

1. Uluslararası Yükseköğretim Çalışmaları Konferansı (IHEC) 2015

Değişen Dünya ve Yükseköğretim:
Kimlik, Politika ve Reform Modelleri

14-16 Ekim 2015, Boğaziçi Üniversitesi, İstanbul, Türkiye

1st International Higher Education Studies Conference (IHEC) 2015

The Changing World and Higher Education:
Identity, Policy And Reform Models

October 14-16, 2015, Boğaziçi University, Istanbul, Turkey

BİLDİRİ ÖZETLERİ / ABSTRACTS



tedmem

İstanbul, 2015

1. Uluslararası Yükseköğretim Çalışmaları Konferansı (IHEC) 2015
- Değişen Dünya ve Yükseköğretim: Kimlik, Politika ve Reform
Modelleri, 14-16 Ekim 2015, Boğaziçi Üniversitesi, İstanbul, Türkiye
1st International Higher Education Studies Conference (IHEC) 2015 -
The Changing World and Higher Education: Identity, Policy And Reform
Models, October 14-16, 2015, Boğaziçi University, İstanbul, Turkey

<http://www.ihec2015.com/tr> | <http://www.ihec2015.com>

Yayınlayan/Publishers: Türk Eğitim Derneği (TED)

ISBN: 978-605-64033-5-4

Editörler/Editors

Prof. Dr. Ziya Selçuk, Doç. Dr. / Assoc. Prof. Dr. Fatma Nevra Seggie

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Tasarım/Design

Hüseyin Körpeoğlu

Baskı/Printed by

Pelin Ofset Tipo Matb. San. ve Tic. Ltd. Şti.

Tel: +90 312 395 2580

www.pelinofset.com.tr

Uluslararası Yükseköğretim Çalışmaları Konferansı (IHEC) 2015 / International Higher Education Studies Conference
(IHEC) 2015 (1. : 2015: İstanbul)

Bildiriler özetleri = Abstracts / 1. Uluslararası Yükseköğretim Çalışmaları Konferansı (IHEC) 2015 - Değişen Dünya ve
Yükseköğretim: Kimlik, Politika ve Reform Modelleri, 14-16 Ekim 2015, Boğaziçi Üniversitesi, İstanbul, Türkiye; yay. haz.
Ziya Selçuk [ve] Fatma Nevra Seggie. - Ankara: TED, 2015

xiii, 97 s.; 21 cm

1st International Higher Education Studies Conference (IHEC) 2015 - The Changing World and Higher Education:
Identity, Policy And Reform Models

978-605-64033-5-4

1. Yükseköğretim - Kongreler 2. Education, higher - Congresses I. Selçuk, Ziya II. Nevra Seggie, Fatma

LE2301 U48 2015

378 U48 2015

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ÖNSÖZ

Saygıdeğer katılımcılar,

1. Uluslararası Yükseköğretim Çalışmaları Konferansı'na (IHEC) 2015 hoşgeldiniz!

"Değişen dünya ve yükseköğretim: Kimlik, politika ve reform modelleri" temalı bu konferansın temel amacı ortak çalışmalar için zemin yaratabilmek ve günümüz yükseköğretim dünyasında beliren yeni eğilimleri, araştırma sonuçlarını ve kavramsal bakış açılarını paylaşmak ve tartışmaktır.

Yükseköğretimin dünyada ve Türkiye'de yönelimi, rolü, organizasyonu ile birlikte her geçen gün değişen talepler, fırsatlar, beklentiler ve sorunlar bağlamında makro politikalar, modeller, reform hareketleri ve yöntem önerilerine odaklanacak bir konferans içeriği oluşturulması amaçlanmaktadır.

Dünyada yaşanan değişim süreçlerinin ortaya çıkardığı iletişim, demokrasi değerleri, özgürlükler, aidiyet, üretim-tüketim ilişkisi, problem çözme, kültürel ve toplumsal entegrasyonlar, erişim, eşitlik, rekabet etme, sürdürülebilirlik, insan hakları ve korunması, eğitim hakkı ve yasal düzenlemeler, toplumsal yaşamın ve bilimin değişim hızı ve dünya vatandaşlığı gibi kavramları toplumsal yaşama taşıyabilecek potansiyeli bulunan yükseköğretim alanı her geçen gün daha fazla ilgi çekmektedir.

Toplumsal değişim için üniversitelerin nasıl bir rol alacağı ve bu süreci nasıl yönetebilecekleri tartışmaları daha fazla ortak akıl kullanmayı gerektirmektedir. Alışlagelmiş üniversite anlayışı, modelleri ve yapılanma biçimlerinin değişimin hızına yetişebilmesi için yeni bir kimlik, politikalar ve modeller üretmesi artık zorunludur. Kültürlerin daha fazla etkileşime açıldığı, insan, ürün ve bilgi hareketliliğinin arttığı günümüz dünyasında yükseköğretim, sadece yerel öncelikleri ve problemleri analiz ederek dünyada yaşanan değişimi anlamak ve etki üretmek şansına sahip olmayacaktır.

Üniversiteler, etki alanları artık tüm dünya ve insanlığı ilgilendiren konular etrafında nasıl modeller, nasıl bir kimlik ve hangi üst politikaları üretmeli ki beklentilere ve çağa ayak uydurabilsin? Bu temel soruyu irdelemek ve olası cevaplar üretmek adına Yükseköğretimde Yönetim ve Örgütsel Yapı (Türkçe/İngilizce), Yükseköğretimde Liderlik (İngilizce), Yükseköğretimde Öğrenci ve Öğretim Elemanları (İngilizce), Bologna Süreci ve Kalite Algısı (Türkçe/İngilizce), Eğitim Politikaları (Türkçe/İngilizce), Yükseköğretimde Uluslararasılaşma (Türkçe/İngilizce), Yükseköğretimde Eğitim ve Öğretim (İngilizce), Yükseköğretimde Erişim, Yükseköğretimde Etik, Eşitlik ve Çokkültürlü Eğitim (Türkçe/İngilizce), Akademik Özgürlük (Türkçe), Yükseköğretimde Teknoloji (İngilizce) Yükseköğretim ve İstihdam ve Kalkınma (Türkçe/İngilizce) konuları başlıkları altında ilk defa buluşuyor olmaktan mutluluk duyuyoruz.

PREFACE

Dear participants,

Welcome to the 1st International Higher Education Studies Conference (IHEC) 2015!

The main goal of this conference on the conference theme "The changing world and higher education: Identity, policy and reform models" is to promote collaboration, share and discuss emerging trends, research findings and theoretical perspectives in the context of today's higher education.

The World is in a constant state of change and innovations are constantly appearing. These innovations are seen in areas including, but not limited to, communication, democratic values and freedoms, identity, equality, access, sustainability, human rights among others.

Higher education has the potential to play a pivotal role in the management of these innovations and how they are incorporated into people's lives, however, for the university to play a useful role in such a societal change requires cooperation and collaboration between all the stakeholders of education.

The traditional model of higher education is not capable of answering the questions and challenges posed by these innovations and as such new policies and models have to be created. In the 21st Century, universities are challenged to have a global vision or to run the risk of becoming irrelevant.

In order to achieve this global vision requires the shaping of alternative educational models and educational policies and for the university to shape an alternative identity for itself. This raises a number of interesting questions vis-a-vis the different types of models, alternative higher education policies and the search for an appropriate identity. We are happy to meet for the first time to debate the answers to all these questions under the topics of Governance in Higher Education (Turkish/English), Leadership in Higher Education (English), Students and Faculty Members in Higher Education Institutions (English), Quality in Higher Education (Turkish/English), Higher Education Policies and Finance (Turkish/English) Internationalization of Higher Education (Turkish/English), Teaching and Learning in Higher Education (English), Access and Equality in Higher Education (Turkish/English), Academic Freedom (Turkish) Science and Technology in Higher Education (English) and Development of Higher Education Systems (Turkish/English).

TEŞEKKÜR

Öncelikle, harika çalışmalarını, IHEC 2015'e gönderen tüm yazarlara teşekkür etmek isteriz!

Özel teşekkürümüzü, konferansın koordinasyonuna, programın düzenlenmesine ve hakemlik sürecine değerli vakit ve uzmanlıklarını ayıran danışma, düzenleme ve bilim kurulu üyelerimizin her birisine sunmak isteriz.

Öte yandan, IHEC 2015'e ev sahipliği yapan Boğaziçi Üniversitesi'ne şükranlarımızı sunarız. Ayrıca, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü'ne, Türk Eğitim Derneği'ne (TED) ve TEDMEM'e, bu organizasyondaki ortaklık, yardım ve destekleri için teşekkür ederiz. Davetli konuşmacımıza da, katılımı için içten teşekkürlerimizi sunarız.

Son olarak, bu organizasyona sponsor olan Bülent Ecevit Üniversitesi'ne, Necmettin Erbakan Üniversitesi'ne ve Pegem Akademi'ye şükranlarımızı sunmak isteriz. İdari ve teknik desteklerinden ötürü Inventive House ve Centron Technologies'e de teşekkür ederiz.

ACKNOWLEDGEMENTS

First of all, we would like to thank all the authors who submitted their great work to IHEC 2015!

A special thank you goes to all the members of the advisory, organizing and academic committees who spared their valuable time and put their expertise into the conference coordination, program design and review process.

Next, an appreciation goes to Boğaziçi University for hosting IHEC 2015. We also would like to thank Department of Educational Sciences, Boğaziçi University, Turkish Education Association (TED) and TEDMEM for their partnership, help and support in this organization. In addition, a warm thank you is for our keynote speaker for his participation.

Finally, we would like to express our gratitude to our sponsors Bülent Ecevit University, Necmettin Erbakan University and Pegem Academy. Our gratitude also goes to Inventive House and Centron Technologies for their administrative and technical support.

DAVETLİ KONUŞMACILAR / KEYNOTE SPEAKERS

Prof. Dr. Durmuş Günay¹

¹ *Council of Higher Education*

A Philosophical Look to the University and Turkish Universities

The concept of the university, throughout history, has undergone many transformations. Technology, globalization and the dynamics of competition greatly affected the higher education area like all areas in the last few decades. In this process, when information technologies, globalization and competition have come out significantly in the higher education area, also these dynamics have caused to come out new concepts in the higher education area like internationalization, distance education, mobility, quality assurance, accountability, transparency, innovation, entrepreneurship, expansion, diversification, differentiation etc. In addition, the time between the product and the scientific and technological research has shortened, and the university and industry have become more closer to each other. Prosperity and competitiveness of the countries have started to be measured with their producing capacity of the science and technology. In parallel with these developments in the world, Turkish higher education has made an extraordinary leap in the last decade. Also, in terms of many education parameters like the number of universities (public and private non-profit), the enrollment rate, the number of students and the number of academic personnel, Turkish higher education system has expanded.

Biography

He was born in Isparta in 1953. He completed his primary and secondary education in Isparta. He graduated from Istanbul Technical University as a mechanical engineer in 1976. He received his master's degree from Ege University in 1980 and his PhD degree from Dokuz Eylül University in 1986. After working as an engineer for a while, he passed into the academic life. He worked as an assistant at Isparta State Engineering and Architecture Academy and he was an instructor at Akdeniz University. He worked as an expert in Post-Secondary Vocational and Technical School Project of the Council of Higher Education/Work Bank in Ankara. He also went to England for a while.

He became an Assistant Professor in 1986 and an Associate Professor in 1991. He was a faculty member at Istanbul Technical University and Sakarya University. He became a Professor in 1999 at Zonguldak Karaelmas University. He served as a faculty member and the Head of the Department of Mechanical Engineering at Zonguldak Karaelmas University in between 2000 and 2008.

He also worked as a minister advisor at the Ministry of Agriculture and Ministry of Transport in between May 2004 and May 2007.

He taught mechanical courses as well as other courses such as History of Science, Philosophy of Science and Birth and Development of Modern Science at university.

He has many published studies in the form of article and book, which are related with his academic area of engineering, mechanical and as well as the philosophy of science and technology, higher education and other cultural fields.

He was appointed as a member of the Council of Higher Education in February 2008. He was selected as an Executive Board Member at the Council of Higher Education. He was appointed for the second time as a member of the Council of Higher Education in February 2012 and he still works as an Executive Board Member at the Council of Higher Education.

DAVETLİ KONUŞMACILAR / KEYNOTE SPEAKERS

Prof. Dr. William G. Tierney¹

¹ University of Southern California

Barriers to Innovation and Creativity in Higher Education

Higher education throughout the world is undergoing significant pressures. Globalization has created a need for a knowledge economy. The result is that higher education is significantly increasing in most countries. Globalization also has changed the nature of state support; universities increasingly must be more entrepreneurial to generate revenue. One result is that tertiary institutions need to be innovative and creative and at the same time maintain core values such as academic freedom. The challenge for universities in the 21st century is how to hold onto traditional values and traditions and at the same time embrace innovation so that universities are forward-looking rather than static and unchanging. In the presentation I first make the case for why innovation is important, then consider the barriers that exist, and offer ways to stimulate reform that benefits students, faculty and the country.

