudes towards Turkish culture.

Keywords: Teaching Turkish as a Foreign/Second Language, Cultural Intelligence, Turkish Culture.

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Writing Centers: A Proposed Solution to Academic Writing Challenges for International Students

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Abstract

Turkey has become an international centre of attraction in higher education with the increase in the number of universities, research centres and academics in recent years. In the last decade, our country has become one of the countries with the highest number of international students studying in higher education institutions. Writing skills are essential for the academic success of international students, considering that the educational activities in most higher education institutions are 100% in Turkish and that the measurement and evaluation methods and techniques of these institutions are generally based on writing skills (articles, theses, projects, reports, written exams, etc.). It can be said that it is. Studies show that students studying in Turkish teaching centres mostly have problems with writing skills. As a continuation of these problems, international students with C1 level certificates need support in improving their academic writing skills in undergraduate and postgraduate education. This study examines academic writing centres as a proposed solution to these challenges. The study will have an in-depth look at the services academic writing centres offer and the support these centres provide to students. It will focus on the general definition of writing centres, their purposes, who benefits from them, what happens in the centres and the one-to-one tutoring process, and the role of tutors working in writing centres. It will also evaluate additional activities and share case studies from worldwide writing centres. The study aims to identify the impact of academic writing centres on improving international students' writing skills and the benefits these centres can provide.

Keywords: Writing Centers, Academic Writing, International Students.

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Policy Influence on Moldova's Higher Education Internationalization: National and International Dimensions

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Abstract

This article examines the policy influence on the internationalization of higher education in Moldova, focusing on both national and international dimensions. The study explores the strategic initiatives and regulatory frameworks implemented by the Moldovan government to enhance the global competitiveness of its higher education institutions. It also analyzes the role of international partnerships, mobility programs, and cross-border collaborations in promoting academic exchange and integration into the global educational landscape. Through a comprehensive review of policy documents, stakeholder interviews, and case studies, this research identifies key challenges and opportunities in the internationalization process. The findings highlight the impact of national policies on institutional strategies, the alignment with European Union standards, and the contribution of international organizations in shaping Moldova's higher education landscape. This study provides valuable insights for policymakers, educational leaders, and scholars interested in understanding the dynamics of higher education internationalization in emerging contexts.

Keywords: Policy, Higher education, Internationalization, Government.

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The Role of Daad in the Internationalization of Research: The Case of The Clim-A-Net Research Network among Carl Von Ossietzky University of Oldenburg, Nelson Mandela University and University of University of Dar Es Salaam

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Abstract

The German Academic Exchange Service (DAAD; Deutscher Akademischer Austauschdienst), the world's largest funding organisation for the international exchange of researchers and students has been impactful in, among other things, promoting the 'North-South' research networks. Research capacity building through such North-South partnerships is responsive to the United Nations Commission for Science and Technology for Development's (UNCSTD) ideal to reduce the research gap between the North and South. Clim-A-Net - the North-South-Network on 'Climate Proofing of Vulnerable Regions', which is a research partnership among the Universities of Oldenburg, Germany; Nelson Mandela, South Africa and Dar es Salaam, Tanzania aimed to develop new capacities and scientific knowledge on climate change impacts and adaptation strategies for targeted regions. Inter alia, the network conducted climate change vulnerability assessments for Mkomazi Water Basin in Tanzania and the Keiskamma River Catchment in South Africa. In addition to the very effective international exchange of researchers and students, the network outputs included several PhDs and Masters jointly supervised, as well as research papers. The network also transcended the comparative assessments of the two regions, to include assessments of carbon stocks in the Mabira tropical rain forest, Uganda. By implication, Clim-A-Net showcased successful research internationalization between the North and South.

Keywords: North-South, Clim-A-Net, Climate Change, Vulnerability.

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International Students as Sources of Economic Income and Intellectual Capital

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Abstract

This paper aims to discuss multifaceted impact of the presence of international students at universities with a particular emphasis on the economic income they generate and intellectual capital that they offer to the countries where they study. It is reported that there are over 6.3 million international students worldwide in 2024 and this number will increase to 8 million by 2030. Given the increasing size and mobility of international students, universities are geared to attract these students to increase their income as well as research and development capacity by employing well qualified post-graduate students in innovative projects. It is estimated that international students generate 375 billion USD income annually and this figure will go up to 470 billion USD in 2030. This paper argues that universities with global outlook and diversified curriculum addressing the interests of international students will receive more share from the growing body of international students. It is also argued in this paper that internalization is a strategic choice for countries which aim to recruit best brains from all over the to integrate them into their R&D ecosystem. Available research already indicate that talented international students are employed during and after the completion of their study and they make substantial contribution to research and development projects in the countries they study and live. This paper concludes that international students have potential impact on social, cultural, economic and research environments of the universities they are enrolled and their impact is particularly felt in financial and intellectual resource dimensions. It is for these reasons that universities are competing with each other to enrol international students in greater numbers while states introduce special policies and programs to enable their universities to attract these students and to encourage companies to employ them as intellectual assets in greater numbers after their graduation.

Keywords: International Students, Finance, Intellectual Capital.

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Türkiye's Africa Policy and Its Reflection in the Internationalization of Higher Education

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Abstract

Türkiye's economic, commercial, cultural, and diplomatic relations with the African continent have seen significant growth over the past two decades. This growth has not occurred randomly; rather, it has been supported by deliberate government policies and has become a crucial component of Türkiye's foreign policy. The strategic initiatives developed by the Turkish government toward the African continent have been well-received by African countries, resulting in reciprocal actions that have further deepened these relations. Notably, Türkiye's declaration of 2005 as the "Year of Africa" has catalyzed the establishment of numerous strategic partnerships and has expanded bilateral relations across various sectors. Among these sectors, educational investments, which are vital for ensuring the continent's future prosperity, have been particularly significant. Educational institutions established across the continent have provided on-site education, while thousands of students have been sent to Türkiye for higher education. The support and scholarships provided by the Presidency for Turks Abroad and Related Communities (YTB) have played a key role, enabling thousands of students to pursue higher education in Türkiye under scholarship programs. Additionally, students arriving in Türkiye through self-funding or as a result of the university-administered YÖS (Foreign Student Examination) have accelerated the internationalization process of higher education in Türkiye. The increasing number of African students has facilitated the establishment of new diplomatic relations, including the opening of embassies and state institutions across the continent. The establishment of these embassies, in particular, has allowed Türkiye's Africa policy to be actively monitored and managed on the ground. This study will employ both qualitative and quantitative research methods to investigate how the proportion of students coming from the African continent has evolved, especially over the last twenty years, and the extent to which this change has contributed to the internationalization of Turkish universities. Subsequently, Türkiye's Africa policy will be analyzed using descriptive analysis methods to examine any emerging differences systematically. The findings of this study will be compared with data from other countries to assess the degree of alignment between Türkiye's evolving Africa Policy and its broader internationalization goals.

Keywords: Türkiye, Africa Policy, Higher Education, Internationalization.

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The Khwarizmi-Ibn Sina Knowledge Corridor: A Pathway to Economic Prosperity

Mr. Agha Adeel Saadat¹

Abstract

Over a millennium ago, eminent scientists like Al-Khwarizmi, Ibn Sina, and others emerged from the region that now spans from Türkiye to Kazakhstan. However, today this region faces challenges in advancing cutting-edge scientific research. This study explores the issues within academia that hinder effective scientific collaboration. It underscores the necessity for universities in this region to engage in collaborative research to address shared challenges. One significant barrier identified is the lack of funding for interdisciplinary research, both within national borders and across them. This paper proposes a framework for fostering scientific collaboration among universities in the region, with a focus on product development tailored to local needs. It also discusses strategies to overcome funding obstacles. The establishment of a "Khwarizmi-Ibn Sina Knowledge Corridor" is suggested as a potential solution to some of the region's most pressing challenges, with the potential to drive economic prosperity. Revitalizing scientific collaboration in this area could open new avenues of thought, much like the intellectual renaissance that occurred here a millennium ago.

Keywords: Scientific Collaboration, Interdisciplinary Research, Product Development, Regional Collaboration, Khwarizmi-Ibn Sina Knowledge Corridor, Economic Prosperity.

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The Role of Higher Education in Poverty Reduction and Income Inequality Mitigation

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Abstract

Higher education is widely regarded as a powerful tool for socio-economic development, poverty alleviation, and income inequality mitigation. This study aims to examine the role of higher education in reducing poverty and income inequality using secondary data from the World Bank. The research focuses on analysing higher education enrolment ratios and their impact on economic indicators such as poverty headcount ratios, GDP per capita, and the GINI index. Conducted across European countries, the study employs an Ordinary Least Squares (OLS) regression model, as well as fixed effects and random effects models, with a Hausman test to determine the most appropriate model. Additionally, the study includes descriptive and trend analysis to provide a comprehensive overview of the data. The findings indicate significant correlations between higher education and both poverty reduction and income inequality mitigation. Specifically, the results show that increased educational access and investment enhance economic mobility, reduce income disparities, and foster greater economic equity. By providing a cross-country comparison within Europe, this study contributes to the global understanding of the impact of education on economic disparities and offers valuable policy recommendations. The results emphasize the need for strategic investment in higher education and equitable distribution of educational resources to achieve greater economic fairness and inclusivity. Additionally, the study highlights the importance of aligning educational policies with broader socio-economic goals to maximize their impact. This research provides a data-driven perspective on the impact of higher education policies, offering actionable recommendations for policymakers to harness educational resources for sustainable poverty alleviation and economic equity.

Keywords: Higher Education, Poverty, GINI.

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Evaluation of University Reactions to the Gaza Genocide from the Perspective of Global Citizenship

Dr. Muhammed Fatih Aksaraylı¹

Abstract

In the wake of the tragic events in Gaza, the global higher education sector has responded with significant attention and concern. Universities worldwide have expressed a range of reactions, including calls for peace, condemnation of human rights violations, efforts to increase humanitarian aid, demands for an end to the occupation, pleas to halt the killing of innocent children, and appeals for adherence to international law. These varied responses underscore the crucial role of higher education institutions in promoting global citizenship and ethical awareness. This study aims to contribute to the discourse and advocacy for higher education involvement in addressing the Gaza tragedy. Through a systematic analysis of qualitative data sourced from news outlets and online platforms, this research seeks to evaluate the prevailing trends and university responses to the Gaza crisis within the framework of global citizenship.

Keywords: Gaza, Higher Education, Global Citizenship.

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Herbert Spencer's Theory of Universal Education

Dr. Ayşe Yaşar Ümütlü¹

Abstract

This presentation explores Herbert Spencer's Theory of Universal Education, a cornerstone in the history of educational philosophy. Spencer, a prominent Victorian thinker, advocated for education that catered to the individual's natural development and societal needs. His theory emphasizes the role of education in fostering self-reliance, social cohesion, and the advancement of civilization. By examining Spencer's views on the purpose, structure, and principles of education, this presentation sheds light on his enduring influence on educational thought and practice. Through critical analysis and historical context, it elucidates the relevance and implications of Spencer's ideas in contemporary educational discourse. Spencer, a key figure in 19th-century sociology, posited that societies evolve through a process of natural selection. Central to his theory is the idea that education plays a crucial role in facilitating this evolution by equipping individuals with the necessary knowledge and skills to adapt to changing social environments. Spencer's emphasis on individual self-improvement, competition, and the gradual development of social structures informs his vision of universal education as a means to foster progress and harmony within societies. By examining Spencer's theories, this presentation explores their relevance and potential contributions to modern educational practices and policies.

Keywords: Universal Education, Social Evolution Theory, Herbert Spencer.