Biography

William G. Tierney is University Professor and Wilbur-Kieffer Professor of Higher Education and Co-director of the Pullias Center for Higher Education at the University of Southern California (USC), and a past President of the American Educational Research Association. Former President of the USC Academic Senate, he chaired the Ph.D. program for the USC Rossier School of Education and chaired the University Committee on Academic Review. He serves on the International Advisory Board of King Abdulaziz University (Saudi Arabia) and is an Interdisciplinary Research Fellow at the University of Hong Kong. He is currently a Fulbright Research Scholar in India. Dr. Tierney is committed to informing policies and practices related to educational equity. He is involved in a project to develop interactive web-enhanced computer games for low-income youth that will equip students with knowledge about preparing for college. He is working on projects pertaining to the problems of remediation to ensure that high school students are college-ready, and a project investigating how to improve strategic decision-making in higher education. His recent books include: *Rethinking Education and Poverty*; *The Problem of College Readiness*; *The Impact of Culture*

on *Organizational Decision-making, Trust and the Public Good: Examining the Cultural Conditions of Academic Work, and Understanding the Rise of For-profit Colleges and Universities*. He has written opinion pieces for the *Los Angeles Times*, *Washington Post*, *Sacramento Bee* and *Huffington Post*. Tierney was an academic dean at a Native American community college, a Peace Corps volunteer in Morocco, a Fulbright Scholar in Central America and Australia, and Scholar-in-Residence in Malaysia. He earned a master's from Harvard University and a Ph.D. from Stanford University. He has received the *Distinguished Research Award* from the Association for the Study of Higher Education (ASHE) and from Division J of AERA. He has been president of ASHE, and vice president of AERA. In 2006 he was appointed University Professor at USC. He is a Fellow of AERA and a member of the National Academy of Education, a disciplinary society of 200 individuals recognized for their outstanding scholarship and contributions to education.

PANEL 1

Yükseköğretimde Kalite Güvencesi: Dünya Örnekleri ve Türkiye için Seçenekler

Panel Başkanı

Prof. Dr. Mahmut ÖZER, Bülent Ecevit Üniversitesi

Panelistler

Prof. Dr. Öktem Vardar, TED Üniversitesi

Prof. Dr. Tuğba Yanpar-Yelken, Mersin Üniversitesi

Yrd. Doç. Dr. Bekir Gür, Yıldırım Beyazıt Üniversitesi

PANEL 2

Üçüncü Nesil Üniversiteler ve Türkiye

Panel Başkanı

Yrd. Doç. Dr. Mehmet Palancı, Karadeniz Teknik Üniversitesi

Panelistler

Prof. Dr. Ziya Selçuk, TED Üniversitesi

Doç. Dr. Oğuz Babüroğlu, Sabancı Üniversitesi / Arama Yönetim Danışmanlığı

Ali Türker, SEBİT

BİLDİRİ ÖZETLERİ

Dinsel ve Etnik Çeşitliliklerle Baş Etmede Osmanlı Devleti Çok Kültürcülüğü

Ömer Uğurlu ¹, Hasan Aydın ²

¹ Uluslararası Kültürel Araştırmalar Merkezi, omer.ugurlu@ogr.sakarya.edu.tr

² Yıldız Teknik Üniversitesi

Öz

Bu çalışmayla çok dinli, çok etnikli ve çok kültürlü toplumsal bir yapıdan oluşan Osmanlı Devleti'nin farklılıkları bir arada yönetme becerisinin ortaya konması amaçlanmıştır. Çalışmada Osmanlı Devleti barındırdığı farklılıkları ve çeşitliliği nasıl yönetebildiği sorusunun cevabı aranmıştır. Çalışma içerik analizi yöntemi ile hazırlanmıştır. Bu bağlamda çok kültürlülük kavramı ve bu kavramın tarihsel arka planı, bu alanın teorisyenlerinden ve araştırmacılarından sentezlenerek çok kültürlülük hakkında bir resim oluşturulmaya çalışılmıştır. Aynı şekilde Osmanlı Devleti'nin sahip olduğu dinsel ve etnik kompozisyon ortaya konularak, Osmanlı Devleti'nin bu çeşitliliği yönetme stratejisi, ilgili literatür taranarak açıklanmıştır. Bu çalışma sonucunda Osmanlı Devleti'nin sahip olduğu 80 dini ve etnik grup ile çok kültürlü bir toplum olduğu ve devlet idaresinin herkese eşit mesafede olma ilkesini benimsediği ortaya çıkmıştır.

Anahtar Kelimeler

Kinect, Fizik, İlkokul, Lise, Hareket algılama

Disiplinlerarası Bağlamda Fanatizm Kavramına Yönelik Bir Öğretim Tasarımı

Memet Karakuş ¹, Sevgi Ergüven ²

¹ Çukurova Üniversitesi, memkar@cu.edu.tr

² Çukurova Üniversitesi

Öz

Disiplinlerin kendi içlerindeki genişleyen yapı, sınırlarını aşarak diğer disiplinlerle aralarındaki ortak yönleri ve ilişkileri ortaya çıkarmaktadır. Disiplinlerarası öğretim belirli bir kavram, problem ya da konunun farklı disiplinlerin bakiş açıları ile değerlendirildikten sonra tekrar bir bütün haline getirilmesi görüşüne dayanmaktadır.

Spordan siyasete kadar pek çok alanda gözlenebilen bir tutum olan fanatizm, sorunlu bir bağlanma biçimiyle bireyin bir kişiye, fikre ya da ideolojiye bağlı olma durumudur (Koç, 2010). Fanatizm konusunda yapılan çalışmalar incelendiğinde fanatizm konusunda herhangi bir öğretim programının geliştirilmediği görülmüştür. Bu sebeple, bir öğretim modülü tasarlamaya gereksinim duyulmuştur. Oluşturulan modül, fanatizm ve ilgili olduğu düşünülen sekiz disiplinle ilişkisi üzerinde şekillenmiştir.

Araştırma, nitel araştırma yöntemlerinden durum çalışmasına göre desenlenmiştir. Durum olarak incelenen modüller şekilde hazırlanan öğretim tasarımı, 12 öğretmenin katıldığı bir grup üzerinde uygulanmış ve uygulama sonunda katılımcıların modül ve uygulaması hakkındaki görüşleri, hazırlanan görüşme formu ile alınmıştır. Araştırma verileri betimsel analiz ve içerik analizi teknikleri kullanılarak incelenmiştir.

Araştırmada ulaşılan sonuçlara göre, katılımcılar disiplinlerarası öğretimin nitelikli eğitim ve bireyler için gerekli olduğunu vurgulamışlardır. Oluşturulan öğretim tasarımının içeriği derin, sorgulatacı ve çok yönlü; öğretme-öğrenme süreci kullanılan materyal ve teknikler açısından genellikle ilgi çekici; değerlendirme süreci katılımcıların bir kısmı tarafından plir ve kompozisyon yazma etkinlikleri açısından yük, bir kısmı tarafından konu bütünlüğünü yansıtmaması açısından uygun olarak değerlendirilmiştir. Oluşturulan öğretim tasarımının eğitim programlarında yer alması, özellikle Eğitim Bağlamında Fanatizm modülünün irdelenmesi gerektiği belirtilmiştir. Ulaşılan sonuçlara göre, oluşturulan öğretim tasarımının fanatizm kavramına düşük disiplinlerarası bağlamda farkındalık yarattığı söylenebilir.

Dünyadaki Uluslararası Öğrenci Hareketliliğini Etkileyen Etmenler ve Türkiye'nin Uluslararası Öğrenci Barındırma Durumu

Celal Karaca ¹

¹ Aksaray Üniversitesi, karaca42@gmail.com

Öz

UNESCO İstatistik Enstitüsü verilerine göre 2000 yılında 2,1 milyon olan uluslararası dolaşımdaki öğrenci sayısı, 2005 yılında 3 milyona, 2010 yılında ise 4,1 milyona ulaşmıştır. Bu sayının 2020 yılı itibarıyla 7 milyonu aşacağı tahmin edilmektedir. Dünyada dolaşım halinde olan 4,1 milyon uluslararası öğrencinin yaklaşık 2 milyonu Avrupa ülkelerinde, 880 bini Kuzey Amerika'da eğitim görmektedir. Ülke bazında baktığımızda en çok uluslararası öğrenci kabul eden ilk beş ülkenin sırasıyla %17 oranıyla ABD, %13 oranıyla Birleşik Krallık, %7 oranıyla Avustralya, %6 oranıyla Almanya ve %6 oranıyla Fransa olduğu görülmektedir. Kanada ve Yeni Zelanda'da dâhil edildiğinde uluslararası öğrencilerin yarıya yakınının İngilizce konuşulan ülkelerde bulunduğu dikkat çekmektedir. Türkiye yurtdışına öğrenci gönderen önemli kaynak ülkelerden biri konumundadır. UNESCO'nun 2012 yılı verilerine göre Türkiye'den 45 bin civarında öğrenci yurtdışında eğitim görmektedirler. Bu sayıyla Türkiye, yurtdışına en çok öğrenci gönderen ilk 10 ülke bandına yakındır. Türkiye'den uluslararası dolaşımda bulunan öğrencilerin 11 bin civarı ABD'de, 5'er bin civarı Almanya ve Bulgaristan'da, 3'er bin civarı ise Birleşik Krallık, Avusturya ve Azerbaycan'da eğitim görmektedir.

Bugün sayısı 180'i aşan yükseköğretim kurumu, 5,5 milyon civarı öğrencisi ve 140 bini aşkın öğretim elemanı bulunan Türkiye yükseköğretimi, uluslararasılaşma anlamında önemli avantajlara sahiptir. Fakat tüm dünyada dolaşımda bulunan uluslararası öğrencilerden sadece %1,4'ünü barındıran Türkiye üniversitelerinin, uluslararasılaşma anlamında henüz istenen düzeye gelmediği ve bu konuda atılması gereken adımlar olduğu görülmektedir. Bu çalışma ile ülkemiz yükseköğretim alanında eğitim gören uluslararası öğrenci sayısının artırılmasına yönelik neler yapılabileceği; eğitimin niteliği, burslar/teşvikler/tanıtım faaliyetleri, yabancı dilde eğitim gibi farklı değişkenler açısından incelenmektedir. Bu vesileyle ülkemiz yükseköğretiminin uluslararasılaşma çabalarına katkı sunulması hedeflenmektedir.

Eğitim Fakülteleri Öğretmenlik Uygulamalarında Ders Araştırması Modeli

Rafet Günay ¹, Banu Yücel Toy ²

¹ Yıldız Teknik Üniversitesi, gunay.rafet@gmail.com

² Yıldız Teknik Üniversitesi

Öz

Toplumun ihtiyaç hissettiği insanları yetiştirebilmek için nitelikli bir eğitime ihtiyaç duyulmaktadır. Nitelikli bir eğitimin ise olmazsa olmazı, nitelikli bir öğretmen yetiştirmektir. Öğretmenlerin mesleki gelişimlerinde toplumun beklentilerine karşılık verebilecek ve geleceğin ihtiyaçlarına göre öğretim yapabilecek duruma ulaşmaları gerekmektedir. Son yıllarda her ülkenin eğitim sistemlerinin yetersizliği öğretmen eğitimiyle ilişkilendirilmekte ve bu konuda bakanlık ve yükseköğretimler bünyesinde sürekli çalışmalar yapılmaktadır.

Öğretmen yetiştirme konusunda birçok ülkenin aynı problemleri yaşaması ve bu sorunlara getirdikleri çözümler Türkiye'yi de yakından ilgilendirmektedir. Japonya'nın TIMMS sınavlarında yüksek puanlar elde etmesi karşılaştırmalı eğitim çalışanlarının dikkatini çekmiş ve bireylerin başarılarından gelişimi ve öğretmenlerin mesleki gelişiminde ders araştırma modelinin (lesson study) katkısının çok fazla olduğu tespit edilmiştir. Genel olarak ders araştırması modeli Japonya'da ortaya çıkan ve öğretmenlerin işbirliği içinde çalışarak birbirlerini gözlemlenmeleri sonucunda birbirlerinin ders anlatımlarını tartışarak mesleki gelişimlerini artırmaları olarak tanımlanmaktadır. Dünyada bu model öğretmenlerin mesleki gelişimine ve yenilikçi eğitime alternatif olarak sunulmaktadır.

Japonya'da Jugyokenkyu (jugyo ders, kenkyu çalışma veya araştırma anlamına gelmektedir) anlamına gelen ders araştırması modeli yenilikçi ve alternatif bir model olarak görülmektedir. Alanyazında oldukça kabul gören ders araştırması modeli, Japonya dışında Amerika, Kanada, Filipinler, Güney Afrika, İngiltere, Tayland, Laos, Mısır, Endonezya ve Kenya gibi daha birçok ülkede ders araştırması merkezleri açılmıştır. Bu modelde bir grup öğretmen sistematik bir şekilde işbirliğine dayalı olarak dersler üzerine çalışmakta ve geliştirdikleri yeni dersle kendilerini geliştirmektedirler.