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The Ethical-Political Grounds of Universal Education in Immanuel Kant

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Abstract

Immanuel Kant extends his critical philosophical system to education through ethics. The principle of philosophy which is "entering to the reliable path of science" also applies to education. Accordingly, education is the process of enabling individuals to adapt moral maxims and its ultimate end is the moralization of human beings, who are end themselves, through the stages of cultivation and civilization. Within the same rationality, the institution of the university (the concept of universitas) aims to transform the faculties of knowledge into a school and to establish the principled unity of the sciences. The systematic unity of ends can only be achieved through the idea of the ultimate end. The concept of purposiveness leads us, in the historical social context, to the ideal of perpetual peace in which the final end of nature or the moralization of man can be fully realized. This is only possible through a genuine university education in a cosmopolitan political structure Kant envisions a Copernican revolution in the field of education similar to the Copernican revolution, which he thinks he has realized in the theoretical and practical fields. Accordingly, the relationship between the higher faculties (theology, medicine and law) and the lower faculties (philosophy and basic sciences) that existed in the Prussia of his time should be reversed. In their current form, the higher faculties could have no other purpose and function than to guarantee the welfare, happiness and security of the people with the support of the state. However, what is essential for the faculty of philosophy and the sciences under this heading, are autonomy and truth. According to principle of reason, philosophy is inherently free and does not submit to any external authority, but is subject only to its own laws. Likewise, the public use of reason consists of the freedom to subject everything to public criticism within the limits of reason. Thus, this study aims to first outline the framework of the universal ethical-political education that Kant sets as a goal for humanity and then to discuss the possibility of realizing this framework in contemporary societies.

Keywords: Kant, Cosmopolitanism, Morality, The Highest Good, Conflict of Faculties, International Education, Universitas.

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Internationalization and Intercultural Learning in Higher Education in John Dewey in the Context of Human Nature and Diversity of Experience

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Abstract

It is possible to find the importance of intercultural learning in the context of human nature and diversity of experience in John Dewey's philosophy of education. "Intercultural learning" is one of the main concepts in terms of internationalization in higher education. Dewey accepts humans as a part of nature and a social being. Arguing that human nature is not fixed and can be shaped with a sufficient number of stimuli, Dewey sees experience as the cornerstone of learning. Individuals' interactions with their physical and social environments constitute the source of all their gains. Dewey emphasizes that internationalization and intercultural learning in higher education are indispensable for individuals to develop their natural talents, ensure effective participation in the global society, and spread democratic values. Internationalization allows individuals to interact in different cultural and social contexts and gain a wider network of experience. This process can provide students with different perspectives on issues such as solving global problems, developing democratic values, and participating in the global society. It is noteworthy that these achievements are compatible with human nature and that they are linked to individual development. Dewey argues that individuals from different cultural backgrounds should be able to live and work together in a democratic society. Such an intercultural learning environment can enrich individuals' perspectives and thinking skills in many ways. Therefore, in Dewey's philosophy of education, internationalization and intercultural learning complement each other. The concepts of human nature and diversity of experience are also addressed in terms of their aspects that strengthen the teaching processes in the international higher education environment. This study aims to shed light on the internationalization processes in today's higher education institutions from a philosophical perspective, through Dewey's views and concepts.

Keywords: Intercultural Learning, Internationalization, Human Nature, Diversity of Experience.

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The Effects of the Reformation Movement on the Internationalization of Education

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Abstract

International education is a field that deals with the education of individuals from different cultures, languages and educational systems. This type of education helps individuals gain a broader perspective in a globalizing world and be more open to different cultures, norms and values. In addition, ethical and political values in international education are the basic elements that determine how educational systems and programs will be shaped, what content will be taught and how students should be evaluated. Addressing these values correctly contributes to the creation of a structure that supports success and global peace in international education. This presentation argues the ethical-political grounds of universal education in perspective of Immanuel Kant. According to Kant main purpose of education is to ensure the development of individuals as moral and rational beings. His understanding of universal ethics forms the basis of his moral philosophy, and this understanding has deep connections to universal education. Kant argues that moral laws have universal validity and emphasizes the necessity of an educational system that will enable individuals to understand these laws and live according to them. Thus Kant's philosophy on universal education is deeply intertwined with his ethical and political theories. Kant believed that education is essential for the cultivation of moral and autonomous individuals, which in turn forms the foundation for a just and enlightened society. This presentation consists of three main parts. In the first section Kant's universal moral philosophy will be discussed in general terms. The subheadings are Moral Rational Development, Universal Access and Equality, Autonomy and Critical Thought. The presentation will end with an evaluation that includes the mentioned issues. These issues will be discussed throughout the presentation and will be concluded with an evaluation section.

Keywords: Kantian Ethics, International Education, Political vision.

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The Impact of Anthropological Perspective on Internationalization in Higher Education

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Abstract

In a global world, increasingly complex socio-cultural, economic, political, and technological components have reached a dimension that generally affects our species. For this reason, it is essential to approach our problems from an anthropological perspective that focuses on the human being. Issues such as students, academics, structural and methodological infrastructure, and scientific curricula, which are the main elements of higher education, need to be updated with an intercultural perspective with anthropological foundations in an international dimension. Intercultural education helps people first identify their own culture and interpret their identity and identity from different angles when talking about themselves or trying to understand others. Educational practices that bring together people from different cultures, highlighting many emotional developments such as creative thinking and communication skills, tolerance, empathy, and impartiality, are among the needs of the new century. Intercultural educational practices should reflect and be grounded in an anthropological, educational perspective, which helps the student to feel their value by telling strangers about their values if the study of cultural practices in educational institutions, educational rituals, symbols, ceremonies, models of change and approaches to educational fields in different communities will help to carry out comparative analyses in curriculum updates. Therefore, in our study The positive and negative aspects of the current educational paradigm will be evaluated based on the value of curriculum from an anthropological perspective, the training of teachers, their intercultural skills, and their ability to deal with socio-cultural challenges in practical application. Proposals will be made to assess areas where anthropological and intercultural approaches can be used in education. The aim is to contribute to the rising educational paradigm by linking new online education practices and the needs of the era. When we examine the anthropological source of the close relationship between culture and education, we will give different perspectives to the duality of "me and others." The historical analysis will be carried out by studying educational practices that will give the student the ability to think globally, to perceive himself, to have a democratic perspective to cope with cultural diversity, and to express himself correctly. An anthropological study will be conducted on the cultural codes needed to express oneself correctly and how and how they should be applied in educational practices.

Keywords: Intercultural Education, Anthropological Perspective, Internationalized Curriculum.

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From Local to Global: The Evolution of International Research Collaborations in Social Sciences.

PhD Candidate Leyla Yadigarova¹

Abstract

The increasing tendency to widen the international research collaborations in various academic fields is reshaping the global research landscape. International research collaborations in social sciences have demonstrated an impact on the quality of research outcomes by enhancing research quality and visibility. International partnerships have also lead to the increased quality scores in various scientific fields. While existing studies do not fully capture the comprehensive current landscape of global collaborations in the social sciences, the rise of international partnerships, particularly within regions, and the development of strategic assessment tools indicate that the social sciences are becoming increasingly interconnected and globally oriented. As more nations contribute to high-quality research, China has emerged as a leading scientific hub, developing impactful collaborations with Western countries. These collaborations are not only fostering scientific innovation but are also providing unique opportunities for professional development. However, international research collaborations also present significant challenges, particularly in securing appropriate funding, navigating human resources, and managing data collection across different socio-political landscapes. Despite these challenges, the thematic focus of international research collaborations has led to exploring emerging topics. In contrast, local collaborations tend to concentrate on more established and traditional areas of research, suggesting that international partnerships contribute to innovation within the academic discipline. This article studies the increasing trends and approaches towards international research partnerships, with a notable preference for regional collaborations over intercontinental ones. The article also highlights the need for a more strategic approach to understanding global research trends.

Keywords: International Research Collaborations, Partnerships, Social Sciences, Research Quality.

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Global Transparency Enhanced by Innovative Multidisciplinary Research in Scientific Policy Discourses

Assist. Prof. Dr. Gull-e-laala Khan¹

Dr. Amber Jamshaid (PhD)

Dr. Hamna Zaheer (PhD)

Dr. Aamna Mukhtar (PhD)

Abstract

Real-world breakthrough discoveries depend on enhancing potential multidisciplinary research. Boundaries among academic disciplines are getting porous as traditional knowledge silos are demotivated behind emerging era of cross disciplinary research. Focusing future confronts in learning and exploration, polygonal interdisciplinary approach might cross insight threshold. To meet global SDGs, interdisciplinary research holds significant importance in bridging traditional speculative gaps. Policies and practices in all educational domains need to project and implement real-world interdisciplinary impactful research. Present study aimed to explore constructive analyses of individuals from diverse research background viz, natural sciences, management sciences, social sciences and basic sciences. Research findings revealed that scientific collaborations in form of multidisciplinary research is of utmost significance meeting challenges in today's era. Merging intellects of various minds in transparency of innovations is the key aspect in congregating defies of developing nations as multi-skilled research holds tremendous potential for addressing the multifaceted challenges of our world. Scientific policy discourses encourage multidisciplinary learning to enhance breakthrough discoveries, solving intricate concerns and their solutions to real-world.

Keywords: Speculative Gaps, Interdisciplinary Research, Phenomenological Analysis.

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Reflecting on Mobility Research in English Language Teacher Education: Possible Benefits, Problematic Assumptions and Future Directions

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Abstract

The contemporary global landscape is characterized by unprecedented diversity and interconnectedness, accompanied by pervasive crises, power dynamics and inequalities. Within this context, there is an increasing imperative to cultivate the intercultural and sociopolitical competencies of prospective English language teachers who are increasingly tasked with grasping global interconnectivity, respecting diversity, and embracing social justice. One promising avenue to address this exigency is to facilitate the participation of prospective English language teachers in mobility programs, which can help them develop essential dispositions and skills for socially and interculturally responsive English language teaching. In fact, recent mobility research suggests that prospective English language teachers can develop more confidence toward interculturality, English use, and (critical) professional development through mobility programs. However, the research also emphasizes that outcomes vary due to complex contextual and individual dynamics. In other words, researchers and practitioners are advised to exercise caution against overly optimistic or simplistic assumptions that could undermine the potential benefits of these programs for prospective English language teachers. Therefore, reflecting on recent mobility research in English language teacher education, I present and discuss various possible benefits and problematic assumptions related to mobility experiences in this domain. Notably, these assumptions may not be receiving adequate consideration from language teacher educators, program implementers, and participants themselves. Lastly, I highlight several future directions for mobility research and practice in English language teacher education, emphasizing the importance of intercultural interventions. By doing so, I hope to help all stakeholders ensure that mobility programs are rewarding experiences for prospective English language teachers.

Keywords: English Language Teacher Education, Mobility Programs, Short-Term Study Abroad, Intercultural Interventions.

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History of English Language Teacher Training in Turkey: Policies and Reforms

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Assoc. Prof. Dr.  rfan Davut  am²

Abstract

This study aims to shed light on the history of English language teacher training in Turkey within the context of policies and reforms, as well as the social and political reasons behind them. Since the Industrial Revolution, internationalization has been in the forefront of the world agenda due to social, economic and political reasons. In parallel with the changes in terms of the international relations, the language learning; therefore, the language teacher training has been crucial. Specific to Turkey, English language teacher training entered among higher education programs in 1944 upon the establishment of the related department in Gazi Institute. Despite this fact, in the early 20th century, English had already begun to gain prominence and replaced French language as the primary foreign language because of the combined influence of shifting geopolitical alliances, which saw Britain and the US gain prominence, and the practical need for English language skills in a changing world. In order to clarify the linkage between the political and social changes and the promotion of English language, a broad literature analysis was used in this study. As a result it was found that with the effect of international incidents such as World War II and global formations such as being a member of NATO in 1952 made English language learning essential. Therefore, having people equipped with the ability to teach the language to the rapidly increasing numbers of children gave way to many reforms in education. Besides, today the world is facing another revolution, digital revolution, which is giving pace to the globalization and hence the necessity of English. This, also requires attention.