Ders araştırması modeli, öğretmen adaylarının kendi öğretmenlik uygulamalarını geliştirmelerine fırsat vermiş olacaktır ve süreçte aktif katılımlarını sağlayacaktır. Bu nedenle, bu çalışmada ders araştırması modelinin gelişim süreci, öğretmenlik uygulamalarına katkıları ve öğrenme ortamlarına yansımaları irdelenmeye çalışılmıştır.

Eğitim Fakültesi Lisans Öğrencilerinin Çokkültürlü Eğitime Dair Görüşleri

Hamdi Alanay¹, Hasan Aydın²

¹ Yıldız Teknik Üniversitesi, hamdialanay@gmail.com

² Yıldız Teknik Üniversitesi

Öz

Birçok kültürün birarada yaşadığı günümüzde, tek tipçi düşünce ve anlayışlar yerini çoğulculuk, çeşitlilik ve farklılıklara duyarlı olmak gibi kavramlara bırakmaktadır. Çeşitliliğin olduğu bir toplumda doğal olarak birçok alanda eşit imkanlardan yararlanma ihtiyacı doğmaktadır. Bunlardan bir tanesi de eğitimde eşit fırsatlara sahip olmaktır. Bu anlamda günümüzde Batı dünyasının uygulamalarına ve geçmişteki Osmanlı Devleti'nin deneyimlerine bakıldığında, farklılıklara karşı hoşgörü anlayışının hakim olduğu görülmektedir. Dünyada giderek daha popüler hale gelen çokkültürlü eğitim; cinsiyet, din, dil, ırk, sosyo-ekonomik durum, fiziksel engellilik durumu gibi farklılardan dolayı herhangi bir fırsat eşitsizliği olmamasını savunur. Böylece sınıf ortamında farklılıkları yadsımayan ve tüm öğrencilerin eğitimine önem veren bir yapı oluşturulmuş olur. Bu yapının oluşturulmasında, eğitimin en önemli paydaşlarından biri olan öğretmenlerin çokkültürlü eğitime dair görüşleri önem arz eder. Nitekim öğretmenlerin üniversite hayatlarında aldıkları eğitim, onların ilerideki öğretmenlik hayatlarını doğrudan etkilemektedir. Bu çalışma ile İstanbul'daki eğitim fakültelerinde bulunan lisans öğrencilerinin çokkültürlü eğitime dair görüşleri araştırılmıştır. Bu öğrencilerin geleceğin muhtemel öğretmenleri oldukları düşünüldüğünde, onların düşünce ve hislerinin, çokkültürlü bir eğitim için oldukça önem arz ettiği söylenebilir. Çokkültürlü eğitime dair görüşlerinin neler olduğunun tespit edilmeye çalışıldığı bu çalışmada; cinsiyet, etnik kimlik ve eğitim görülen bölüme göre anlamlı bir farkın olup olmadığı da incelenmiştir.

Eğitimin Getirileri Bağlamında Lisans Diplomasına Nitel Bir Bakış

Osman Çekiç¹, Halime Öztürk²

¹ Çanakkale Onsekiz Mart Üniversitesi, osmancekic@gmail.com

² Çanakkale Onsekiz Mart Üniversitesi

Öz

Birey ve toplum eğitim yatırımının maliyetine parasal ve parasal olmayan getirileri nedeniyle katlanmaktadır (Gümtüş ve Şişman, 2012). Parasal getirilerde eğitim sonucunda elde edilecek gelir artışı ön plana çıkmaktadır. Toplumsal getiriler incelendiğinde, artan eğitim seviyesi ile verimlilik ve üretim gücünün yükselmesi ulusal gelirin büyümesine katkı sağlamaktadır. Bunun yanında statü, saygınlık, özgüven gibi getiriler ise parasal olmayan sınıfında değerlendirilebilir. Toplumsal huzurun artması, suç oranlarının azalması, yaşam memnuniyetinin artması, düşük doğurganlık, daha iyi ebeveyn olma gibi parasal olmayan getiriler de bulunmaktadır (Gümtüş ve Şişman, 2012; Tural, 2002; Ünal, 1996).

Lisans öğrencileri, yüksek öğretime devam ettikleri sürece zaman, para ve emek gibi yatırımlar yaparak karşılığında bir diploma derecesi almaktadırlar. Bu diplomanın anlamı ve getirileri bireyden bireye farklılık göstermektedir. Bu çalışmanın amacı, eğitim fakültesi son sınıf öğrencilerinin (öğretmen adaylarının) mezun olduklarında alacakları diplomaya dolayısıyla lisans derecesine yükledikleri anlamı eğitimin parasal ve parasal olmayan getirileri açısından değerlendirmektir.

Bu çalışma lisans öğrencilerinin alacakları diplomaya yükledikleri anlamı keşfetmeyi amaçladığından dolayı nitel bir paradigma benimsenmiştir ve bu olguyu kendi teklifi içerisinde anlamlandırma çabası taşımaktadır (Patton, 1985'ten aktaran Merriam, 2009). Çalışma zaman, mekan ve katılımcıların bölümleri ile sınırlı tutularak ve durum çalışması şeklinde deslenmiştir. Çalışmanın araştırma grubunu, Çanakkale Onsekiz Mart Üniversitesi, eğitim fakültesi son sınıf öğrencileri oluşturmaktadır. Eğitim fakültesinde okuyan toplamda 1020 son sınıf öğrencisinden, 11 branştan 438 öğrenciye ulaşılmıştır. Çalışmanın verileri, Sıfat Türetme Tekniğinden (Adjective Generation Technique) yararlanılarak oluşturulan, öğrencilerin diploma derecesine yönelik aklı gelen ilk yedi ifadenin sorulduğu yapılandırılmış bir form aracılığıyla toplanmıştır. Katılımcıların cevaplarında yaklaşık 2900 ifade elde edilmiştir. Bu verilerin çözümlenmesinde, öğrenciler tarafından kullanılan ifadeler önem sırası da dikkate alınarak betimsel analiz yöntemi ile eğitimin parasal ve parasal olmayan getirileri bağlamında temalandırılmıştır.



Eğitim ve Mühendislik Fakülteleri Özelinde Yükseköğrenime Erişimdeki Eşitsizlikler

Aylin Çakiroğlu Çevik¹, Ayşe Gündüz Hoşgör²

¹ Selçuk Üniversitesi, aylincakiroglu@selcuk.edu.tr

² Orta Doğu Teknik Üniversitesi

Öz

Eğitimde fırsat eşitliği; eğitime erişimde eşitlik, katılımda eşitlik ve çıktılardaki eşitlik şeklinde kısaca tanımlanabilir (Lynch et al., 1998:447). Özellikle erişimdeki eşitlik konusu, diğer eşitlikleri tartışmak için ilk ve en önemli aşamayı oluşturmaktadır. Çünkü eğitim yukarı hareketliliğe ve/veya eşitsizliklerin yeniden üretimine yol açmaktadır. Türkiye’de eğitime erişim konusunda yapılan çalışmalar çoğunlukla ilk ve orta okul düzeyindeki eşitsizlikleri incelemektedir. Yükseköğrenime erişim konusunda yapılan sınırlı sayıda çalışma olmakla birlikte, sonuçları toplumsal cinsiyet, bölgesel eşitsizlik ve sınıf gibi diğer eğitim düzeylerindeki eşitsizliklerin yükseköğrenimde de devam ettiğini göstermektedir. Bu durum hem makro yapısal faktörlerle (devletin tarihsel eğitim politikaları, uluslararası işbölümü, kentleşme ve sanayileşme tarihi gibi) hem de ailesel faktörlerle (ailenin sosyoekonomik statüsü, aile yapısı ve ailenin karar alma süreci) ilişkilidir. Bu çalışma, toplumsal cinsiyet eşitsizliğinin belirgin olduğu ve tarihsel olarak kuruluş amaçları ve öğrenci profili farklılıkları nedeniyle eğitim (kadın egemen alan) ve mühendislik (erkek egemen alan) fakültelerini temel almaktadır ve kimlerin bu fakültelere erişebildiğini incelemektedir. Sosyodemografik özellikleri (yaş, ana dil ve yerleşim yeri), aile geçmişi (anne-baba eğitimi, mesleği, istihdam durumu, aileden gelen gelir, ailenin eğitim harcamaları, ailenin sosyal statüsü) ve eğitim geçmişi (mezun olduğu lise türü, ortaokul bölgesi, dersane ve okunması eğitimi) açılarından, fakültelere katılan bu öğrenciler arasında ne gibi benzerlikler/farklılıklar vardır? Hangi faktörler, kadın ve erkek öğrencilerin fakültelere erişimlerini etkilemektedir? Bu çalışmada, ulusal düzeyde ve uluslararası karşılaştırılabilirliği olan Eurostudent Araştırması verileri kullanılmaktadır. Bu araştırma Bologna Süreci ve Lizbon Stratejisi ile ilişkili olan Avrupa Yükseköğrenim Alanının (AYA) gerçekleştirilmesi önündeki engelleri tespit etmek amacıyla üniversite öğrencilerinin profillerini araştırmakta ve 2000 yılından bu yana birçok ülkede uygulanmaktadır. Türkiye bu araştırma serisinde 2007 ve 2011 yer almaktadır. Serinin son güncel verileri kullanılarak 2011 verileri (n=16.817) çalışmaya katılmıştır. Eğitim fakültesi ile her üniversitenin % 10’u (n=16.817) çalışmaya katılmıştır. Eğitim fakültesi için örneklem 3.172, mühendislik fakültesi için 3.669’dur. Betimsel istatistikler yanında, lojistik regresyon modeli uygulanacaktır. Bulgular ise, Türkiye’nin modernleşme tarihi tartışmaları ile ilişkilendirilip açıklanmaya çalışılacaktır.



Küreselleşmenin Öğretmen-Öğrenci İlişkilerine Etkisinin Psikolojik Özelliklerinin Yükseköğretimde Uluslararasılaşmada Rolü

Huseyn Mirzeyev¹

¹ Avrasya Eğitim Bakanlığı, huseyn8002@gmail.com

Öz

Toplumun birçok üyeleri, özellikle eski nesil, günümüzde küreselleşmenin eğitim-öğretim sürecinde öğretmen-öğrenci ilişkilerine olumsuz etkisinin olduğu iddiasındadır. Aslında bu böyle değildir. Bu geleneksel yaklaşımlara uyum, insanların modern talep ve istekleri kabul etmemesi olgusudur. Modern eğitim teknolojilerinin öğretim sürecindeki başarılı uygulaması, öğrencinin yeteneklerinin ortaya çıkmasını, çeşitli becerileri benimsemesini, başka bir deyişle, asıl kimlik gibi şekillenmesini sağlamış olur.

Sonuçta, yeniliklere, değişikliklere adapte olabilen, çağdaş düşünceleri, yaklaşımları rahatlıkla kabul edebilen insan oluşur. Belirtilen kriterlere cevap veren gençler yüksek öğretim kademesi için önceden yönün seçilmesi, kaliteli yüksek eğitim merkezlerinin belirlenmesi ve diğer konularda doğru ve hızlı karar çıkarabilirler.



Meslek Yükseköğretiminin Mesleki Eğitim İstihdamında Etki Üretebilme Bağlamında Yapılandırılması

Ersin İlhan ¹

¹ Bayburt Üniversitesi, eilhan@bayburt.edu.tr

Öz

Eğitilmiş insan gücü yetiştirilmesinin en önemli kaynağını oluşturan üniversitelerde mesleki ve teknik eğitim, amacı mesleki ortaöğretim kurumlarının öğretmen ihtiyacını karşılamak olan dört yıllık mesleki ve teknik eğitim fakülteleri ve iş piyasasının ihtiyaç duyduğu ara elemanların yetiştirilmesi amacıyla kurulan iki yıllık eğitim veren meslek yüksekokulları (MYO) aracılığıyla yürütülmektedir (Şahin & Fındık, 2008). Mevcut durum mesleki orta öğretime öğretmen hazırlarken MYO için bir tedbir getirmediğini göstermektedir. YÖK Ulusal Tez Merkezinde meslek yüksekokulu anahtar kelimesi ile yapılan sorgulamada ilk lisansüstü çalışmanın MYO YÖK bünyesine alındıktan on dört yıl sonra 1995 yılında, 2014 yılına kadar ise 60'ı yüksek lisans ve 6'sı doktora olmak üzere toplam 66 tez çalışmasına ulaşılmıştır. Mesleki eğitime yönelik tezlerin nicelik ve nitelik olarak yeterli olmamasında, MYO öğretim elemanlarının kariyer basamaklarına göre kendi alanlarında araştırmalar yapması ve görev yaptıkları MYO ihtiyaçlarının göz ardı edildiği söylenebilir. Öğretim elemanı istihdamında mesleki eğitim alanında olmayan yüksek lisans veya iki yıl tecrübe yeterli olabileceği durumda, üniversitelerde girişimcilik ve patent çalışmalarını motive etmeye yönelik yaş ve sektör tecrübesinin önemi (Grimm & Jaenicke, 2012) ile farklılık göstermektedir. Böylelikle, MYO yapı ve işleyiş olarak MEB veya YÖK bünyesinde olmasının gerek istihdam gerekse mesleki eğitimin bilim dalı olarak da gelişmesine katkı sağlamadığı ifade edilebilir. KB koordinatörlüğünde hazırlanan Ulusal İstihdam Stratejisi (UIS) 2014-2023 belgesinde ifade edilen "meslek yüksekokulları yapı ve işleyiş olarak etkinleştirmek üzere yeniden yapılandırılacaktır" tedbire yönelik olarak Cedefop, Bologna ve UIS perspektifinde ve bu çalışmanın amacını ifade eden istihdamda etki üretile bağlamında MYO yapılandırma ihtiyacının karşılanmasında paydaşlarca tartışılabilecek ve mesleki eğitimde etki üretebilecek bir sistem önerilmektedir.



Okul Öncesi Öğretmen Adaylarının Okul Öncesi Öğretmenliği Lisans Programı Hakkındaki Görüşleri

M. Oya Ramazan ¹, Hilal İlknur Tunçeli ²

¹ Marmara Üniversitesi, oramazan@marmara.edu.tr
² Marmara Üniversitesi

Öz

Öğretmen yetiştirme programları ulusal uzmanlarla MEB, YÖK gibi kurumların yetkililerinin görüşleri alınarak yenilenmekte, ancak bu eğitime tabi olacak öğrencilerin/öğretmen adaylarının görüşlerine başvurulmamaktadır. Bu nedenle çalışmada YÖK'ün 2006 yılında oluşturduğu bir komisyon tarafından hazırlanmış olan Okul Öncesi Öğretmenliği Lisans Programı hakkında son sınıf öğrencilerinin görüşlerinin alınması amaçlanmıştır. Bu araştırma tarama modelinde gerçekleştirilmiş nitel bir çalışmadır. Bu araştırmanın çalışma grubu, Türkiye'deki devlet üniversitelerinden sekiz tanesinin (Marmara Üniversitesi, Dumlupınar Üniversitesi, Abant İzzet Baysal Üniversitesi, Atatürk Üniversitesi, Ankara Üniversitesi, İnönü Üniversitesi, Çanakkale 18 Mart Üniversitesi, Selçuk Üniversitesi) Okul Öncesi Öğretmenliği Anabilim Dalı son sınıf öğrencilerinden gönüllülük esasına göre seçilmiş 551 öğrenciden oluşmaktadır. Araştırmanın veri toplama aracı olarak araştırmacılar tarafından geliştirilen ve uzman görüşlerinden yararlanılarak gönderilerek son hali verilen 22 açık uçlu sorudan oluşan anket kullanılmıştır. Açık uçlu sorulara cevap verirken öğretmen adaylarının sorulara verecekleri cevapları derecelendirerek yazmaları istenmiştir. Açık uçlu sorular araştırmacıya konuya ilişkin daha ayrıntılı bilgi edinmede önemli bir esneklik sağlamaktadır (Yıldırım ve Şimşek, 2005). Araştırmada elde edilen veriler araştırmacılar tarafından veri seti haline dönüştürülerek, SPSS 15 paket programı kullanılarak analiz edilmiştir. Verilerin analizinde yüzde frekans dağılımları hesaplanmıştır.

Öğretim Elemanlarının Örgütsel Sessizlikleri ile Tükenmişlikleri Arasındaki İlişki

Tarık Ulusoy¹, Uğur Akin²

¹ Gaziosmanpaşa Üniversitesi, ulusoytarik1@gmail.com

² Gaziosmanpaşa Üniversitesi

Öz

Bu araştırmanın amacı; öğretim elemanlarının örgütsel sessizlik düzeyleri ile tükenmişlik düzeyleri arasındaki ilişkileri incelemektir. Bu amaç doğrultusunda ilk olarak öğretim elemanlarının yaşadıkları örgütsel sessizlik ve tükenmişliğin ne düzeyde olduğu sorusuna yanıt aranacaktır. İkinci olarak, öğretim elemanlarının örgütsel sessizlik ve tükenmişlik düzeylerinin herhangi bir sendikaya üye olup olmamalarına ve yöneticilik görevlerinin bulunup bulunmamasına göre anlamlı olarak farklılaşmış farklılaşmadığı incelenecektir. Son olarak, öğretim elemanlarının örgütsel sessizlik düzeylerinin tükenmişlik düzeylerini yordayıp yordamadığı test edilecektir. Örgütsel sessizliğin tükenmişliği yordama durumunu test eden bu araştırma da yordayıcı ilişkiyi tarama modelindedir. Araştırmanın çalışma grubunda Türkiye'deki devlet üniversitelerinden rassal olarak seçilen 13 üniversitenin fen, edebiyat, fen-edebiyat, eğitim, iktisat, işletme, siyasal bilgiler, iktisadi ve idari bilimler fakültelerinde görev yapmakta olan 190 öğretim elemanı yer almaktadır. Öğretim elemanlarının örgütsel sessizlik düzeyleri Brinsfield (2009) tarafından geliştirilen ve Tülübaş (2011) tarafından Türkçeye uyarlanan "Öğretim Elemanlarının Sessiz Kalma Nedenleri Ölçeği" ile tespit edilmektedir. Öğretim elemanlarının tükenmişlik düzeyleri ise Maslach ve Jackson (1981) tarafından geliştirilen ve Ergin (1982) tarafından Türkçeye uyarlanan "Maslach Tükenmişlik Envanteri" aracılığıyla ölçülmektedir. Araştırmada elde edilen bulgulara dayanılarak belli başlı sonuçlar şöyledir; öğretim elemanlarının örgütsel sessizlik ve tükenmişlik düzeyleri orta düzeydedir. Öğretim elemanlarının yaşadıkları sessizlik herhangi bir sendikaya üye olup olmama durumuna ve yöneticilik görevinin bulunup bulunmamasına göre anlamlı biçimde farklılaşmaktadır. Öğretim elemanlarının tükenmişlikleri ise herhangi bir sendikaya üye olup olmamaya göre farklılaşmazken yöneticilik görevinin bulunup bulunmamasına göre anlamlı biçimde farklılaşmaktadır. Son olarak, örgütsel sessizliğin alt boyutları duygusal tükenme boyutunda tükenmişliğin %31'ini, duyarsızlaşma boyutunda tükenmişliğin %27'sini, kişisel başarı boyutunda tükenmişliğin %6'sını açıklamaktadır.

Öğretim Üyelerinin Kişisel ve Kurumsal Özellikleri ile Üniversitelerdeki Bilimsel-sosyal Uygulamalara İlişkin Yöneltilmiş Esneklik Algıları

Barış Uslu¹

¹ Çanakkale Onsekiz Mart Üniversitesi, barisuslu@gmail.com

Öz

Bu araştırmanın amacı, üst akademik ünvan düzeyinde yer alan öğretim üyelerinin üniversitelerdeki Bilimsel-Sosyal Uygulamalara İlişkin Yöneltilmiş Esneklik'e (B-SUIYE) yönelik algılarının düzeyinin ve yönetim görevi olma durumlarının kontrol edilerek bazı kişisel ve kurumsal özelliklerinin bu algılarında oluşturduğu farklılaşmaların incelenmesidir. Bu amaç doğrultusunda nicel veriler 1339 Türk öğretim üyesinden B-SUIYE ölçeği e-mail yoluyla uygulanarak toplanmıştır. Veriler ise Betimsel ve Kovaryans analizleri ile incelenmiştir. Öğretim üyelerinin B-SUIYE algıları orta düzeyde iken ($X=3.17$; $sd=.87$) araştırmaya ilişkin yönetsel esneklik algıları ise ($X=3.43$; $sd=.94$) yüksek düzeydedir. Ayrıca, yönetim görevi durumu kovaryant olarak kontrol altında tutulduğunda öğretim üyelerinin B-SUIYE algıları disiplinlerine, üniversitelerin kuruluş yıllarına ve buldukları bölgeye göre anlamlı farklılıklar olduğu belirlenmiştir. Bu sonuçlara göre, yeni kurulan üniversiteler ile köklü üniversitelerin yoğunlukta olduğu bölgelerde özellikle sosyal alanlarda görev yapan öğretim üyelerinin üniversitelerdeki akademik destek mekanizmalarına yönelik algıları daha olumludur. Öğretim üyelerinin algılarında bu farklılıkların yeni üniversitelerdeki kurumsal kaynakların daha az sayıdaki akademisyenler tarafından kullanılması, akademik destek uygulamalarının gelişmiş yükseköğretim kurumlarının büyük bölümünün yer aldığı bölgelerdeki üniversitelerin kurumsal yapısının bir parçası haline gelmiş olması ve sosyal bilimlerin alanındaki çalışmaların daha az kaynak kullanılarak gerçekleştirilmesinden kaynaklandığı söylenebilir. Öğretim üyelerinin algılarında bu farklılıkların en aza indirgenmesi ve mesleki performanslarına sağlanan kurumsal katkının artırılması için Öğretim Enstitüsü, Araştırma Ofisi ve Media Danışma Birimi gibi temel birimlerin kurulmasının yanında üniversite yönetimleri daha az maliyetli 'yabancı dilde makale yazma, akademik çalışma ve proje hazırlama eğitimleri', 'kurum içi hakemlik sistemi', 'formal mentörlük programı', 'disiplinler arası çalışma grupları oluşturulması' ve 'bölüm seminerleri' gibi uygulamaları hayata geçirebilirler.



Türk-Alman Akademik İşbirliğinin Kapsamı, Sorunları ve Çözüm Önerileri

Armağan Erdoğan¹, Mehmet Murat Erdoğan²

¹ Ankara Sosyal Bilimler Üniversitesi, armağan.erdogan@asbu.edu.tr

² Hacettepe Üniversitesi

Öz

Almanya, Türk Yükseköğretim kurumlarının en fazla işbirliği yaptığı ülkeler içinde yer almaktadır. Hatta bu nedenle Türk ve Alman Hükümetleri 2015 yılını "Türk-Alman Bilim Yılı" olarak ilan etmişlerdir. Bilim yılının öncelikli amaçları arasında Türk ve Alman Yükseköğretim Kurumları arasındaki mevcut işbirliklerinin veriminin artırılması ve yeni işbirlikleri imkanlarının geliştirilmesi bulunmaktadır. 2007'den bu yana Türk Üniversitelerinin Almanya Üniversiteleri ile birlikte yürüttüğü 28 ortak diploma (joint degree) programı bulunmaktadır. Yine 1988-2010 arasında Türk ve Alman işbirlikleri yapılmaktadır. Ayrıca çok farklı alan, amaç ve kapsamda Üniversiteler arasında 117 işbirliği anlaşması yapıldığı görülmektedir. Bu sayının -özellikle de Erasmus vb uluslararası programlar nedeni ile- son 4 yılda çok önemli bir artış gösterdiği bilinmektedir.

Bu tebliğ, Almanya'da DAAD, Türkiye'de ise YÖK tarafından ortaklaşa hazırlanan ve tebliğ sahiplerinin de uygulayıcısı olduğu hem Almanya hem de Türkiye'deki akademik kuruluşlarda gerçekleştirilen kapsamlı bir alan çalışmasının verileri üzerine bina edilmiştir. Almanya'da Türk Üniversitelerle işbirliği içinde olan bilim kurumlarına web üzerinden, Türkiye'deki Alman bilim kurumları ile işbirliği içindeki üniversitelerde doğrudan görüşmelerle uygulanan iki anketin sonuçlarını karşılaştırmalı olarak ele alınacaktır. Tebliğe esas olan Türkiye'deki araştırma kapsamında 20 ilde 50'nin üzerindeki üniversite ile görüşmeler yapılmıştır. Böylece 1988-2014 arasında Türk ve Alman Üniversiteleri arasında yapılmış olan toplam 145 işbirliği işbirliğinin kapsamı, nasıl işlediği, çıktuları ve sorunları DAAD ve YÖK ortak komisyonları tarafından hazırlanmış anket aracılığı ile değerlendirilerek, halen var olan ikili anlaşmaların işlevselliği, verimliliği ve sorunları, gelecekte yapılacak işbirlikleri konusundaki değerlendirmeler ortaya konulmuştur.