Keywords: Education; English Language Teaching, History, Reforms, Ottoman Empire, Republic of Turkey.

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From Perception to Practice: EFL Writing Instruction Challenges in the Context of Internationalization at a Bangladeshi Private University

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Samirah Khondoker³

Abstract

English writing competence as a Foreign Language (EFL) has become essential for academic success in the age of increased internationalization in higher education, especially in institutions where English is the Medium of Instruction (MOI). This study examines the convergence of internationalization and EFL writing instruction at a private university in Bangladesh, with a focus on exploring how teachers' perceptions of their roles, the methods they employ, and the challenges they encounter in this context. Utilizing a qualitative approach, data was collected through interviews with ten English language faculties at a Bangladeshi private university. While instructors recognize the value of writing skills for their students' global academic and professional prospects, the results show that they also encounter several challenges, such as large class sizes, limitations posed by institutional guidelines, scarcity of resources, and students' varying levels of language competence. The study also emphasizes the discrepancy between teachers' theoretical knowledge and practical implementation of teaching methodologies. While acknowledging the advantages of more interactive, student-centered practices, many educators rely on traditional, teacher-centered methods. The study underscores the need for professional development programs to provide teachers with the tools and strategies to teach writing effectively. Curriculum reform, access to more instructional materials and smaller class sizes are crucial institutional supports for improving the quality of writing education. This study adds to the broader discourse on language education in Bangladesh by shedding light on the specific needs and challenges faced by tertiary-level Bangladeshi writing instructors. Recommendations for policy and practice are provided to bridge the gap between current practices and optimal teaching strategies, ultimately aiming to enhance EFL writing outcomes for Bangladeshi university students to enhance their global opportunities.

Keywords: EFL Writing Instruction, Internationalization, Teacher Perceptions, Challenges in Higher Education, Bangladesh.

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Bridging Cultures through Language Proficiency: The Role of the TESTL Initiative in Internationalizing Higher Education

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Abstract

Internationalization of higher education has been a part of academic discourse for a long time, and the early definitions including the ones suggested by Knight and colleagues in 1993, pointed to the cross-cultural interaction. However, the changing global context requires the definition to be adjusted to focus on the role of cultural mediation as a means of expanding the universities' scope and significance. This article focuses on the importance of language proficiency in the process of internationalization of higher education especially in the Turkic speaking countries. The TESTL (Teaching English to Speakers of Turkic Languages) initiative is an example of the regional approach that meets the linguistic and cultural needs of such students and helps them become a part of the global academic community. Despite the important role of international organizations, this article claims that regional initiatives such as TESTL are crucial to build synergies that contribute to the internationalization process in a more equitable way. Thus, TESTL offers tailored solutions to overcome key challenges, including language barriers, cultural differences as well as contextual constraints that affect the quality of higher education for Turkic-speaking learners. The article highlights the importance of language proficiency in the development of intercultural competence and in branding the higher education institutions as culturally sensitive institutions in the global community.

Keywords: Internationalization, Higher Education, Language Proficiency, Intercultural Engagement, TESTL Initiative.

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The Role of Globalization in the Preparation of Students who will Work in the Health Care System

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Abstract

Internationalization in medical education prepares future healthcare professionals to navigate a globalized world, understand diverse patient needs, collaborate across borders, and contribute to improving health outcomes on a global scale. It is essential for creating compassionate, culturally competent, and skilled healthcare providers capable of addressing the complex challenges of healthcare. Globalization transforms clinical practice by fostering cross-cultural awareness, facilitating access to information and technology, influencing healthcare delivery models, and presenting ethical challenges. Healthcare providers must navigate these dynamics to deliver effective, equitable, and culturally sensitive care in a globalized world. Infectious diseases, such as pandemics, spread more rapidly across borders today. Healthcare systems are increasingly diverse, with patients from various cultural and socioeconomic backgrounds. Globalization emphasizes the importance of cultural competence, teaching students to understand and respect cultural differences in healthcare practices and values. This prepares them to provide more effective and patient-centered care. It is very important to implement these concepts in university by integrating global health topics into the curriculum. This includes incorporating modules on global health challenges, international healthcare systems, cultural competence training, and global health ethics. Ensure that these topics are not only theoretical but also include practical components such as case studies, simulations, and international field experiences if possible. It is also very important to facilitate student exchanges and collaborations with institutions in different countries. Partner with international universities and healthcare organizations to offer exchange programs, joint research projects, and clinical placements abroad. Healthcare education institutions can effectively prepare students to thrive in a globalized healthcare environment, equipped with the knowledge, skills, and attitudes necessary to address global health challenges and contribute to improving healthcare outcomes worldwide.

Keywords: Globalization, Health care students, Implementation.

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Sustainability Contributions of Universities by Region on the Basis of QS World University Rankings Sustainability 2024

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Abstract

Global warming, climate crisis and social problems such as discrimination continue to interest sustainability. Because universities produce knowledge and educate future generations, sustainability-related expectations and pressures are increasing for them. In spite of various sustainability rankings for universities, QS World University Rankings (WUR) Sustainability 2024 was used in this study due to the availability of data. QS WUR Sustainability 2024 consists of three categories: environmental impact, social impact and governance. The aim of this study is to present sustainability contributions of universities by region, based on QS WUR Sustainability 2024. In this descriptive research study, universities in the QS WUR Sustainability 2024 list were grouped under six regions. Average, maximum and minimum scores of sustainability categories and their related indicators for each region were calculated using descriptive statistics in IBM SPSS Statistics 22. Regions were ranked according to their average scores for each sustainability category and their related indicators. Of the 1,397 universities within scope of research, 35.36% are in Europe, 33.86% in Asia, 17.18% in North America, 7.23% in Latin America, 3.29% in Oceania and 3.08% in Africa. Sustainability contributions of all universities for social impact, environmental impact and governance are 60.78%, 46.34% and 52.93%, respectively. Oceania has the highest average scores in social impact, environmental impact and governance. In social impact, Oceania made the highest contribution to Health and Wellbeing, and in environmental impact to Environmental Research. The lowest average score in social impact belongs to Africa, followed by Latin America and Asia, respectively. The least successful indicators of Africa in social impact are Employability and Opportunities and Impact of Education, respectively. Latin America has the lowest average score in the environmental impact. Latin America made the least contribution in the environmental impact to Environmental Sustainability. In governance, the lowest average score belongs to North America.

Keywords: Sustainability, University, Ranking.

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Adding Global Challenges to Higher Education Curriculum: AGU Case

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Abstract

The technological advancements and radical changes in the global political landscape experienced in the 21st century have rapidly brought societies and cultures closer together. These processes, known as globalization and internationalization, have manifested themselves in every aspect of social life, including the higher education area. In the Turkish higher education system, a shift towards internationalization has been observed, focusing primarily on international students and exchange programs. However, in this shift, the global challenges are either overlooked or unappreciated. In the curriculum, although national, regional, and local elements are determinative, it is also necessary to include global elements within a certain balance. Individuals undergoing higher education are not only part of the socio-cultural fabric of their respective countries as national citizens but also integral parts of the global ecosystem as global citizens. Therefore, individuals cannot be expected to remain indifferent to global issues they are confronted with. Indeed, our world is challenging with numerous issues, striving to establish goals and objectives, formulating strategies, and developing action plans to address them. The initiative led and coordinated by the United Nations, known as the Sustainable Development Goals (SDGs), tackles these issues. Integrating this initiative into higher education curricula, under the umbrella of SDGs, will not only impart a global content to the curriculum but also provide us with a unique opportunity to educate responsible individual to the globe. This step is not only a pedagogical need, but also a moral responsibility towards the world we live on. If individuals are not made aware of global issues, the world's situation will either deteriorate to an untenable state or, with the necessary dedication and effort, desired improvements and progress can be achieved. With this premise, this study will address the integration of global content into the curriculum through the SDGs. In this context, Abdullah Gül University's (AGU's) Global Issues and Responsibilities courses will be focused and their contents, practices, and impacts on students will be investigated.

Keywords: Türkiye, Higher Education, Curriculum, Globalization and Internationalization, Global Issues and Responsibilities.

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The Internationalization of Higher Education in Algeria: The Case Study of the University 8 Mai 1945-Guelma

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Abstract

The internationalization of higher education (HE) has become a top priority for the Algerian higher education sector in the twenty-first century. Algerian officials increased the investment of funds in scientific research and put forward an all-inclusive strategy for academic mobility of teachers, administrative staff, and students to promote international reputation and appreciation of Algerian higher education institutions (HEIs) in the global scene. Towards this end, Algerian universities, spurred by globalization, have experienced major improvements and changes since 2004. They embarked upon a governance reform process concerning quality assurance and university strategic plans, in order to become self-governing and independent in outlining, executing and checking their proper internationalization strategy. The aim of this descriptive study is to examine the implementation of internationalization in Algerian higher education institutions. More specifically, the study sheds light on the institutional strategy of internationalization, set up by the University 8 Mai 1945-Guelma, which makes a significant part of its own strategic plan. The examination is conducted based on a survey of the core mechanisms adopted to promote the process of internationalization in this higher education institution. These indicators include the existence of a strategic plan, the development of bilateral cooperation agreements or partnerships, the improvement of the university standing in international ranking systems, the enhancement of mobility of international students and scholars, and the use of English as a language of teaching and research. The paper reveals that though Guelma University executives carried out many key internationalization actions, additional efforts are needed to realize all the tasks set forth.

Keywords: Internationalization of Higher Education, Algerian Higher Education, Governance Reform Process, Quality Assurance and University Strategic Plans, Strategy of Internationalization Developed by 8 Mai 1945-Guelma University.

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An International Summer School Experience in Interior Design Education: A Critical Evaluation of Absent Matter in Historic Architectural Ruins

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Özüm Karadağ⁴

José A. González⁵

María José DuránVaquero⁶

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Abstract

Conservation of cultural heritage buildings involves an interdisciplinary process that requires participation from various fields of expertise. Interior design remains an indispensable part of the process, as it addresses tangibles and intangibles from a human-centered point of view. Interior Design aims to create contemporary narratives by reformulating existing spatial structures, using ruins' missing matter as context for new experiences. For this reason, covering theoretical and practice-based problems that focus on the adaptive reuse of cultural heritage buildings in interior architecture education is essential, in terms of increasing students' awareness about the creation of meaningful spaces that are aimed toward human experience in a holistic manner. The principles of adaptive reuse through conservation theory, along with critical and philosophical design questions, transform the issue into a design problem that can be explored in a design studio under the guidance of instructors and mentors. A tri-national summer school workshop was held in Izmir (Turkey) for interior architecture students, focusing on the adaptive reuse of a ruined Hammam. The event, titled "Shaping temporality, materializing the absence" aimed to combine innovative thought and practical exploration. The workshop aimed to uncover critical narratives that informed students' proposals, going beyond the norm of established good practices or formal and aesthetic investigations. This paper discusses a project involving temporary design installations on a site-specific basis, focusing on the scope, methodology, design problems, and solutions explored. It evaluates the Summer School outputs, analyzing the teachers' working methodology, students' design proposals, and the inter-cultural group work within the design studio. The project involved over two months of preparation, remote collaboration, and online presentations. The paper also highlights the importance of inter-cultural group work and collaboration, considering shared values, cultural traits, and educational backgrounds. The evaluation also highlights the critical role of intercultural group work in design studios.

Keywords: Interior Architecture, Adaptive Reuse, Intercultural Design Education, Critical Methods.

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Internationalization in Higher Education

Dr. Juana P. Moiwo¹

Abstract

The landscape of higher education in Sub-Saharan Africa is undergoing profound transformations driven by technological advancements, globalisation, and evolving societal needs. This case study examines the emerging trends shaping academia at the Institute of Public Administration and Management (I.P.A.M.) at the University of Sierra Leone. One notable trend is the integration of digital technologies into teaching and learning processes. I.P.A.M. has embraced online platforms, virtual classrooms, and e-learning resources to enhance accessibility and foster interactive learning experiences. This digital shift has been accelerated by the COVID-19 pandemic, highlighting the importance of resilient and adaptable educational models. Additionally, there is a growing emphasis on interdisciplinary and cross-cultural collaborations. I.P.A.M. actively seeks partnerships with international institutions to facilitate knowledge exchange, research endeavors, and capacity-building initiatives. These collaborations foster global perspectives and prepare students for the complexities of contemporary public administration challenges. Furthermore, IPAM recognises the need for curricula that align with emerging social, economic, and environmental imperatives. The institute has introduced programs focused on sustainable development, governance, and public policy analysis, equipping graduates with the skills to address pressing societal issues effectively. Remote and flexible learning options have gained traction, catering to the needs of working professionals and individuals in remote areas. IPAM offers evening classes, weekend programs, and online courses, promoting lifelong learning and upskilling opportunities for diverse student populations. As Sub-Saharan Africa continues its developmental trajectory, the role of higher education institutions in nurturing skilled professionals and fostering innovation becomes increasingly pivotal. IPAM's adaptation to emerging trends exemplifies the resilience and forward-thinking approach necessary to shape the future of academia in the region.

Keywords: Higher Education, Sub-Saharan Africa, Emerging Trends, Digital Transformation, Remote Learning, Public Administration.

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Three-level Analysis of Türkiye's Internationalization Policies: How Do the Gaps Between National

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Dr. Birce Demiryontar²

Abstract

This research critically evaluates Türkiye's higher education internationalization policies by examining the interplay between national strategies, institutional implementations, and their reflection on the experiences of international students. Türkiye's efforts to position cultural and educational diplomacy as a core component of its foreign policy have created a complex, three-level actor dynamic involving policy makers (state), policy implementors (institutions and organizations), and policy receivers (international students). Using data from surveys and interviews conducted between 2022 and 2024 with stakeholders and international students nationwide, this study explores how well national strategies translate into effective practices at the institutional level and how these practices are reflected on the international student experiences. The analysis highlights significant gaps between the national internationalization strategies and their on-the-ground implementations in higher education institutions. These gaps reveal both the successes and failures of Türkiye's internationalization efforts, with international students' perspectives providing valuable insights into areas that require improvement. The study underscores the need for a more cohesive and connected approach between national policies and institutional practices to ensure that Türkiye's internationalization goals are not only aspirational but also achievable and sustainable in practice. The paper concludes with policy recommendations aimed at bridging the gaps identified in the three-level actor dynamic. These recommendations focus on enhancing the alignment between policy-making and implementation, ensuring that international students' needs and expectations are better met, and fostering a more integrated and effective internationalization strategy that can withstand criticism and adapt to future challenges. Through this comprehensive analysis, the study contributes to the ongoing discussions on the effectiveness of internationalization policies in higher education, offering actionable insights for policymakers and educational institutions in Türkiye and beyond.

Keywords: Internationalization, Policy Implementation, International Students, Türkiye, Higher Education.

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The Role of the Intercultural Communicative Competence of the Interlocutors in Immigration Service Offices

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Abstract

In our rapidly changing world, globalization, technological developments, and immigration have led to the growing presence of multilingual and multicultural communities, which increases the demand to improve intercultural communicative competence (ICC) for communities. ICC is the skill of comprehending various cultures, including one's own, and applying this knowledge to interact with individuals from different cultural backgrounds effectively. Fantini (2006) defines ICC as a set of skills required to interact effectively and appropriately with individuals who speak different languages and come from different cultural backgrounds. Similarly, Hammer et al. (2003, p. 422) view it as the capacity to think and behave in ways that are suitable for intercultural contexts. Therefore, it may be vital to promote ICC in societies and public buildings to develop awareness, acceptance and respect among members from other cultures and backgrounds, especially on the context of current migration waves around the world. This study seeks to explore the role of the intercultural communicative competence of interlocutors in immigration service offices where immigrants are accepted for processes in life. Both quantitative and qualitative methods will be used and an ICC questionnaire and individual interviews will be utilized as data collection tools. The population of this study consists of the staff in immigration service office in Samsun for convenience sampling.

Keywords: Intercultural Communicative Competence, Immigration Service Offices, Cross-Cultural Communication.

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Intercultural Competence of Immigrants and Refugees

Dr. Abu Kamara¹
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Abstract

Intercultural competence is defined as “...the capability to shift one’s cultural perspective and appropriately adapt behaviour to cultural differences and commonalities” as Hammer (2015, p. 483) states. Cultural dimensions can include race, ethnicity, language, national origin, tribal affiliation, geographic region, socioeconomic class, gender identity, sexual orientation, religion/spiritual tradition, and (dis)ability, among others. It may be helpful to have developed awareness of one’s own cultural identity when reflecting on his/her interactions with others from divergent cultural backgrounds. Immigrants and refugees coming from diverse backgrounds, necessarily experience legal struggles, material, emotional, linguistic, cultural and many more which is a transfer from their home countries to their host countries. As Immigrants and refugees continue to stay in the host country their experiences become more vast because of the knowledge gained from their countries and the new experiences that they have gained in their host countries. In this study, questionnaire on “Assessing Intercultural Communicative Competence (ICC) developed by Barry Pennock-Speck and Begoña Clavel-Arroitia (2017) has been used with permission. It consists of three sections. Section A: entails the general background, section B: is about what Immigrants and refugees encounter with other people in their home countries and section C: is about situations wherein Immigrants and refugees meet with people in host countries. This study aims at discussing how well immigrants and refugees are interculturally competent. Besides, this research aims to point out the importance of the intercultural competence of Immigrants and refugees for peace and their cultural identities. The research discusses the role of social support networks, educational programs, and governmental policies in facilitating the development of intercultural competence among immigrants and refugees. By enhancing intercultural competence, societies can promote inclusivity, reduce discrimination, and foster mutual understanding among diverse population. Data will be analyzed by SPSS

Keywords: Intercultural Competence, Immigrants, Refugees, Cultural Adaptation, Language Proficiency, Acculturation, Social Support, Cultural Awareness, Diversity, Inclusivity.

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The Role of Translation and Translation Departments in the Internationalisation Process of Higher Education.

Dr. Burcu Yaman¹

Abstract

The term internationalization is used in variety of ways. But despite the various uses most common is internationalization of higher education. The term is also about intercultural communication and translation is the core of intercultural communication. The translation is just not a linguistic concept but a discipline in the field of education. The role of translation is undeniable in scientific studies and interactions in international relations. Translators have an important role as mediators and intercultural communication experts. In this study the relationship between the internationalization of higher education and translation is emphasized and for this purpose, the sample events of translation departments have been presented in terms of internationalization strategies like multilingualism, multiculturalism, transcultural activities, curriculum, cross-cultural, projects, intercultural learning outcomes, mobility of people, education in foreign language, master's and PhD programs. As conclusion of the study, some recommendations have been made to increase internationalization.

Keywords: Internationalization, Translation, Translation Departments.

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Fostering Language Development of International Students Through Structured Materials*

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Abstract

Language proficiency is crucial for international students to successfully engage in the learning process. Given that Turkish is the medium of instruction in many universities in Türkiye, it is imperative for international students to acquire Turkish language skills as efficiently as possible. The internationalization policies of the Higher Education Council have notably enhanced the efforts to teach Turkish as a foreign language over the past decades. Nevertheless, considerable research underscores the necessity of developing innovative approaches to bolster the Turkish language proficiency of international students in Türkiye. This study aims to present the structured materials utilized in a project supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK). In this project, international students participated in a language learning program based on Peer Assisted Learning. The learning process of the participants was meticulously structured, and the materials were systematically developed to guide both the learners and their peer tutors in producing a social responsibility proposal. This oral presentation seeks to showcase the structured learning materials employed in the project, discussing the issue of internationalization in the context of teaching Turkish as a foreign language. Additionally, it highlights the need for developing new methods in higher education to enhance language acquisition.

Keywords: International Students, Language Proficiency, Innovative Materials.

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**This study was developed out of the Project 122K542 (The Effect of Peer Assisted Learning Method on International Students' Turkish Language Skills) supported by TUBİTAK 1002 A Short-Term Support Module*

Authenticity and Globalization in Internationalization/International Encounters: an Evaluation Focusing on the Basics of Religious Education

Assist. Prof. Dr. Havva Sinem Uğurlu¹

Abstract

Internationalization in higher education aims to create inclusive learning environments where all individuals involved in the encounter feel valued, respected, and empowered to succeed. The capacity to recognize, understand, and appreciate cultural diversity in the educational environment, regardless of cultural background, can only be achieved through cultural competence. It is important to have this in scientific disciplines such as religious education that strives for globalization that integrates with nationality. However, there are also difficulties in carrying out the processes since it has its unique perspective or conceptualizations with its human and society-centered aspect. However, these possible difficulties do not distract it from its baseline of being a universal field of science and direct it to continue these processes with a global understanding that includes what needs to be done for an equal, fair, and sustainable world. In this respect, it contributes to the knowledge of global education, which is thought to include pedagogical models such as multicultural education, human rights education, peace education, and environmental education and to overcome their limitations. In this paper, it is aimed to reveal the difficulties and opportunities by evaluating the cultural codes and universality issues at the center of internationalization processes in terms of the foundations of the science of religious education. For this purpose, internationalization in higher education as a phenomenon, and the necessity of acting on universal values about human beings and shaping everything else around it without breaking away from the authenticity of the science of religious education will be discussed from an interpretative analysis perspective.

Keywords: Religious Education, Authenticity, Globalization.

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The Role of Three Major Translation Activities in Creating the Cultural Groundwork for Internationalization

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Assoc. Prof. Dr. Yusuf Bahri Gündoğdu²

Abstract

The translation of a society's literary works into the language of another society forms one of the cultural foundations of internationalization. When examining the history of civilizations, one can trace the cultural exchange between civilizations through translation activities. While there have been civilizations that were unaware of each other on the stage of history, cultural interaction naturally occurred among the nations bordering the Mediterranean basin, even contributing to the birth and rise of civilizations. This study examines three major translation activities that were pivotal in history. Translation activities not only facilitated the transfer of knowledge but also served as bridges that enriched the intellectual structures of civilizations and provided new perspectives. The first of these activities involves the interaction among Ancient Egypt, the Hittites, Assyria, Babylonia, Sumer, India, and China, and the transmission of this heritage to Ancient Greece and Ancient Persia. The second involves the transmission of Greek and Persian culture to Christian and Islamic civilizations. The third focuses on the interaction between Christianity and Islam and the transmission of this heritage to Western civilization. Throughout recorded history, the ancient wisdom of humanity traveled from Egyptian hieroglyphs and Sumerian tablets to Ancient Greek, from Greek to Arabic, Arabic to Latin, and then from Latin to French, English, and German. Each language carried all of its cultural elements, traveling between civilizations and playing a defining role in cultural interaction. This research aims to show how these three major historical translation activities culturally enabled internationalization through the opportunities language provides. It seeks to demonstrate that these translation efforts ensured not only the transfer of knowledge but also the continuity of cultural, scientific, and philosophical heritage. In this context, the study will examine how translation has contributed to a society's system of thought, worldview, and scientific development process.