Türk Cumhuriyetlerinden Türkiye'ye Yükseköğrenim Amacıyla Gelen Öğrencilerin Akademik ve Sosyal Beklentilerinin Karşılanma Düzeyi

Mirgul Enterieva¹, Ferudun Sezgin²

¹ Gazî Üniversitesi, menterlieva@gmail.com

² Gazî Üniversitesi

Öz

Bu çalışmanın amacı, Türk Cumhuriyetlerinden Türkiye'ye yükseköğrenim amacıyla gelen öğrencilerin akademik ve sosyal beklentilerinin karşılanma düzeyini belirlemektir. Çalışmada bu amaç doğrultusunda nitel araştırma yöntemi kullanılmış ve bütünlük çoklu durum deseni benimsenmiştir. Araştırma 2014-2015 eğitim-öğretim yılında Ankara ilinin belirli üniversitelerinde doktora, yüksek lisans ve lisans düzeyinde yükseköğrenim gören Azerbaycan, Kazakistan, Kırgızistan, Türkmenistan ve Özbekistan'dan gelen toplam 39 öğrenci ile gerçekleştirilmiştir. Araştırma verileri alanyazın taramasının ardından araştırmanın amacına uygun şekilde oluşturulan açık uçlu ve sondalarla desteklenmiş yarı yapılandırılmış bir görüşme formu ile toplanmıştır. Araştırma bulguları öğrencilerin Türkiye'ye gelirken nitelikli bir eğitim, iyi bir meslek edinme ve nitelikli bir öğretim elemanı gibi beklenti içinde olduklarını göstermiştir. Ayrıca öğrencilerin bir kısmının, Türkiye'deki eğitimin Avrupa'ya açılan bir köprü olacağı ve kendileri için önemli bir fırsat yaratacağını düşündükleri belirlenmiştir. Araştırmada öğrencilerin genel olarak sunulan eğitim ve öğretim destek hizmetlerini yeterli buldukları belirlenmiştir. Öğrencilerin bir kısmının ise, yasal süreçler, barınma yeri ve toplandıktan sonra eğitim ve öğretim destek hizmetlerinin bazı yönlerden daha iyi olabileceğini düşündükleri saptanmıştır. Öğrencilerin tamamına yakını, bağlı oldukları eğitim kurumlarındaki öğretim elemanlarını nitelik ve ilgi bakımından olumlu değerlendirmiştir. Öğrencilerin bir kısmı ise, akademik açıdan olumlu, ilgi gösterme açısından olumsuz yargılara sahip olduğunu ifade etmiştir. Öğrencilerin bir bölümü ise, bazı öğretim elemanlarının tarafsız ve objektif davranma konusunda yeterince özenli olmadıklarını belirtmiştir. Araştırmada öğrencilerin bir kısmının, uygulanmakta olan eğitim projesini iyi bir proje olarak değerlendirdikleri, bazı öğrencilerin ise, projede bazı eksikliklerin olduğunu düşündükleri belirlenmiştir. Araştırmada öğrencilerin yaşadıkları akademik ve sosyal sorunlara yer vererek, hizmet sektörü, sunulan eğitim ve öğretim destek hizmetlerinin iyileştirilmesine yönelik öneriler sunulmuştur.



Türkiye Üniversitelerindeki Uluslararası Öğretim Elemanlarının ÇalışmaDeneyimleri

Fatma Nevra Seggie ¹

¹ Boğaziçi Üniversitesi, nevra.seggie@boun.edu.tr

Öz

Uluslararasılaşma; dünyanın en iyi üniversiteler sıralamasında önemli bir kriter olarak yer edinmeye başlamıştır. Bu sıralama, yükseköğretimdeki yerel ve küresel yarışın bir parçasıdır. Dolayısıyla, yükseköğretim kurumları, kendilerinin giderek yükselen hedeflerinden biri haline gelen uluslararasılaşma yoluyla en fazla sayıda ama aynı zamanda en fazla donanımlı ve verimli öğrenci, araştırmacı ve öğretim elemanı çekmek yarışının parçasıdır. Bunun için de, üniversitelerde öğrenci hareketliliği mekanizmaları kadar öğretim üyesi hareketliliği mekanizmaları geliştirmek ve onların çalışma ve yaşam koşullarını göz önünde bulundurmak son derece önemlidir. Bu, üniversite kampüslerindeki uluslararası öğretim elemanı sayısının artırılmasına yardımcı olacaktır. Bu nitel çalışma, Türkiye'deki devlet ve vakıf üniversitelerinde çalışan uluslararası (Türkiye vatandaşları olmayan) öğretim elemanlarının çalışma koşullarını tespit etmekte ve bu üniversitelere uyum sürecinde yaşadıkları deneyimleri araştırmaktadır. Çalışmanın sonucunda, Türkiye'deki uluslararası öğretim elemanlarının çalışma koşullarını daha iyiye götürmeye ve aynı zamanda uluslararası öğretim elemanı sayısını artırmaya yönelik atılması gereken adımlar ve bunlarla ilgili politika önerileri belirtilmektedir.



Türkiye Yükseköğretim Sisteminde Reform İhtiyacı ve Mütevelli Heyeti Sisteminin Devlet Üniversitelerinde Uygulanabilirliği

Türker Kurt ¹, Bekir S. Gür ², Zafer Çelik ²

¹ Gazi University, turker@gazi.edu.tr
² Yıldırım Beyazıt Üniversitesi

Öz

Bu çalışmanın amacı mütevelli heyeti sisteminin devlet üniversitelerinde uygulanabilirliğine ilişkin olarak yükseköğretim sisteminin çeşitli yönetim kademelerinde görev yapan veya yapmış olan öğretim üyelerinin görüşlerinin belirlenmesidir. Mütevelli heyeti sistemi, başta ABD olmak üzere birçok ülkede hem kamu hem de özel üniversitelerde yaygın olarak uygulanmaktadır. Bu ülkelerdeki üniversitelerin başması da mütevelli heyetleriyle yönetilmeleri ve yüksek özerklik düzeyleriyle ilişkilendirilmektedir. Buna karşılık Türkiye'de mütevelli heyeti sistemi, sadece vakıf üniversitelerinde uygulanmaktadır. Devlet üniversitelerinin hem özerklikleri hem de hesap verebilirlikleri düşük düzeydedir. Bu çerçevede, devlet üniversitelerinin mütevelli heyetleriyle yönetilmesi gibi çeşitli alternatif arayışları söz konusudur. Bu doğrultuda Türkiye'de yükseköğretim sisteminin çeşitli düzeylerinde yöneticilik yapmış veya yapmakta olan 15 katılımcının devlet üniversitelerinin mütevelli heyetle yönetilmesine ilişkin görüşlerine başvurulmuştur. Nitel araştırma modeline uygun olarak tasarlanmış çalışmada veriler araştırmacılar tarafından geliştirilen bir derinlemesine görüşme formu aracılığıyla toplanmıştır. Araştırma sonucunda yükseköğretim sisteminde bir reform ihtiyacının söz konusu olduğu, mütevelli sisteminin uygulanmasına ilişkin olarak yöneticilerin endişelerinin olduğu, dünyadaki mütevelli sistemi uygulamalarının çok fazla bilinmediği, modelin Türkiye'nin idari ve kültürel özelliklerine göre farklılaştırılması gerektiği, sağlıklı bir üye kompozisyonu ve üye belirleme süreçleriyle modelin sağlayabileceği katkıların olabileceği görüşleri ortaya çıkmıştır.

Üniversite Ders Kayıtları Sürecinde Öğrenci Görüşlerinin Değerlendirilmesi

FeYZi Kaysı¹, Aysun Gürol²

¹ İstanbul Üniversitesi, feyzikaysi@gmail.com

² Yıldız Teknik Üniversitesi

Öz

Üniversitelerin niteliğini belirleyen önemli bir etken de, hali hazırda üniversitede öğrenim gören öğrencilerdir. Özellikle dönem başındaki ders kayıtlarında öğrencilerin yaşadıkları memnuniyet veya sorunlar bazen kendileri açısından büyük önem arz etmektedir. Teknoloji ve internet desteğiyle öğrenciler kısa zaman içerisinde bu süreçlerdeki durumlarını geniş kitlelerle iletebilmektedirler. Üniversiteler de bu süreçte ayak uydurarak, önceleri öğrencilerin üniversite kampüslerine gelerek sorunlarını çözmeye çalıştıkları yöntemler yerine internet tabanlı çözümler sunmaya başlamışlardır. Ders kayıtları sürecinde danışman ve öğrencilerin otomasyon sisteminde 24 saat yazışabildikleri ortamlara ek olarak, danışmanlara e-posta ve sosyal medya hesapları üzerinden de erişim sağlanabilmektedir. Bu çalışmanın amacı, öğrencilerin danışmanlarıyla yaptıkları ve ders kayıt sürecinde belirttikleri görüşlerinin incelenmesidir. Çalışma nitel araştırma yöntemi ile gerçekleştirilmiştir. Çalışmada durum çalışması deseni kullanılmış ve amaçlı örneklem çeşitlerinden kolay erişilebilir örneklem ile veriler toplanmıştır. Çalışmadaki veriler, iki danışmandan izin alınarak ders otomasyon yazılımı, e-posta, Whatsapp, Facebook ve program internet sayfasındaki yazışmalar toplanmıştır. Çalışmaya başlamadan önce Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsünden gerekli etik izinler alınmıştır. Çalışmada verileri kullanacak kişilerden örtük onay alınmıştır. Toplanan veriler içerik analizi yöntemi ile iki araştırmacı tarafından analiz edilmiştir. Veriler ayrıca MAXQDA 11 yazılımı ile de analiz edilmiştir. Elde edilen bulgular katılımcı teyidi için beş katılımcıya e-posta üzerinden gönderilmiştir. Çalışmada yanlılığı azaltan etkenlerden en önemlisi olarak, katılımcıların samimi olarak paylaştığı verilerin kullanılmasındadır. Çünkü hiçbir katılım, yazışma anında hissettiklerini samimi bir şekilde paylaşırken, belirttiği görüşlerinin her hangi bir araştırmada kullanılmayacağını bilmiyordu. Çalışma sürecinde elde edilen temalar "Seçmeli ve Açılmayan Dersler, Hatalı-Eksik Ders Seçimi, AGNO, Harçlar ve Ders Alma Listesi ve Ders Programı" şeklindedir. Elde edilen bazı sonuçlar yazılan mesajların herkes tarafından görüldüğü

ortamlarda daha az sayıda mesajın olduğu ve yazılan mesajların sadece danışman ve yazan kişi arasında olduğu ortamlarda çok sayıda benzer veya aynı sorunun belirtildiği şeklindedir. Bununla birlikte her ne kadar daha önce nasıl yapılması gerektiği hakkında geniş bilgilendirmelerin olduğu konularda, az sayıda da olsa bazı öğrencilerin benzer durumlardan şikâyet ettikleri belirlenmiştir. Bu nedenle bu öğrencilerin, paylaşılan durumları okumadığı sonucu elde edilmiştir. Bu tür teknoloji tabanlı görüşmelerde kilit rol danışman hocaların ifade, tutum ve davranışlarıdır. Diğer yandan öğrencilerin de belirttikleri durum hakkındaki ifade, tutum ve davranışları önem arz etmektedir. Çalışmanın önerileri arasında, tüm üniversitelerde benzer uygulamaların yapılması ve danışmanların bu süreçte hassasiyet göstererek öğrencilere hızlı geri dönüşler vermesi yer almaktadır. Bunun haricinde benzer veya aynı sorunların defalarca belirtilmesinin önüne geçmek amacıyla, ortak olarak gösterilebilecek sorunların nasıl çözüldüğü herkesin erişebileceği platformlar üzerinden ilan edilmelidir.

Üniversitelerin Kurumsal Kimlik Unsurlarının Web Sitelerine Yansımaları: Bir İçerik Analizi

Ferudun Sezgin¹, Emre Sönmez²

¹ Gazi Üniversitesi, ferudun@gazi.edu.tr

² Gazi Üniversitesi

Öz

1950'lerden itibaren işletme yönetimi alan yazınında vurgulanan kurumsal kimlik kavramı (Lambert, 1989), rekabet ortamının hâkim olduğu hem işletme hem de kamu alanında büyük önem kazanmıştır. Kurumsal kimlik, bir kuruluşun tüm iletişim etkinliklerini kapsayarak kurumsal paydaşlarda saygınlık yaratma ve kurum dışında yüksek bir imaja sahip olma stratejisini ifade etmektedir (Alan ve Sungur, 2007; Melewar, 2003). Günümüzde kurumların dış dünyaya açılan pencereleri olan web siteleri (Yeygel, 2005), kurumsal kimliğe yönelik önemli ipuçlarını barındırarak hedef kitle ile etkileşim sağlamada köprü görevi üstlenmektedir. Akademik alanda kurumsal kimlik konusuna yönelik ilginin artmasına rağmen (Marwick ve Fiil, 1997; Melewar, Karaosmanoglu ve Paterson, 2005), üniversitelerin kurumsal kimlik yapısını inceleyen sınırlı sayıda çalışmanın olduğu görülmektedir (Erdal, Gücüyenner ve Erdal, 2013; Tezer, 2010). Bu doğrultuda araştırmanın amacı, kurumların ayırt edilmesinde önemli rol oynayan kurum kimliği unsurlarının üniversitelerin web sitelerinde ne şekilde yer aldığını ve kimliklerini nasıl yansıttığını saptamaktır.

Nitel araştırma yönteminin kullanıldığı bu çalışmada, doküman olarak üniversitelerin web sayfaları incelenmiştir. Araştırma kapsamında, Türkiye'deki üniversitelerin akademik performans açısından dünya sıralamasındaki yerini belirlemek için 2014 yılında URAP tarafından yayınlanan rapor temel alınarak ilk 10 ve son 10 sırada yer alan toplam 20 üniversitenin web sayfaları; kurum kimliğini oluşturan kurumsal tasarım, kurumsal iletişim, kurumsal felsefe ve kurumsal davranış unsurları açısından içerik analizi tekniği ile incelenmiştir.

Araştırma sonuçları; üniversitelerin web sitelerinin kurum kimliğini oluşturmak ve yansıtmak amacıyla etkin olarak kullanıldığını göstermektedir. Dahası kurum kimliğinin öğelerinden kurumsal tasarım ve kurumsal felsefe unsurunun web sitelerine yansımada oranlarının yüksek olduğu; kurumsal iletişim ve kurumsal davranış unsurunun içerdiği araç ve faaliyetlerin ise, üniversitelere göre değişkenlik gösterdiği sonucuna ulaşılmıştır.

Üniversite Sanayi İşbirliği ve Teknoparkların Ekonomik Kalkınmadaki Rolü

Emine Aybike Akkutay¹

¹ Gazi Üniversitesi, aybikeakktutay@gazi.edu.tr

Öz

Girişimcilik bir ülkeyi ekonomik alanda etkileyebileceği gibi sosyal alanda da etkilemektedir. Yeniliklerin bulunması; yeni kaynakların kullanılmasında ve yeni istihdam olanaklarının ortaya çıkması demektir. Girişimcilik faaliyetlerinin artmasının bir ülkeye sağlayacağı faydalardan biri ekonomik büyümenin ilerleyici gücü olmasıdır. İkinci faydası ise girişimciliğin önem kazanmasıyla birlikte yenilikçi bireylerin ortaya çıkmasını sağlamaktır. Yenilikçi bireylerin yetiştirilmesi girişimciliğin temelini oluşturmaktadır.

Üniversiteler daha çok araştırma ve geliştirme faaliyetlerine odaklanmaktadır. Üniversite-sanayi işbirliği artmakta, teknoparklar önem kazanmakta, dolayısıyla yenilikçi bireylerin ortaya çıkmasına neden olmaktadır. Bu da üniversitelerin nitelikli öğrencileri ve mezunlarıyla birlikte daha fazla çıktı üretmesine neden olmakta, ekonomik büyümeye katkı sağlamaktadır.

Türkiye'de girişimci üniversite kavramı son yıllarda önem kazanmış bununla birlikte birçok şehirde teknoparklar kurulmuş ve üniversite sanayi işbirliği yapılmıştır. Üniversiteler sadece eğitim veren kurumlar değil aynı zamanda ekonomik ve sosyal gelişmeyi de destekleyen kurumlar haline gelmiştir. Bunun için daha fazla inovasyon, uluslararası araştırma, projeler yapılmaktadır. Küreselleşen dünyada artan rekabet koşulları içerisinde Türkiye'deki üniversiteler ekonomik büyümeye ivme kazandırması için öncelikli olarak girişimci üniversitelere önem vermektedir. Daha sonra dünyadaki girişimci üniversiteler arasında yer alarak yurtdışından gelen öğrenci sayısını arttırarak ekonomik ve sosyal alanda ülkenin gelişimine katkı sağlamaktadır.

Girişimci üniversite hem akademik amaçları hem de üniversitelerde üretilen bilgiyi ekonomik ve sosyal faydaya dönüştürmeye çalışmaktadır. Üniversiteler beşeri sermayenin kaynağı olan öğrenciler sayesinde inovasyonun en elverişli merkezi olarak görülmektedir. Ayrıca üniversite öğrencileri ve öğretilerinin yeni girişimlerde bulunmasını sağlayarak doğal bir kuluçka merkezi görevini üstlenmektedir. Bütün bunların yanında bilimsel alanları ve yeni endüstriyel sektörleri birleştirerek yeni

interdisipliner bir alan oluşturmaktadır. Akademik araştırma grupları ve başlangıç firmalarının görüşlerinin örtüşmesiyle birlikte büyük firmalar, üniversiteler ve yeni başlayanlar aralarında anlaşma yaparak bio-teknoloji, bilgisayar ve benzeri bilimlerde akademik-iş alanında ilerleme gösterme kararı almaktadırlar

Ekonomik kalkınmanın sağlanması için nitelikli işgücü, ar-ge faaliyetleri ve inovasyona ihtiyaç duyulmaktadır. Bu noktada üniversiteler önemli rol üstlenmektedir. Ancak üniversitelerin hem finansal açıdan hem de yeterli alt yapıya sahip olamamasından ar-ge faaliyetlerini tek başına yürütmesi mümkün olmamaktadır. Bu durumda üniversite-sanayi işbirliği önem kazanmaktadır. Üniversite-sanayi işbirliği ve teknoparklar, bölgesel ekonomik kalkınmayı sağlamasının yanı sıra ülkenin rekabet gücünü geliştirmektedir. Ülkemizin son yıllarda yasal olarak aldığı kararlarda üçlü sarmal modeli yani üniversite-sanayi-devlet işbirliğine önem verilmesi kararlaştırılmıştır. Türkiye'nin ar-ge harcamaları dünya ortalamasının oldukça altındadır. Bu oranun artırılması için üniversitelere büyük görev düşmektedir. Teknoparklara ve ar-ge çalışmalarına ağırlık vererek Türkiye'nin gelişmiş ülkeler arasındaki açık kapatılmaya çalışılmalı ve ekonomik kalkınma sağlanmalıdır.

Yükseköğretime Erişim, İstihdam Oranları ve Bireysel Kazanç Değişkenlerinde Küresel Eğilimler

Hasan Tabak¹, Burcu Yavuz Tabak²

¹Boğaziçi Üniversitesi, hasantabak@gmail.com
²Boğaziçi Üniversitesi

Öz

Bilgi toplumu ve bilgi ekonomisi kavramlarıyla Dünyada ve Türkiye'de Yükseköğretime ilgi ve beklentiler artmıştır. Son 30 yılda tüm dünyada olduğu gibi Türkiye yükseköğretim sisteminin hızla genişlediği ve yükseköğretim okullaşma oranlarında hızlı bir artış sağlandığı belirtilmektedir (Kavak, 2010; YÖK, 2014). Nüfus projeksiyonları ve küresel dinamikler de göz önüne alındığında yükseköğretim çağ nüfusunda artış olması beklenmekte, artan üniversite sayısı ve zorunlu eğitimin 12 yıla çıkmasıyla da birlikte okullaşma oranlarının da artacağına ilişkin öngörülerde bulunulmakta, yükseköğretime olan talebin artarak devam edeceği düşünülmektedir (DPT,2000; DPT,2006; YÖK, 2007; TÜBİTAK, 2005). Bu talebin artmasındaki önemli unsurlardan biri de yükseköğretimin yetiştirilen nitelikli insan gücünün istihdam oranlarına ve bireysel kazanca olan etkisi olmaktadır (Altbach, Reisberg, Rumbley, 2009; Hanushek, 1999; Psacharopoulos, Woodhall, 1985). Yükseköğretime erişim, istihdam oranları ve bireysel gelir değişkenleri birbirleriyle teorik ilişkilerinin olduğu söylenebilir (Fielden, 2008; Hanushek, 1981; Heyneman 1995; Psacharopoulos, 1981). İş bulma ve gelir elde etme ihtimali mezun olunan eğitim kademesine bağlı olarak artmaktadır (Heyneman, 1997). Bu çalışmada, çok boyutlu olan yükseköğretime erişim konusunun, istihdam oranları ve elde edilen bireysel gelir (kazanç) değişkenleri ile ilişkilerinin dünya ülkeleri ile karşılaştırılması ve kritiğinin yapılması amaçlanmıştır. Bu amaç dahilinde, çalışma yükseköğretime erişim, istihdam ve bireysel gelir (kazanç) durumları arasındaki ilişkilerin yükseköğretimdeki güncel değişimler sonucunda görünüm farklılıklarının nasıl olduğunu ortaya koymaktadır. Araştırma, Ekonomik İşbirliği ve Kalkınma Teşkilatı'nın (Organisation for Economic Co-operation and Development - [OECD]) verileri ve diğer istatistiklerine dayalı olarak, mevcut verileri betimleyen bir derleme çalışmasıdır. Bu kapsamda ortaöğretimden yükseköğretime erişime odaklanılmış genel olarak irdelendiğinde eğitim sisteminin bir çıktısı olarak istihdam oranları ve istihdam olunduktan sonra elde edilen bireysel gelir (kazanç) değişkenleri dikkate alınarak çeşitli çıkarımlar yapılmıştır. Türkiye'de Yükseköğretim eğitim kademesinden mezun olan

öğrencilerde hem istihdam hem de yükseköğretime erişim oranının OECD ortalamalarından az olduğu görülmektedir. Buna rağmen yükseköğretimde bireysel kazanç OECD ortalamasından daha yüksektir. Bununla birlikte 2000 yılından 2012 yılına kadar Türkiye’de yükseköğretime erişim oranlarının OECD ortalamalarına oranla daha hızlı bir artış gösterdiği söylenebilir. OECD ülkelerine genel olarak bakıldığında eğitim kademelerinin istihdam etme oranları arasındaki fark ile bireysel kazanç arasında ters orantı olduğunu söylemek mümkündür. Bu bulguların eğitim kademesi, istihdam oranları ve bireysel kazancın teorik ilişkilerini destekler nitelikte olduğu çıkarılabilir. Tüm dünyada yükseköğretimde okullaşma oranı artış göstermektedir. Eğitim kademeleri açısından gelir düzeyleri incelendiğinde genel olarak eğitim düzeyi arttıkça istihdam ve gelir düzeyinin arttığı, buna karşılık bazı ülkelerde ilköğretim düzeyinde istihdam oranı yüksek ancak gelir düzeyinin düşük olduğu sonucuna ulaşılmıştır.

Yükseköğretimin Finansman Aracı Olarak Öğrenim Ücreti

Öner Kabasakal¹

Konya Gıda ve Tarım Üniversitesi, onerkabasakal@gmail.com

öz

Ekonomi Bilimi literatüründe yükseköğretim yarı kamu malı/hizmeti olarak kabul edilmektedir. Buna göre; yükseköğretimin kamusal faydaları yanında ölçülebilir bireysel faydaları da vardır. Nitekim yükseköğretim görmüş kişilerin işgücü bilgisi, verimlilik ve toplumsal sorumluluk duygusuyla topluma fayda sağladığı, ömür boyu yüksek gelir ve statü elde etme potansiyeli ile de bireysel fayda elde ettiği çok sayıda araştırmamızın bulgusudur. Yarı kamusal bir mal/hizmet olarak yükseköğretimin maliyetinin kamu ve hizmeti alanlar tarafından paylaştırılması esası ekonomik olarak gerekli olduğu anlaşılmaktadır.

Yükseköğretim hizmetini alanların maliyeti paylaşım esası, ihtiyaç duyan öğrencilerin kredi ve burs sistemleri ile desteklenmesi halinde sosyal “devlet anlayışı” ile gelişmediği gibi, hizmet almaya vergi verenler bakımından daha adil bir sonuç yaratmaktadır. Öğrencinin paylaşacağı maliyetin temelini oluşturacak “öğrenci başına maliyet” in hesaplanması, akademik programlar ve üniversiteler olarak detaylandırılması bu noktada önem taşımaktadır.



Yükseköğretimde Öğretim Üyelerinin İşe Kapılma Nedenleri

Çağdaş Şirin¹, Zeynep Hale Öner², Fatma Nevra Seggie³

¹ Bahçeşehir Üniversitesi, cagdassirin@eas.bahcesehir.edu.tr

² Bağımsız Araştırmacı

³ Boğaziçi Üniversitesi

Öz

21. yüzyıl küresel dünyasında, yükseköğretim devlet ve toplumla ilişkisinin giderek değişmesi ve çalışma şartlarının farklılaşması nedeniyle, üniversiteler çağı yakalamak hatta çağ atlamak için sürekli gelişime, değişime ve yenilenme ihtiyacı duymaya başlamışlardır. Bu çalışmada vakıf ve devlet üniversitelerindeki öğretim üyelerine hizmetkar liderlik, öğrenen örgüt ve işe kapılma ölçükleri uygulanarak, bu üç ölçeğin yüksek öğretimde birbirleriyle olan ilişkisi araştırılması amaçlanmıştır. Araştırmada Türkiye'deki devlet ve vakıf üniversitelerinde temsilîyet açısından ilk dört sırada olan Eğitim, Mühendislik-Mimarlık, İdari Bilimler ve Fen-Edebiyat fakültelerinde görev yapan, 131'i devlet, 83'ü vakıf olmak üzere 214 öğretim üyesi ile online anket yöntemi ile veri toplanmıştır. Kullanılan ölçeklerin iç tutarlık skorları işe kapılma 0,95; öğrenen örgüt 0,95; ve hizmetkar liderlik için 0,98 olarak bulunmuştur. İlk sonuçlara göre öğrenen örgüt işe kapılma üzerinde pozitif ve istatistiksel olarak anlamlı bir etki etmekte, profesör pozisyonundaki öğretim üyelerin işe kapılmaları yardımcı doçentlere göre daha yüksek, devlet ve vakıf üniversiteleri arasında işe kapılma anlamında anlamlı bir fark olmadığı bulunmuştur. Hizmetkar liderliğin işe kapılma üzerine direkt bir etkisi bulunamamıştır. Çalışılan kurumdan genel memnuniyet ile öğrenen örgüt arasında pozitif ve anlamlı bir ilişki var ($r=0,60$).