Keywords: Translation Movements, Cultural Interaction, Internationalization.

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Policy of Sending Scholarship Students Abroad During the Second Constitutional Era

PhD. Mehmet Göle¹

Assoc. Prof. Dr. Yusuf Bahri Gündoğdu²

Abstract

One of the most important elements of the Ottoman modernization efforts was sending scholarship students to developed countries to receive education. Thus, it was aimed to transfer the knowledge and technology of the country where education was received to the Ottomans. During the reign of Abdulhamid II, it can be said that this method was reduced to the military field only. It is known that when the Second Constitutional Era came, it became a general belief that the Ottoman State would overcome the crisis through education. Accordingly, sending students to Europe was considered an important phenomenon. However, the lack of planning, programming and other deficiencies in this practice prevented the Ottoman State from benefiting sufficiently from this method. Of course, the impact of the social, economic and political difficulties experienced during this period on this situation cannot be denied. The method of sending scholarship students abroad is still a method that is applied. On the one hand, this effort aims to bring the teaching part of education to an international level. Therefore, the examination of the problems experienced in the method of sending students abroad during the Second Constitutional Era, it is thought that it will contribute to the rise of the quality of today's practices and indirectly to the increase of the international qualification of education in Turkey. For this reason, articles and newspaper news, official letters and documents published on the subject during the Second Constitutional Era were accepted as the universe of the study. It was thought that the method appropriate for the structure of the subject was the case study, which is one of the qualitative research methods, and the data collection tool was the document analysis, and an attempt was made to reach a conclusion by using these methods.

Keywords: Education, Ottoman State, II. Constitutional, Sending Scholarship Students.

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Challenge on Quality Assurance and Outcome of Higher Education Institutions in Bangladesh

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Abstract

The growth and socioeconomic development depend upon new knowledge and technology which are generated in Higher Educational Institutes. Quality of higher education is the main key to generate new knowledge and technology. Quality Assurance in Higher Education Institutes is a mechanism by which quality of higher education can be achieved. The objectives of this article are to find a few elements that extraordinarily influence the quality of higher education in Bangladesh. Some measures have taken to enhance the quality of tertiary education in the country. Secondary analysis method is used to analyze the secondary data in this article. At first, Bangladesh government has taken HEQEP project with the help of World Bank and after then IQAC project has been taken for three years. Now in every qualified university has established IQAC using their won capacity to enhance the quality education. Bangladesh Accreditation Council has been established to manage the quality assurance of higher education. The unemployment rate had been increasing among graduates in the country during 2015 to 2021. Campus violence is an obstacle for quality higher education in the country. In this study found that job market demand based learning is necessity for the students. In this global era tertiary education must be of global standard. Academic environment is an important issue in this country which to be solved by the government, teachers, students and all party politicians. Transparency and accountability of HEIs and Government management are must to create academic environment. Government, university teachers, industries, students and their families should work together to improve the quality of higher education. Discipline in financial sector of the country should be maintained to create new jobs.

Keywords: University, Violence, IQAC, BAC, Joblessness, Global Standard.

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What Internationalization in Higher Education Means for Countries Without World-class Higher Education Institutions

Lukman Ziblim¹

Abstract

"Internationalization in higher education (IHE) has become a powerful tool for transforming individuals, institutions, countries, and regional blocks. However, the benefits associated with internationalization have their downsides. The pros and cons of internationalization flow along obvious yet subtle lines. Like an ethical dilemma, the pros and cons of Internationalization in HE would change based on the perspectives and the unit of analysis one adopts. In this study, National Higher Education Systems (NHESs) and overall national development have been adopted as the units of analysis. Our general concern is social justice within the international HE space. HEIs allow a country to participate in the international knowledge community to access unlimited resources to power its constituents, economy, and future. Internationalization undoubtedly plays a critical role in how individual countries contribute to and benefit from this international pool of knowledge and technology. However, for a country or an educational institution to position itself to harness the potential of the IHE, a framework is needed to guide the process. Using international data and the literature available on the variables of the research question, a framework for national development through the IHE was designed. This framework outlines the key dimensions of internationalization and the rationales (benefits) of internationalization. It can be employed for diagnostic, prescriptive, and evaluative purposes. Based on the framework, it was observed that for countries to benefit more from the spillovers of internationalization, they need world-class HEIs dedicated to the course of knowledge with standards that set them apart from their international or regional peers. Additionally, it was observed that key countries (centers) in the international HE space are intentionally or unintentionally acting like black holes sucking every opportunity from less endowed countries (peripheries), frustrating, to some extent, the development of other competitive NHESs. Furthermore, the current competitive paradigm of IHE does virtually little to further the cause of Social Justice (SJ). For example, while the global HE widens the space for participation, access is based on the financial capacity of individuals, worsening the plight of the already deprived significantly, especially, when having an international experience adds waits to an individual's portfolio of needed experiences for the world of work. Finally, the study draws on a parallel between slavery and internationalization. Advanced systems throughout history, in the case of industrialization, relied heavily on slavery and colonialism, while the knowledge economy relied on IHE to sustain itself. This is true for almost all third-world countries, such that Global South countries are the brain basket for the Global North countries..

Keywords: Internationalization, World-Class Universities, Social Justice.

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Benefits of Internationalization and Higher Education Institutions

Nor Abdulle Afrah¹

Abstract

Benefits of Internationalization and Higher Education Institutions Nor Abdulle Afrah, Director of Human Resource Management and Training, Benadir University
Keywords: Academic Quality, Research, Curriculum, Higher Education Institutions
Abstract Background: One of the most significant concerns of higher education institutions has been internationalization and all researchers of higher education have emphasized its significance. The main objective of the study is to investigate the role of internationalization on higher education institutions. **Methods:** The study used Meta-analysis which is a systematic review of a focused topic in the literature that provides either a quantitative or a qualitative estimate. 120 of published articles was drawn as the sample size of the study. **Result:** According to the reviews of the articles, the study found that internationalization contributes significantly to the reputation of higher education institutions. It also stimulates academic excellence by promoting research collaborations and knowledge sharing among institutions worldwide. The literature analysis show that internationalization has a positive economic impact on higher education institutions and the surrounding communities. **Conclusion:** The study concludes that Internationalization is a fundamental mechanism of higher education and plays an important role in the integration of culturally diversified communities with different backgrounds, intercultural communication, health psychology, and organizational studies. The Internationalization fosters innovation, and makes a significant impact on society, both locally and globally.

Keywords: Academic Quality, Research, Curriculum, Higher Education Institutions.

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Determining the Adaptation Problems of International students: The case of Ondokuz Mayıs University

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Assist Prof. Dr. Özgür Atakan²
Assist Prof. Dr. Olcay Bayraktar³
PhD Candidate Hasret Tuğba Ayhan⁴

Abstract

The purpose of this research is to determine the adaptation problems of foreign students studying at Ondokuz Mayıs University. Ondokuz Mayıs University is one of the 5 universities with the highest number of foreign students among the state and foundation universities in Turkey. For this reason, it is of great importance to address the language, economic, socio-cultural, orientation and personal problems of international students and to determine the problems students encounter in their academic and social adaptation processes. At the same time, no studies involving international students have been conducted at Ondokuz Mayıs University. Therefore, this gap in the literature can be partially filled with data obtained from the research.

Keywords: International Student, Adjustment Problems, International University.

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The Psychological Well-being of International Students in Turkey

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Abstract

This study aims to investigate the psychological well-being levels of international students pursuing higher education in Turkey and identify the factors influencing these levels. Despite the growth of international student populations, limited research has focused on their well-being in Turkey. A qualitative research approach, will be employed to delve into the experiences and perspectives of approximately 15 international students currently enrolled in Turkish universities. Maximum variation sampling will be used to ensure a diverse representation of the study group. The collected data will be conducted through semi- structured Interviews developed by the researchers. Interview questions were formulated based on a thorough literature review and refined through expert feedback. In addition to the core interview questions, demographic information about participants will be gathered. Interviews will be conducted face-to-face and audio-recorded with participants' consent. To analyze the collected data, content analysis will be rigorously applied. Audio recordings will be transcribed, and the resulting transcripts will be meticulously examined to identify themes, categories, and codes. The interrelationships between these elements will be explored to provide a comprehensive interpretation of the findings. QSR NVivo 7.0 software will be used to facilitate the analysis process. The study's findings will be discussed in relation to existing literature, and relevant recommendations will provided based on the finding.

Keywords: International Student, Psychological Well-Being, Qualitative Study.

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Examining the factors affecting life satisfaction of international university students

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Abstract

International university students begin to live in a different country and culture and become involved in the education process. They go through many difficult processes in order to fulfill the requirements of the university education process and successfully complete the department they study. In this process, it is important to examine their life satisfaction and adaptation processes. Ondokuz Mayıs University is one of the pioneers of internationalization in higher education in Turkey with more than 5 thousand international university students. Therefore, investigating the life satisfaction of international students studying at Ondokuz Mayıs University will both support the quality of university education and reveal their satisfaction levels. As a result, this research examines the basic needs that affect the life satisfaction levels of international university students, the anxiety of learning Turkish as a second foreign language, and the effect of university belonging. The data obtained from the study will increase the quality of life and university satisfaction of international students studying at Ondokuz Mayıs University, as well as show the needs and levels of belonging of international students in higher education in Turkey.

Keywords: International University Students, University Belonging, General Needs, Life Satisfaction.

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Higher Education and International Students in Türkiye: Demographic and Academic Indicators

Assist. Prof. Dr. Ahmet Aycan¹
Assist. Prof. Dr. Burcu Bür Yigit²

Abstract

Over the past decade, Turkish universities have experienced a notable increase in the enrollment of international students, reflecting a growing trend towards internationalization in higher education. International students from all around the world have been admitted to Turkish universities and Turkish universities emerge as an attractive choice for higher education, especially for students from particular regions. In the light of this information, this study examines the evolving profile of international students in Turkish universities from 2014 to 2024, focusing on demographic features, trending academic disciplines, regional distributions, and mobility patterns. Drawing upon institutional data and surveys conducted across diverse universities and government agencies in Türkiye, this analysis sheds light on the factors driving the influx of international students, including government policies, institutional initiatives, and broader global trends. Additionally, the study explores the impact of internationalization on campus diversity, cross-cultural interactions, and academic experiences for international student populations. The findings contribute to a nuanced understanding of the changing dynamics within Turkish higher education and provide insights for policymakers and university administrators seeking to enhance internationalization strategies and student support services.

Keywords: Internationalization, International Students, Higher Education, Turkish Universities.