ABSTRACTS

A Close Look at Higher Education in Turkey through the Lenses of Ecological System Theory

Seçil Dayıoğlu Öcal¹

¹ *Hacettepe University, seclid@hacettepe.edu.tr*

Abstract

Higher education institutions have been faced with, and even obliged to, transformation and transaction towards entrepreneurial university due to knowledge economy and its impacts and forces to link themselves with industry. This linkage brings about benefits and conflicts in academia (Tierney, 2008; Massy, 2004). Supporters stress that this provides academia to be concerned with the needs of the society or community more in the researches in addition to having more financial resources for the universities. On the other hand, others have some concerns about science for the sake of science, freedom of researchers, intellectual property. However way it is taken for granted, this linkage is currently one of the undeniable facts. Though these activities have recently on the agenda of higher education policy, it can obviously be seen that 'university' as a traditional concept collides with the aspects of new concept of 'university' such as monetary value of the outcomes of the researches, being entrepreneurial, intellectual property, and revenue sharing. Turkish higher education system have been into the early process of adapting and or shifting itself into the new paradoxical but inevitable cases. The primary mode of inquiry is based on dealing with transformation, change, and impacts of the university-industry linkage activities on higher education system in Turkey considering Ecological System Theory (EST), which perceives human experience and growth within a web of nested environments concerning person, process, context, and time (Bronfenbrenner, 1979). This study aims at scrutinizing the opportunities or threats of higher education system in Turkey.

A Comparative Case Study on the Organizational Personalities of Two Universities in North and South Cyprus

Fatoş Silman¹, Hale Özdoğaç Özgüt²

¹ *Cyprus International University, fsilman@ciu.edu.tr*
² *Cyprus International University*

Abstract

The aim of the study is to examine the personality traits of Tourism and Hospitality Management Schools (THM) of two private universities, separately located in the capital city (Nicosia) of North and South Cyprus. This research is a comparative case study in which qualitative study methods have been used. Maximum variety sampling as a sampling strategy has been utilized. An interview schedule developed by the researchers was used to collect data. Data were analyzed through content analysis technique. Data were broken into manageable categories and discussed under themes emerged in the study.

As a result of the study, participants showed negative opinions about the general education systems of North and South Cyprus. South Cyprus benefits from the opportunities of the Bologna process as a member of the European Union whereas North Cyprus has serious difficulties in attracting international students to their universities. Participants from the university in South Cyprus think that their organization has autonomy and the management style of their department is democratic. On the other hand, the participants from the university in North Cyprus revealed that the university has autonomy but academicians did not have academic freedom because of the organizational structure and the management style of their university.

A Different Approach to Specific Teaching Methods Course: An Adaptation of Lesson Study

Remzi Y. Kınca¹, Fatih Topçu²

¹ *Atatürk University, kincal@atauni.edu.tr*

² *Ağrı İbrahim Çeçen University*

Abstract

This research adapts Japanese Lesson Study (LS) to approximate practice so that pre-service teachers can engage in comprehensive opportunities to experiment with aspects of practice and then learn from that experience. To meet this expectation, microteaching is combined with LS. This approach, which extends elements of microteaching and LS is called Microteaching Lesson Study (MLS). A case study of MLS was conducted with 40 pre-service mathematics teachers in a specific teaching methods course. Various data sources were triangulated. Pre- and post-lesson plans, videotaped lessons, transcripts of group discussions, observation field notes, group reflective reports and MLS feedback surveys were used as data sources. The pre- and post-lesson plans showed improvement in participants' knowledge of teaching through student learning process. Analysis of the other data presented improvement in implementing teaching subject matter knowledge. Pre-service teachers perceived the MLS experience and its structure as helpful in their development of teaching methods. They also need improvement in considering prior knowledge of students and students' future responses in implementing teaching methods.

A Study on Perception of Quality in Higher Education in Turkey: Student Perspective

İda Atatekin¹, Murat Ali Dulupçu²

¹ *Council of Higher Education, edaatatekin@hotmail.com*

² *Süleyman Demirel University*

Abstract

The perception of quality in higher education has gained more importance in recent years since changing conditions have influenced both structure and administration of the universities. Thus, there have been researches evaluating the quality perception in higher education. From this point of view, this research handles the students as the party evaluating the quality perception in higher education since students constitute the most important target group who get service from universities. For this, new quality scale was improved and this scale will be handled in seven different dimensions. Hence, five public universities (Sakarya, Adnan Menderes, Süleyman Demirel, Kocaeli and Pamukkale Universities) among twenty three public universities founded in 1992 were chosen as a research area according to the budget size criteria. Since the budget of these five universities has been over a hundred million lira since 2008. Also, in this study, only students of Mechanical Engineering and Managements departments were taken into account as a target group. The data of this research were obtained through a survey from universities prepared by us. Especially, the purpose is to investigate whether the quality perception of students will show differences or not according to the universities, university programs, university administration, academic and administrative staff, university infrastructure, future expectations of students. Moreover, we will try to show that which dimensions have more impact on the quality perception of students in higher education.



Academic Freedom In Higher Education Institutions: A Qualitative Survey

Didem Doğan ¹

¹ *Aksaray University, didemdogan1607@gmail.com*

Abstract

The issue of academic freedom in Turkey has usually been a topic of debate; however, there hasn't been any detailed qualitative study about how the concept of academic freedom is perceived by the academics and what the boundaries of the academic freedom are in Turkey's circumstances.

The aim of this research is to find out the perceptions of the academics employed by the higher education institutions about the concept of academic freedom and to provide a detailed understanding of the concept of academic freedom. An interview form consisting of structured questions has been used in the study in order to put forth the views of the academics employed by the higher education institutions. The findings obtained from the interviews were evaluated through content analysis.

There have been interviews during the study with academics having different titles and experiences employed by different universities and these interviews were recorded. Interviews continued until the data gathered repeated. With this method, we have become of the opinion that 19 participants (N=19) are sufficient for the sample of the study. The interviews carried out for the study ended in accordance with the literature when no new information was gathered.

According to the findings obtained through content analysis, academics who participated in the survey assessed the concept of academic freedom under five conceptual categories.

As the result of the content analysis, it has been understood that the academics having participated in the survey care about academic freedom and consider academic freedom as an important means of scientific development, although they don't endeavour enough to protect academic freedom.



An Analysis of the Relationship of Entrepreneurship Education Components with Antecedents of the Theory of Planned Behavior Using Structural Equation Model (SEM)

Muhammad Zafar Iqbal ¹, Muhammad Zaheer Asghar ²,
Pirita Seitamaa-Hakkarainen ³, Naeem Afzaal ²

¹ *University of Management and Technology, Lahore, zafar.iqbal@umt.edu.pk*

² *University of Management and Technology, Lahore*

³ *Teacher Education Department, University of Helsinki*

Abstract

This study aims to explore the relationship of the components of entrepreneurship education with the antecedents of entrepreneurial intentions of the students. It also aims to analyze entrepreneurship education curricula to derive its components in relation with objectives; teaching methods and assessment procedure. Research question under study is; "What is impact of entrepreneurship education components on the antecedents of entrepreneurial intentions of the students?" A mixed method approach has been utilized in this study to find out the answer of research question of the study. Johannisson framework of the entrepreneurship education components and Theory of Planned Behavior by Ajzen (1991) has been used in this study. Curricula Analysis was performed utilizing educational process framework with Johannisson components of entrepreneurship education. Casual Comparative survey was conducted to find out impact of entrepreneurship education between entrepreneurship education participants and non participants. A sample of 250 entrepreneurship participants and 300 non participants was taken from GIII level students of technology education in Punjab. t-test was applied to study the mean difference while structural equation modeling was used to study the relation of entrepreneurship education components with the antecedents of entrepreneurial intentions. An embedded research design was used after intervention to conduct interviews from entrepreneurship education participants to study the impact of entrepreneurship education. It confirmed the impact of entrepreneurship education on student's intentions to become entrepreneur. The study will be useful for policy makers and curriculum developers. Future study can be conducted to develop entrepreneurial leadership among TVET students.

An Efficient Classification Approach for Language Proficiency Tests based on Computerized Adaptive Testing

Elif Kaya ¹, İlker Kalender ²

¹ İhsan Doğramacı Bilkent University, elifka@bilkent.edu.tr

² İhsan Doğramacı Bilkent University

Abstract

One of issues that higher education institutions face is probably accountability. Assessment practices are among the aspects that universities seek excellence. Language proficiency tests are one of these practices. Validity, reliability, and precision of these tests/their scores are of considerable importance since they are an important barrier prior to formal university education. Students either directly start their education in their faculty or they are placed into English preparatory schools based on proficiency levels.

The major issue with these proficiency exams is that students may not be classified into correct proficiency level. Or more seriously, students who have a sufficient level of English may score below the threshold due to lack of required level of precision at threshold point associated reliability of paper and pencil tests. However, language proficiency tests are expected to yield precise scores, especially at the pass/fail threshold.

Computerized adaptive testing (CAT) is proposed as a solution to precision of classification problem. A substantial number of research showed that CAT can be used for efficient testing in educational settings, including language proficiency exams. Among many advantages (less items, high reliability, etc.), CAT has a potential to produce a high degree of precision to discriminate pass and fail decisions.

Computer simulations were used to investigate classification accuracy of a language proficiency test at university level. Preliminary analyses showed that CAT classified individuals effectively for pass and fail decisions with a high degree of reliability, as well as significant reduction in number of items, as compared to paper-and-pencil tests.

An Exploratory Factor Analysis to Explore The Perceived University Governance Models

Meysel Gökbel ¹

¹ University of Pittsburgh, veg9@pitt.edu

Abstract

There is a growing strong emphasis on university governance orientations over the world. Some orientations tend to be highly responsive to the economic and societal expectations while some address shared governance referring to autonomy and freedom within a collegial tradition. Although the change has become clear and various governance models have been suggested (Teichler, 2011), the traditional and emerging university governance models are yet to be explored empirically and even analysed comparatively from the faculty perspective.

Using an existing data, the Changing Academic Profession (CAP) survey, this study aims at exploring common university governance orientations, if exist, through the perspectives of faculty members from 19 countries. The data were collected during 2007 and 2008 and the sampling consists of 24,874 faculty members at both teaching and research universities.

Based on Exploratory Factor Analysis (EFA), The preliminary finding suggests that only one factor with the eigen value of 2.67 explains 45% of the variance in the set of 6 items among the relevant variables.

Ultimately, the six items seem to be a good representative of the collegial-managerial factor, where collegial governance orientation tends to have higher scores on each item than managerial governance orientation. In other words, these 6 items might represent a general collegial-managerial dimension for university governance types.

The significance of this study is to contribute to the discussion of the transition in university governance, provide a better empirical understanding of the common orientations, and create opportunities for future analyses with the reliable and valid factors.



Antecedents of Work Family Conflict within Higher Education Setting

Ayşe Negiş İşık¹, Erkan İşık², Erdal Hamarta³

¹ Mevlana University, anegis@mevlana.edu.tr

² Mevlana University

³ Necmettin Erbakan University

Abstract

Work family conflict is defined as the discrepancy that occurs when the time devoted to work role or the strain created by the work role interferes with fulfilling family responsibilities or vice versa (Netemeyer, Boles, & McMurrin, 1996). Although many potential harmful effects of work-family conflict on individual and organizational basis are well documented, variables that cause work-family conflict needs further exploration, especially in higher education settings where work overload, unscheduled work load, long working hours, diversity of teaching and research roles are common characteristics. Thus, the purpose of the current study was to examine the potential antecedents of multidimensional work-family conflict in a sample of 835 academic staff. Following previous meta-analyses, antecedents of work-family conflict were categorized into three domains as individual/demographic (e.g., gender), work (e.g., work role overload), and nonwork/family (e.g., family role overload) variables. Multidimensional Work Family Conflict Scale (Carlson, Kacmar, & Williams, 2000) was used to measure each three types (time-based, strain-based, and behavior-based) of work-family and family-work conflict. After controlling for individual and family domain variables, work domain variables added significant variance in predicting all types of work-family conflict. Similarly, after controlling for individual and work domain variables, family domain variables added significant variance in predicting family-work conflict variables, except for behavior-based family-work conflict. Implications of these findings for practice and future research on work-family conflict were discussed.