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Language and Culture Acquisition Processes of International Students: A Study in the Context of Internationalization

Assist. Prof. Dr. Ersin Gülay¹
Assoc. Prof. Dr. Safa Çelebi²

Abstract

This study aims to comprehensively examine the experiences and perceptions of international students studying in Rize and Samsun regarding their language and culture acquisition processes. In terms of investigating the effects of globalization and internationalization on higher education, the academic and social lives of international students studying at universities in Türkiye will be examined in depth. Within the scope of the research, the language learning processes, cultural adaptations, and difficulties encountered by international students studying at undergraduate and graduate levels in different departments of universities will be examined. The students' strategies for coping with these difficulties will also be analyzed. This study will use the qualitative research method, and semi-structured interviews will form the basis of the data collection process. Thanks to these interviews, comprehensive and in-depth data on the students' academic successes, social adaptations and cultural adaptation processes will be obtained. Furthermore, one of the research objectives is to understand how much international students know and live their own language and culture and to determine whether they are more adapted to the local culture in Türkiye or the international, uniform way of thinking and living. In addition, the study will analyze international students' perceptions of internationalization policies at their universities and how these policies affect their educational experiences. In line with the study's findings, it is expected that important inferences will be made regarding student experiences in higher education in the context of internationalization. Consequently, it is expected that inferences will be reached regarding the development of more inclusive and supportive policies in universities based on the experiences of international students. It is also expected that the findings will enable universities in Türkiye to make recommendations for developing strategies to support international students' language learning, academic success and social adaptation processes

Keywords: Internationalization, Language and Culture Acquisition, Cultural Adaptation, International Students.

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An Examination from The Perspective of Administrative Procedural Law: Accommodations for International Higher Education Student Candidates with Disabilities in Central Examinations in TR-YÖS

Res. Assist. Huzeyfe Aydın¹

Abstract

Central examinations are one of the tools for selecting and placing international students in higher education institutions. Therefore, to provide equal opportunities in accessing higher education to the international student candidates with disabilities, the necessary accommodations in the central examinations must be made according to the needs of the candidates. Accommodations for international students with disabilities must be designed with consideration for both the candidates' disabilities and their status as international applicants. Providing such accommodations, which stem from the adaptation principle of public services, create a foundation for equal access to higher education. Moreover, these accommodations in central examinations enhance student candidates' confidence in the higher education system's capacity to address their special needs throughout their academic journey. This study examines the legal framework governing accommodations for international students with disabilities within the context of "Exam for Foreign Students for Higher Education in Türkiye" (TR-YÖS) conducted by Republic of Türkiye Center for Assessment, Selection and placement (ÖSYM). By employing an administrative procedural law lens, the research focuses on the practices in ensuring equitable access to higher education for these candidates. The examination of TR-YÖS practices reveals that ÖSYM has implemented various measures to accommodate international student candidates with disabilities. On the other hand, ensuring that the exam process adheres to administrative procedural law will enhance the success of international student candidates with disabilities and make Turkish higher education system more attractive to them. Guaranteeing candidates' access to information and legal aid, as well as considering both their disabilities and their status as international applicants when providing accommodations will encourage international candidates to choose Türkiye for higher education. These findings suggest that while TR-YÖS already includes various accommodations for candidates with disabilities, further improvements in the administrative procedures could result in international students with disabilities' preferring Türkiye more.

Keywords: International Students in Higher Education, Students with Disabilities, Examination Accommodations, Adaptation Principle, Administrative Procedural Law.

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International Student Services Experience at Nelson Mandela University, South Africa

Ms. Juliet Kakembo¹

Abstract

The establishment of an International Office at any University has become an essential element of educational internationalisation. As the world becomes more of a global village, it has become extremely important to cater for the specific needs of students who choose to study far away from their home countries. At Nelson Mandela University (NMU), South Africa, where I worked as an International Administrative Officer in the Office for International Education (OIE), the scope of international student services expanded as the student population in this category grew. The services ranged from assisting students with evaluation of their international qualifications, visa application processes, liaising with their embassies and the South African Home Affairs Department for visa renewals, guidance on appropriate academic programme selection and advice on medical insurance. Once admitted for studies, students would be fetched from the airport, dedicated accommodation and orientation would be arranged. Homestays, which entailed identifying a suitable home for international students was another accommodation often. This served to expose the students to the local culture, food and language. Quite often, many international students didn't meet the language requirements. A special English skills programme of 20 weeks duration would be organised for them. The OIE was designed to be a home away from home for international students. Among other things, an International Week, as an annual event was organised, whereby students would exhibit their cultural outfits, local foods and beverages, and local dances. Such dedicated services served to grow the international student population at NMU.

Keywords: Nelson Mandela University, Office for International Education, International Week.

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African Students in Turkey: Challenges and Post-Study Perspectives

PHD Candidate Mamadi Mbalou Sanoh¹

Abstract

In addition to the development dynamics that the Republic of Turkey has initiated for some time, the implementation of an effective education policy also makes Turkey a preferred destination for foreign students. Due to the establishment of a quality education system and the construction of modern (international standard) educational infrastructures, Turkey hosts thousands of students from all over the world every year. According to the figures of the Ministry of National Education, in 2019, Turkey hosted approximately 50,000 foreign students from more than 180 countries around the world. African students have a significant place in this group. In fact, until the 2010s, most Africans sent their children to Europe, Canada or America for education, but since 2010, Turkey has become the first choice of African parents for their children's education. However, despite the huge influx of African students to Turkish universities, they often face great difficulties during their university education. Even if they graduate, these African students seem to have limited expectations when looking at what Turkey can potentially offer them. However, due to the importance and dynamism of Turkey-Africa diplomatic relations in recent times, it seems that the diplomatic approach will have an important place in studies on Turkey-Africa relations. This popularity of the diplomatic approach often pushes issues related to university (education) relations to the background. Our article aims to make a special contribution to this field. Therefore, the aim of our article is to highlight the difficulties that African students face in Turkey (at all stages) as well as the opportunities that will come their way after their education. The article is divided into three sections. The first section aims to highlight the difficulties that African students face during their education in Turkey (1). The second section aims to present the employment opportunities offered to them after their education is completed (2). The third section proposes solutions to reduce these difficulties on the one hand and increase their employment opportunities on the other (3).

Keywords: African Students, Post-Education Expectations, Inter-University Agreements.

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Application of Agile Scrum Method in Strengthening the Implementation of Blended Learning Across Borders: Optimization to Homogenization

Prof. Dr. Nehreen Majed¹

Abstract

In the age of digital transformation, teaching learning process is subjected to frequent exposure of unpredictable anomalies and inconsistent implementation. This is due to the inherent misconception in the mindset regarding balancing the shortcomings in digital literacy and the subsequent impediments in tackling the technological challenges across boundaries. Only through initiatives in real life implementation, it is possible to experience the necessities and identify the bottlenecks that could be addressed by innovative solutions for establishing an effective teaching learning environment through blended learning. This study aims to bring forward the experience of launching of Agile Scrum concept during online and offline teaching learning environment while focusing on streamlining strategies to obtain a homogeneous application across disciplines and geographic boundaries. It is envisioned that the outcomes could be best achieved when the proper attributes of digital literacies are adequately acknowledged to address the blended learning requirements optimizing the resources and efforts from both students' and the facilitators' ends. Agile is believed to successfully tackle these challenges with an effective roadmap aligned with curriculum and program outcomes. Effective implementation of Agile Scrum has immense scope in eradicating the cross-discipline wise gaps which will pave ways towards imparting multidisciplinary skills among the nation builders. This can eventually make the teaching learning process robust and prepare the students to better accommodate with unpredictable circumstances. Internationalization could be reinforced and pursued quite effectively while the communication and collaboration bottlenecks are reduced. Case studies in Bangladesh with application of Agile Scrum has been presented in this study focusing on course outcomes and students' outputs and perceptions on collaborative efforts. Results depict with strong confirmation from students' ends that rather than focusing on only performance, students engage more and become efficient in handling the course objectives. This ultimately makes them effective learners in progressing with technological know-hows and optimize resources and time.

Keywords: Teaching Learning, Blended Learning, Agile Scrum, Communication, Collaboration.

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Contributions of Multinational Research in Higher Education: The My-Atmos Example

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Abstract

This study highlights the value of multinational research collaborations in higher education through the development and application of My-Atmos, an advanced system utilizing Stochastic Boosted Regression Trees (BRT)—an artificial intelligence approach. My-Atmos was initially developed to assess nanoparticle concentrations, meteorological parameters, traffic data, and gas concentrations in the United Kingdom. However, its flexibility allows application across diverse research fields, demonstrating the crucial role of international research in enhancing scientific inquiry and innovation. This work not only showcases the theoretical underpinnings of My-Atmos but also explores the empirical advantages of integrating diverse datasets from multiple countries, including the United Kingdom, Malaysia, Turkey, and Taiwan. The BRT models, implemented using the R software environment, employed a combination of stochastic gradient techniques and robust algorithms to assess Relative Variable Influence (RVI) and Strength of Interaction (SIE) between parameters. The purpose of this research extends beyond scientific analysis, emphasizing the importance of international collaboration in understanding spatial and cultural differences in scientific research. By incorporating diverse climatic conditions and international expertise, this study highlights the added value of multinational perspectives in research and education. The study utilized air quality and meteorological data from Turkey's Akdeniz Port in Mersin, comparing data from 2020 and 2021. Model performance was rigorously evaluated, demonstrating values within acceptable operational ranges, including Factor of Two (FAC2), R-squared, and Index of Agreement (IOA) metrics. Results showed variations in Relative Variable Importance (RVI) influencing PM2.5, with CO, NO2, and O3 displaying different levels of influence between 2020 and 2021. These findings underscore the benefits of integrating data from varied climatic regions and international teaching environments, which enrich scientific understanding and provide valuable insights into the complexities of environmental issues. This approach not only enhances the accuracy of predictive models but also prepares future researchers and students for global challenges, reinforcing the value of multinational research collaborations in higher education.

Keywords: Air Quality, Stochastic Boosted Regression Trees, Relative Variable Influenced (Rvi), Strength of Interaction Index (Sie), Artificial Intelligent Technique.

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Internationalization of Research for Mitigating Poverty Concerns and Enhancing Socioeconomic sustainability by Production of Algalbased Biofuels

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Abstract

The current era demands careful use of fossil fuels to overcome global warming and avoid possible health hazards. As agricultural wastes are being used for biofuel production that perhaps be a major cause of decline in food security. The need of time is to develop natural, renewable, eco-friendly energy source to meet future demands and eliminate environmental pollution. Algae being third generation biofuel is a potential candidate against rising pollution. Apart from biofuel production, algae can also be able to produce valuable products like omega-3 fatty acids, carotenoids, protein-rich supplements, etc. Algae-based biofuels conquer the inadequacies caused by conventional fuels, hence pushing back ‘food versus fuel’ discussion. For harvesting algae in today’s era, photobioreactors are well-thought-out efficient technology. For algal mass cultivation and easy harvesting, vertical column photobioreactor, stirred tank photobioreactor, flat panel photobioreactor and bubble column photobioreactor are considerable. The type of cultivation system followed by abiotic factors affect the yield of algal biomass and biofuel production. Algae-based biofuels present numerous benefits in terms of socio-economic growth. Developing a biofuel industry based on algal cultivation would not only change environmental pollution control but also benefit producers’ advancement. Therefore, using agricultural wastes in producing renewable fuels and products, with socio-economic analysis (SEA) will help in highlighting the economic prospective and social challenges of utilizing Agri-biomass in a biorefinery context.

Keywords: Photobioreactors, Algal-Based Biofuels, Socio-Economic Analysis, Algal-Harvesting Columns, Conventional Fuels.

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Strengthening International Research Collaborations through the Orhun Exchange Program: Opportunities and Strategies for Sustainable Scientific Cooperation

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Abstract

This presentation addresses the pivotal role of the Orhun Exchange Program in enhancing global research and educational collaborations among higher education institutions of the Turkic Council member countries. Established to promote educational and cultural cooperation, the Orhun Exchange Program facilitates academic mobility within the Turkic World. It serves as a cornerstone for collaborative scientific endeavors that transcend geographical and interdisciplinary boundaries among members of the Turkic University Union. Based on the program's core objectives—to preserve common cultural and scientific heritage and to promote educational standards through cooperation—practical strategies for initiating and sustaining research partnerships and their impact on modern production will be presented. The Orhun Exchange Program is also expected to significantly contribute to developing political and commercial relations among participating countries and conducting joint activities in the context of mutual communication, common ground, and cultural interaction. Case studies of successful collaborations will be examined, and the challenges overcome and the mutual benefits achieved will be discussed. The presentation aims to provide participants with actionable insights on leveraging such platforms to advance global research agendas, enhance educational quality, and build a unified academic community across the Turkic World.

Keywords: Orhun Exchange Program, Internationalization, Global Research Collaborations, Academic Mobility, Turkic Council, Sustainable Partnerships.

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Views of Science Teachers About E-twinning Projects

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Abstract

In this research, it is aimed to examine the views of science teachers about eTwinning projects in depth. Because of the eTwinning platform is a current platform, it is growing and attracting attention. For this reason, the case study model, one of the qualitative research methods, was used. Since it is aimed to reveal information-rich situations, the study group was selected by the criterion sampling method. For this reason, among the science teachers who have the characteristics we have determined as criteria, 8 science teachers who have the quality label, each working in a different city or in a different settlement, different projects and different school facilities, have been worked with on a voluntary basis. As a data collection tool, a questionnaire was used to measure their demographic information and experience level in eTwinning projects, and semi-structured interview questions were used to examine their views on eTwinning projects in depth. The obtained findings were analyzed by content analysis method. As a result of the study, it was understood that eTwinning projects developed science teachers in terms of personal, social, technological and foreign language, especially in professional development. In addition, it has been concluded that integrating the course in terms of course time is only possible at the level of the class they enter, and therefore they limit the choice of projects, otherwise they experience problems because it takes a lot of time outside of school. For this reason, it is thought that counting eTwinning projects within the scope of extracurricular exercise will offer a wider spectrum to science teachers. In addition, it has been noticed that eTwinning projects are not well known by science teachers and therefore they stay away. In order to prevent this problem, it is recommended to promote eTwinning projects within the scope of in-service training.

Keywords: eTwinning Projects, Science, Case Study.

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Fulbright Footprints: Exploring How Scholarships Shape Global Citizens and Their Journeys

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Abstract

The Fulbright Program, one of the most prestigious international exchange programs, aims to enhance global understanding and foster mutual respect between nations through academic and cultural exchange. This research investigates the impact of Fulbright scholarships on the development of global citizenship among recipients, focusing on personal growth, professional outcomes, and the effectiveness of institutional support. By employing a mixed-methods approach, including surveys, interviews, and case studies, the study explores how Fulbright experiences contribute to recipients' global awareness, intercultural competencies, and ethical perspectives. It also examines the challenges scholars face, such as cultural adjustment and institutional integration, and evaluates the support mechanisms provided by host institutions and the Fulbright program. The research further compares the impacts of various Fulbright program variants and regional contexts, providing insights into best practices and potential program enhancements. Through a comprehensive analysis, the study aims to offer actionable recommendations for improving the Fulbright Program's effectiveness in promoting global citizenship and addressing the needs of future scholars. These personal findings will contribute to a deeper understanding of the Fulbright Program's role in advancing international education and global engagement. The main idea of this paper is to evaluate how Fulbright scholarships contribute to the development of global citizenship among recipients by assessing their personal and professional growth, the challenges they face, and the effectiveness of institutional support. The study aims to identify best practices and suggest improvements to enhance the impact of the Fulbright Program on fostering global understanding and engagement.

Keywords: Fulbright, Mobility Programs, Scholarship.

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Evaluation of Informal Learning Experiences of Individuals Participating in the Erasmus Exchange Program

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Assoc. Prof. Dr. Ümmü Gülsüm Durukan²

Abstract

Despite the well-documented formal educational benefits, there is a growing interest in understanding the crucial role of informal learning—comprising everyday interactions, cultural exchanges, and social activities—in shaping the overall educational experience of students in exchange programs. The primary objective of this study was to evaluate the informal learning experiences of individuals engaged in the Erasmus Student Exchange Mobility program. This study employed a case study approach, involving 26 participants from three different provinces within the Black Sea Region of Turkey. The participants consisted of 13 females and 13 males, aged between 20 and 27. Among them, three were postgraduate students, while 23 were undergraduates, representing nine different faculties. These individuals had traveled to 11 different countries, with Portugal, Poland, and Italy being the most frequently visited. The primary objective of this study was to assess the informal learning experiences of participants engaged in the Erasmus Student Exchange Mobility program. Data collection was facilitated through a survey instrument comprising 10 open-ended questions, designed by the researchers. The informal learning experiences of the participants encompassed various activities, including attending cultural events, social activities, and delving into the history of different countries. These experiences played a pivotal role in aiding individuals to explore new cultures, enhance their communication skills, and acquire proficiency in various languages. A notable number of participants reported that these experiences provided them with fresh perspectives and positively impacted their daily lives. However, some participants also encountered challenges during their informal learning experiences, such as communication barriers, language obstacles, and difficulties in accessing local resources. Participants utilized various strategies to overcome these challenges, including improving intercultural communication, surmounting language barriers, and using technology. In conclusion, informal learning has a significant positive impact on personal and academic development.

Keywords: Erasmus Exchange Programme, Informal Learning, Learning Experience.

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Perspectives on Language Policy and Translation Practices in Internalization of Higher Education: The Case of Mali

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Abstract

This study is an attempt to investigate the impact of language policy and translation activity in internalization of Malian higher education. Internalization represents a trend that intends to integrate global elements into higher education. Thus, language policies of universities play critical role for inclusivity and multilingualism. Accordingly, French language is acknowledged as essential component of Malian higher education despite being the former official language after Mali's recent language policy. On the other hand, English language is getting increasing attention in Malian higher education due to its significance in international collaborations. Meanwhile Bambara, lingua franca of Mali, plays a core role in terms of cultural identity in the country. Within the recent language policies in Mali, translation practices play an integral role to balance the use of English, French and Bambara in the process of internalization in higher education. Considering this, the research aims to find out the role of language policies and translation practices in terms of developing a globalized understanding of higher education in Mali. In this context, the research is designed as a qualitative study. The data is collected through semi-structured interviews with faculty members and students at a prominent university of Mali. Findings highlight that French language maintains a dominant role as the primary medium of instruction while English is regarded as the language of worldwide communication. Bambara, on the other hand, is promoted to improve its visibility and recognition. The study also reveals that translation activity plays a vital role for internalization of higher education in Mali in terms of addressing challenges such as promoting curriculum development, supporting international collaboration and cultural exchange. The result of the study illustrates that a balance should be created with respect to language policies and translation practices for being more globally oriented in Malian higher education.

Keywords: Internalization, Translation, English, French, Bambara.

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Evaluation of the Education of Syrian Students Under Temporary Protected Status in Turkey in Terms of Internationalization

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Abstract

Millions of Syrians left their country due to the civil war in Syria since 2011. Syrians escaping from the war took refuge in neighboring countries such as Turkey, Jordan and Lebanon. According to DGMM (2021), there are 3,731,028 registered Syrians living in Turkey, and 1,124,353 of this population, a significant part of which is school-age people. Therefore, according to these data, the inclusion of school-age Syrian children in the education system has been an important issue both yesterday and today. Syrians who migrated to Turkey after the war and settled in the Temporary Accommodation Centers first started their education process in the Temporary Education Centers in Turkey. As is known, the UNESCO Convention against Discrimination in Education (1960), the International Convention on the Elimination of All Forms of Racial Discrimination (1965), the International Convention on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of All Forms of Discrimination against Women (1979), the Convention on the Rights of the Child (1989), all children have the right to access education, regardless of their legal status. Turkey has also taken important steps to protect the right to education of Syrian children under temporary protection status, as specified in international agreements. These children with temporary asylum status first received education in Temporary Education Centers and were then gradually included in formal education. This study covers the education process that Syrian children under temporary protection status receive in Temporary Education Centers and examines this process in terms of compliance with international education standards and internationalization by examining the available documents.

Keywords: International Education Standards, Internationalization, Syrian Students, Temporary Protected Status.

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The Contribution of Erasmus+ Student Learning and Internship Mobilities to the Language Skills of Higher

Lecturer Uğur Aygün¹

Abstract

Initially launched between 1981-1986 to enhance the knowledge and skills of university students through mobilities, the European Community Action Program later began to reach a wider audience under the name of the Erasmus program. Over time, the program, which now encompasses vocational education, school education, adult education, youth and sports, has provided over 9 million people with opportunities for education, teaching, volunteering or gaining professional development and experience abroad since its launch. Although the Erasmus program has developed to appeal to very large audiences and geographies, the mobilities of higher education students, one of the main actions of the program, remain one of its most significant areas both numerically and in terms of impact. Operating under the name Erasmus+ since 2014, the program foresees that individuals receiving university education will undertake internships and study abroad for a certain period. Thus, it aims to enhance the academic and social knowledge, skills, experience and cultural awareness of students. Additionally, it is expected that the language skills of students will improve during the periods they stay in the countries they visit for internships or studies. Generally, students who improve their knowledge and skills in English, the common language used by Erasmus+ students, find more suitable environments to practice their foreign language skills. In this study, the extent to which the language skills of students studying at Karamanoğlu Mehmetbey University between 2014-2024 and participating in the Erasmus+ program for internships or studies abroad developed during their mobilities was analyzed, based on the voluntary participation of those included in this research.

Keywords: Erasmus, University, Learning, Internship, Language, English.

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Adaptation Problems and Solution Suggestions for International Students Studying at Karamanoğlu Mehmetbey University within the Scope of the International Student Program

Lecturer Uğur Aygün¹

Abstract

International students, who are an important part of the multifaceted gain cycle within the scope of our country's higher education internationalization goals, are crucial elements. These students, who return to their countries and enter the workforce after studying in our country, become voluntary ambassadors and promotional faces for Türkiye. Considering that over 350,000 students from 198 different countries are studying at universities in Türkiye, the opportunity arises for our country to reach and be recognized in almost every part of the world through these students. Especially the scenario where international students who graduated from Türkiye hold significant political positions in their own countries is one of the most positive outcomes for our country. The economic, cultural, and academic contributions that international students provide to our country during their studies are another gain of this multifaceted cycle. Besides these mutual gains, international students face social, cultural, academic, and economic problems during their studies in our country, as in all countries worldwide. Most of these issues arise during the adaptation process that begins when the student arrives in the country. In this study, the problems experienced by international students studying at Karamanoğlu Mehmetbey University within the scope of the International Student Program between 2014-2024, who voluntarily supported the research, were examined and solution suggestions were presented.

Keywords: International, Student, Adaptation, Problem, Karaman.

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Adaptation Problems and Solution Suggestions for International Students Studying Transforming Higher Education Digitally: Strategies for Sustainable Development and Internationalization: A Critical Review

Dr. Aisha Ansari¹

Abstract

The post-pandemic era has accelerated digitalization across various sectors, including higher education. Despite this trend, there is a notable absence of comprehensive critical reviews that identify how diverse digital technologies can enhance the efficacy of Higher Education Institutions (HEIs) in achieving the United Nations Sustainable Development Goal for Quality Education and equip students to efficiently and effectively manage and capitalize on global challenges and opportunities, respectively. This study addresses this gap by reviewing relevant literature and providing a comprehensive critique of the technologies available to enhance educational quality while improving access to lucrative employment, superior quality jobs, and entrepreneurial opportunities in an international context. Utilizing Scopus and Web of Science, we conducted a systematic search of all relevant literature from 2019 - 2024 and performed a content analysis of pertinent studies. This critique examines (1) the drivers of digital transformation in the higher education sector, (2) the principal digital technologies that can be utilized to facilitate student internationalization and collaborations, (3) the potential of digital technologies to support the achievement of UNSDG-4, and (4) the challenges associated with implementing these technologies. This paper presents significant implications for policymakers, HEI leaders, and global partners of UNSDG-4, including the United Nations and other relevant bodies. This critical review provides a comprehensive analysis of the current landscape of HEIs, digital technologies, and their relevance to UNSDG-4. In conclusion, this review presents a model to provide a framework for Higher Education Institutions (HEIs) to implement digital technologies with the aim of enhancing education quality and promoting internationalization. Future research could build upon these findings by conducting more prescriptive studies, such as case studies and experimental designs, to evaluate the efficacy of specific digital technologies in the higher education sector that can address global challenges and opportunities.

Keywords: Educational Technology, Education 4.0, Entrepreneurial Skills, Sustainable Development Goal 4.

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Navigating Global Challenges in Higher Education: Strategies for Internationalization at Pakistani Universities

Assoc. Prof. Dr. Asia Saif Alvi¹

Abstract

This study explores the strategies and challenges faced by Pakistani universities in the process of internationalizing higher education. The research examines the key factors driving internationalization, including the role of academic collaborations, student and faculty exchanges, and curriculum development. By analyzing case studies from leading institutions, the study identifies best practices and potential pitfalls in implementing internationalization initiatives. The findings emphasize the need for a balanced approach that considers local contexts while engaging with global academic trends, aiming to enhance the global competitiveness of Pakistani higher education institutions. This research delves into the strategies and challenges confronted by universities in Pakistan as they work to internationalize higher education. The study examines the main drivers of internationalization, which include academic partnerships, student and faculty exchanges, and curriculum development. Through the analysis of case studies from top institutions, the research identifies best practices and potential obstacles in implementing internationalization efforts. The findings underscore the importance of adopting a balanced approach that takes local contexts into account while also aligning with global academic trends, all with the goal of enhancing the global competitiveness of Pakistani higher education institutions.

Keywords: Internationalization, Higher Education, Pakistani Universities.

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Emerging Trends in Academia in Sub-Saharan Africa- A case study of Institute of Public Administration and Management, University of Sierra Leone

Dr. Victor Moinina¹

Abstract

The landscape of higher education in Sub-Saharan Africa is undergoing profound transformations driven by technological advancements, globalisation, and evolving societal needs. This case study examines the emerging trends shaping academia at the Institute of Public Administration and Management (I.P.A.M.) at the University of Sierra Leone. One notable trend is the integration of digital technologies into teaching and learning processes. I.P.A.M. has embraced online platforms, virtual classrooms, and e-learning resources to enhance accessibility and foster interactive learning experiences. This digital shift has been accelerated by the COVID-19 pandemic, highlighting the importance of resilient and adaptable educational models. Additionally, there is a growing emphasis on interdisciplinary and cross-cultural collaborations. I.P.A.M. actively seeks partnerships with international institutions to facilitate knowledge exchange, research endeavors, and capacity-building initiatives. These collaborations foster global perspectives and prepare students for the complexities of contemporary public administration challenges. Furthermore, IPAM recognises the need for curricula that align with emerging social, economic, and environmental imperatives. The institute has introduced programs focused on sustainable development, governance, and public policy analysis, equipping graduates with the skills to address pressing societal issues effectively. Remote and flexible learning options have gained traction, catering to the needs of working professionals and individuals in remote areas. IPAM offers evening classes, weekend programs, and online courses, promoting lifelong learning and upskilling opportunities for diverse student populations. As Sub-Saharan Africa continues its developmental trajectory, the role of higher education institutions in nurturing skilled professionals and fostering innovation becomes increasingly pivotal. IPAM's adaptation to emerging trends exemplifies the resilience and forward-thinking approach necessary to shape the future of academia in the region.

Keywords: Higher Education, Sub-Saharan Africa, Emerging Trends.

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Fostering Global Reputation and Sustainable International Partnerships via Alliances: A Perspective of ATU-Net

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Abstract

Institutional internationalization is a critical agenda for universities and higher education institutions worldwide, aimed at enhancing academic quality and global visibility. In an increasingly interconnected world, effective collaboration is essential for promoting the well-being and prosperity of humanity. This global engagement fosters sustainable international partnerships, making it imperative for institutions to connect with counterparts across borders. Universiti Teknologi Malaysia (UTM) has developed three main collaboration models to attract international partners: bilateral agreements, academic networks focused on niche areas, and strategic collaborations with reputable universities. A key initiative is the Asia Technological University Network (ATU-Net), which aims to foster collaboration in research, innovation, and knowledge exchange among member institutions. By participating in ATU-Net, UTM enhances its global visibility and reputation, positioning itself as a leader in technological education and research in the region. This presentation will illustrate how UTM manages ATU-Net and its significant impact on its international standing.

Keywords: Internationalization, International Network, Global Visibility.

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Fostering Global Reputation and Sustainable International Partnerships via Alliances: A Perspective of ATU-Net

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Assoc. Prof. Dr. Norahim bin Ibrahim²
Zetty Raihan binti Hj Mohd Yassin³

Abstract

Edutourism, a fusion of education and tourism, has emerged as a key strategic initiative in Malaysia, aligning with the Malaysia Education Blueprint 2015-2025. This initiative aims to position the country as a premier destination for both educational and tourism pursuits. By offering customized educational experiences within Malaysia's rich cultural and natural environments, edutourism enhances the global visibility of Malaysian higher education institutions while fostering cross-cultural exchange. The program seeks to attract international students and visitors for short-term educational stays, contributing to the local economy and promoting international collaborations. Universiti Teknologi Malaysia (UTM), a leading institution in engineering and technology, has developed specific strategies to implement edutourism initiatives effectively. These efforts align with the Ministry of Higher Education's objective to increase international engagement. This paper discusses UTM's strategies for ensuring the successful execution of edutourism programs, supporting Malaysia's goal of becoming a global hub for education and tourism.

Keywords: Edutourism, Cross-Cultural Exchange, Student Mobility.

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World of Stone Between West and Asia: From Heidegger to Japanese Culture

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Abstract

Heidegger, in his *Fundamental Concepts of Metaphysics*, starts his metaphysical questioning of the world with this sentence above. This sentence includes three theses, and it is obvious that without dealing with them, it would be impossible for him to ask what the world is. This three-fold thesis, even though it sounds intuitive to common sense, might be problematic, especially from a specific Asian perspective. Here, we will focus on the first part of the thesis which deals with the worldlessness of the stone. To understand the problem of this thesis for Asian thought, especially for Shinto spirituality and Japanese culture, here we will attempt to clarify (1) what Heidegger was trying to achieve with this thesis; (2) whether there is a fundamental difference between Western and Asian understandings of stone or not, and (3) what kind of relation is there between stone and the world in Japanese culture. We will investigate at least three instances in Japanese culture, one is the idea of qi [氣]; second is the relation between rock and nature as understood within the concept of Zen Garden (枯山水; karesansui); and third is some details regarding the stone in Japanese linguistic world and Shinto spirituality. With these, we aim to show that it is possible for the stone to be not so worldless.

Keywords: Phenomenology, Comparative Philosophy, Japanese Thought, Chinese Thought.

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Culture-Specific Interlingual Errors in Translation

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Irina Lobas³

Abstract

This study explores the nature of culture-specific interlingual errors in translation, emphasizing the complexities involved when translating between languages with significant cultural and linguistic differences, specifically between English and Turkish. Beyond being a linguistic exercise, translation demands a deep understanding of cultural context, as many expressions, idiomatic phrases, and references do not have direct equivalents in other languages. The research aims to identify the common types of errors that occur when these culture-specific elements are mistranslated, resulting in distorted meanings and misunderstandings. Using a qualitative approach, the study examines examples of problematic translations from both languages, analyzing cases where cultural nuances, idiomatic expressions, or figurative language create significant translation challenges. Methodologically, the study conducts a comparative text analysis of translated materials, focusing on how cultural references and idiomatic expressions were handled in different contexts. The findings reveal that neglecting cultural differences often leads to inaccurate translations, particularly in instances where direct translation is attempted without consideration for cultural adaptation. The study also highlights strategies such as the use of cultural annotations, seeking cultural equivalents in the target language, and collaboration with native speakers to enhance translation accuracy. Ultimately, the research underscores the importance of cultural literacy in translation, demonstrating that a successful translation is not merely a linguistic exercise but also a process of cultural mediation. This research aims to contribute valuable insights for translators, enabling them to better navigate the cultural intricacies inherent in interlingual translation and improve cross-cultural communication outcomes.

Keywords: Culture-Specific Translation, Interlingual Errors, Cross-Cultural Communication.

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The Factors Influencing Motivation in Learning Turkish as a Foreign Language in Türkiye

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Lecturer Tolga Arslan²

Assist. Prof. Dr. Deren Başak Akman Yeşilel³

Abstract

The study investigates the factors that influence the motivation of Turkish as a foreign language (TFL) learners in Türkiye. In addition to the increasingly high number of international students in Turkish higher education institutions, Türkiye is the second largest refugee-hosting country in the world. This situation results in a very diverse population of international residents in the country. These international residents generally prefer to live in more developed parts of Türkiye, which results in significant populations in cities like Samsun. In this regard, Ondokuz Mayıs University (OMU) in Samsun, which has approximately 5.000 international students, can be regarded as a good representation of this diversity. Different variables, such as age, gender, education, and level of language proficiency of newcomers, were evaluated regarding their significant impact on motivational orientation. The study employs the qualitative research method. Data collection for the study was conducted using the Foreign Language Learning Motivation Questionnaire (FLLMQ-F). The FLLMQ-F consists of six distinct factors: the desire for career and economic advancement, the aspiration to become a global citizen, the desire to communicate and connect with foreigners, the pursuit of self-satisfaction in the learning process, self-efficacy beliefs, and the desire for cultural integration. The participants of the study were 119 students of OMU-TÜRKÇE (Ondokuz Mayıs University Turkish Teaching Application and Research Center) in Samsun. The findings of the study display that TFL learners have an integrative–intrinsic orientation of motivation. The least preferred factor affecting the TFL learning process was a desire for self-satisfaction. Different demographic characteristics and Turkish proficiency levels do not have a statistically significant impact on the motivational orientation of TFL learners in Türkiye.

Keywords: Integrative Motivation, Instrumental Motivation, Turkish as Foreign Language Learning.

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Rethinking Internationalization: AI, Mother Tongue, and the New Language Landscape in Higher Education

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Abstract

The internationalization of higher education has long favored English, often sidelining native languages. However, advancements in AI and translation technologies are shifting this dynamic. AI-powered tools like real-time translation and multilingual platforms enable students to access academic content in their mother tongues, enhancing inclusivity and engagement. Research indicates that learning in one's native language improves cognitive processing and critical thinking (Altay et al., 2022; Curle et al., 2020). This shift also supports linguistic diversity by reducing English's dominance. However, challenges remain. AI translations are not perfect, especially for complex academic language, and over-reliance on such tools could reduce the incentive to learn global languages like English, which is crucial for international collaboration. In the evolving language landscape of higher education, striking a balance between leveraging AI for inclusivity and maintaining linguistic competency in global languages will be key to rethinking internationalization.

Keywords: Internationalization, Translation, AI, Higher Education.

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