Branding of Higher Education

Nazife Karadağ¹

¹ Alhıyman University, nzffkrdg@hotmail.com

Abstract

The purpose of this study is to investigate the branding processes of universities in Turkey with the consideration of the context of provinces in which they are located. This research is conducted to respond to this question:

How is the branding process of Turkish universities affected by the branding of provinces in which they are located?

This study, which focuses on the branding processes of universities taking into account the context of provinces in which they are located, is structured based on a descriptive method. In the study, universities' branding process is assessed based on the related literature, the ratio of being chosen, base points for entry, and the number of students and faculties.

According to the result of the study, the branding processes of Turkish universities remained behind the branding of provinces in which they are located. In addition, factors, including universities' faculty sources, the number of students and base point for entry, which are considered to be important for the branding of universities, are differentiated depending on the context of the provinces in which universities are located. Yet, taking into account the fact that universities such as Harvard and Oxford, which are ranked top ten almost every year, has substantial contribution to the branding of the city/town, it seems possible that recently established rural universities gain important advantages in their branding processes.



Classifying Higher Education Institutions in Turkey: A Cluster Analysis

Nihat Erdoğan¹, Murat Esen²

¹ Yıldız Technical University, nihaterd@yildiz.edu.tr

² İzmir Katip Çelebi University

Abstract

Classifying higher education institutions is regarded as an efficient strategy for developing institution-based policy for different types of institutions. In Turkey there is no widely accepted classification or official classification of higher education institutions. Regarding this need, the first purpose of this study is to contribute to construct a reliable methodology that can be used in classifying higher education institutions. Second purpose is to classify higher education institutions in Turkey on the basis of institutional performance. Since the focus of the study is institutional performance, researchers approach the subject in terms of management and organization perspective.

The institutions will be classified using Hierarchical Cluster Analysis. In this study classification factors such as age of the institution, size of the institution, status of the institution, location, the number of graduates at each level, research and publication performance, entrepreneurship and innovation performance, financial resources are taken into account. All state and foundation universities that have data on classification factors will be included to the study. Secondary data will be used and data sources are ranking lists, statistics of the Council of Higher Education (YÖK), URAP, Ranking of The Entrepreneurial and Innovative University Index of TÜBİTAK, Strategic plans and Annual Reports of Higher Education Institutions, the data on research publications and other related data.

Based on the analysis of the data, findings will be translated into propositions and confronted with existing literatures. We finish the study with concluding remarks to open avenues for future research directions and policy implications.



Designing a Sustainable Alumni Fundraising System for Turkish Universities: The Crowdfunded Revolving Student Fund

Semen Son Turan¹

¹MİF University, semen.son@mef.edu.tr

Abstract

This study proposes a design for an innovative and sustainable system for mobilizing Turkish university alumni to contribute to a crowd funded pool repackaged as a student scholarship debt instrument with various payoff structures. The ultimate aim of this paper is to propose a remedy for the evident shortage of student scholarships and various forms of higher educational aid in the short-term, and, by transforming society, through enabling equitable and egalitarian access to quality higher education, enhance economic development in the longer-term. The sustainable alumni giving system can be created swiftly with relatively low set-up and maintenance resources through the use of digitally enhanced financing platforms. The proposed solution to the long-standing problem of access to quality higher education will manifest itself positively on various levels of the Turkish society and higher education stakeholders. Available global literature on understanding alumni giving patterns through mainly social psychology theories and empirical studies researching how to identify attitudinal and behavioural characteristics of donors by employing traditional data collection techniques do not completely fit the cultural and economic realities of the Turkish culture and fail to recognize that web metrics collected through crowd funding platforms represent a unique source for unbiased behavioural data. This study contributes to the limited literature on higher education finance in Turkey and offers an original solution to the education funding gap.



Examining Department Chairs' Needs in Carrying Out Academic Leadership

Mehmet Şükrü Bellibaş¹, Gökhan Özasan², Emine Gümüş², Sedat Gümüş²

¹ Adiyaman University, msbellibas@gmail.com

² Necmettin Erbakan University

Abstract

The educational leadership literature is replete with studies focusing on leadership practices at K-12 level while higher education institutions all over the world do not receive their share from this intense scholarly interest. This is the case with Turkish higher education institutions too. Starting from this point of view, the purpose of this study is to examine problems that department chairs face when they carry out academic leadership, to understand how they are able to solve problems and to elicit the types of support they need to effectively deal with problems. To this end, the study was designed as a qualitative inquiry. In order to reveal a range of leadership experiences, maximum variation sampling was employed to address the diversity of chairs' academic leadership experiences, and accordingly, semi-structured interviews were conducted with the study group of 16 department chairs who varied in terms of their province, university type (3 public and 2 foundation), teaching field, gender, and years of service in chairpersonship position. Findings emerged in the phase of content analysis revealed that needs of department chairs can be categorized under the themes of: (a) More autonomy in staff recruitment and monetary issues, (b) Additional academic and clerical personnel, and (c) Training for improving leadership skills. Implications for future research and application are also discussed.



Evaluation of State and Foundation Universities in Turkey with regards to Qualitative Measures

Ferhat Çikrikci¹

¹ Izmir University, neoferhat@hotmail.com

Abstract

Higher education in Turkey has stepped into a process of change starting from 1980s. A search for different models in higher education has been initiated due to primary reasons such as an increase in higher education demand, public funding constraint on this demand, qualified labour force expectations of the markets, the globalization, international tendencies and different perspectives of individuals, society and the state on education. As a result, in a very swift trend, new state universities along with foundation universities as an alternative model have been constituted for the sake of spreading higher education. However, this quantitative rise, together with the incompetency of control mechanisms, brought out the quality issue in higher education.

The aim of this study was to examine state and foundation universities with regards to different qualitative variables and present possible recommendations. At the end of this study, it was found that, for both state and foundation universities, there was an imbalance in the distribution of academic staff among regions regarding quantity and title. The number of students per academic staff in state universities was higher (also higher than the average of Turkey) when compared with foundation universities. State and foundation universities obtained the same degree of academic productivity according to the number of academic publications. Additionally, state universities were far better than foundation universities with regards to academic performance scores. It was also concluded that the ratio of students attending student exchange programs in foundation universities was higher than the ones in state universities.



Faculty's Personal and Institutional Features, and Their Academic Intellectual Leadership

Bariş Uslu¹

¹ Çanakkale Onsekiz Mart University, barisuslu@gmail.com

Abstract

The purpose of this research is to examine the level of academic intellectual leadership of faculty, as senior academics, and the differences according to their personal characteristics and institutional features when the effect of having managerial duties are equalized. For this purpose, quantitative data were collected from 1398 Turkish faculty by Academic Intellectual Leadership Scale, as online questionnaire. The data were then analyzed by using Descriptive and Covariance analyses. Faculty's intellectual leadership was found at a medium level ($X=3.38$; $sd=.74$), while high level in Mentor ($X=3.72$; $sd=.86$) and Guardian ($X=3.85$; $sd=.77$) dimensions. In addition, Ancova analyses by controlling the effect of having managerial duty show that there are significant differences in faculty's intellectual leadership according to their gender, seniority, title and discipline. Based on these findings, faculty's personal characteristics have impact on their academic intellectual leadership, whereas institutional features like establishment dates and locations of universities do not influence academics' leadership. These results may arise that being mentor, reviewer, editor and representative are taken more seriously by female faculty, and professors as mostly academics with higher seniority have more chance to contribute in the development of their disciplines, institutions and social welfare during his/her longer career. In addition, as well as advising younger colleagues' studies to disciplinary advancement, gatekeeping and pro-bono activities in social sciences are much more important to keep up scientific standards because of subjectivity of research results, so faculty who work in social sciences show higher level intellectual leadership.



Globalization and International Student Mobility: Economic Considerations

Faruk Levent¹

¹ Marmara University, faruklevent@gmail.com

Abstract

Globalization which has various effects on economic, financial, political, sociological and cultural advances also influences the field of education. One of the outcomes that arise due to the effects of globalization is related to the increase in international student mobility. International student mobility influences global trade as well as information and student exchange. In fact, international student mobility has paved the way for the emerge of a new market area in which international students are regarded as a source of income. Considering the effects of globalization on education, the study aims to explore the economic aspects of international student mobility. The study focuses on the economic benefits that arise as a result of the educational policies enacted by the developed countries. The study has implications for developing countries in the context of educational policy. It is recommended that the authorities in developing countries review the current policies which are specifically concerned with international student mobility.



Higher Education As Part of Overall Innovation System in Turkey- Critical Review of the Present and Policy Recommendations

Muammer Koç¹

¹ HBKU / Qatar Foundation, mkoc@qf.org.qa

Abstract

Turkey's capacity (human capital) for high technology production and high productivity lags significantly behind the developed nations that she aims to reach by 2023. If such indicators cannot be improved by radically transforming the education, higher education, science & technology and innovation system, Turkey's economy with low level exports (agriculture, textiles, and some machinery) and high amount of imports (energy and high-tech) will be vulnerable to the changes in the global economy and go through cyclical booms and busts, which may lead to irreversible social and political problems.

This study focuses on identifying the underlying issues and problems in higher education in Turkey and ends with a set of policy recommendations as a result of one-to-one interviews with stakeholders in the innovation system ranging from students to professors to decision-makers.



How Colleges Work? A Qualitative Study Based on The Views of Faculty Members

Ahmet Aypay¹, Cüneyt Belenkuyu², Serap İri², Burcu Bilir², Tufan Koçak²

¹ Eskişehir Osmangazi University, aypaya@gmail.com

² Eskişehir Osmangazi University

Abstract

Higher education institutions have a chaotic appearance which conceals a combination of organizational frames, models and a number of patterns. As a part of institutional goals faculty members conduct their own research while they have to be lecturers as well. They have so many connections with departments, colleagues and university as a whole. They make choices which affect organization's functioning according to their interests, beliefs and biases. As for the organizational issues of higher education institutions, dualism in control, lack of clarity and agreement on institutional goals and mission, exercise of power can be counted as the igniters of the problems. Along with these issues, environmental effects like not having control on student admission and size of the growth, decentralization of authority due to the specialization and separation of the departments make the institutions more complex structures.

This research aims to understand the organizational structure of higher education institutions through the views of faculty members. Under the scope of this research, the reactions of the institutions to the different situations according to administrative characteristics are tried to be found. The research design of this study is grounded theory which is a research design of qualitative approach. The participants of the study are from eight different state universities in Turkey. The participants are faculty members chosen by using criterion sampling method. The criteria that are used in the study are determined according to Biglan's (1973) three dimensional classification scheme. This scheme classifies academic subject areas into eight categories: soft-nonlife-pure; soft-life-pure; soft-nonlife-applied; soft-life-applied; hard-life-applied; hard-life-pure; hard-nonlife-pure; or hard-nonlife-applied. As data gathering tool semi-structured interview form is used. The interview questions are prepared based on Birnbaum's (1988) How Colleges Work. The semi-structured interview form questions are tested in pilot study.

How Mobility Impacts the Quality of Internationalization: Erasmus Case in Turkey

Bugay Turhan¹, Betül Bulut Şahin²

¹ Hacettepe University, bturhan@hacettepe.edu.tr

² Middle East Technical University

Abstract

Erasmus Program plays a vital role for internationalization of Turkish higher education system since 2004. Since then, the number of incoming and outgoing students and university staff has increased which can be taken as an important indicator for the internationalization of Turkish universities. However, the increase in the quantity of students and staff participating in this program does not imply increase in quality especially in implementation of the Program. Since the officers are the main implementers of the program, they are one of the best observers of the implementation in terms of the quality. Therefore, in this study international officers of Turkish universities were taken as the subject of the study to reveal quality problems concerning implementation of Erasmus program.

In this study, a questionnaire is developed and applied to more than 100 officers working in international offices of Turkish universities representing various geographical locations of Turkey. The results of the survey reveal that most universities in Turkey includes internationalization in their strategic plan as one of the priorities in universities' aim. Moreover, the officers believe in positive impacts of student and staff mobility of the Erasmus program and thus on the internationalization of their universities. On the other side, the same officers state that administrative support given to their offices is not sufficient. Almost all of the officers believe that the number of personnel is less than needed and physical conditions of workspace do not meet expectations.

How to Set up Qualified Policies in Higher Education?

Ayhan Aydın¹, Şengül Uysal²

¹ Osmangazi University, ayaydin@ogu.edu.tr

² Eskişehir Kiliçoğlu Anadolu Lisesi

Abstract

The purpose of this research is to give an overall perspective of Higher Education Council policies in line with the strategic objectives of 2014 on the assessment of inputs and outputs situation. The problems experienced in teacher training and employment were also discussed in the light of manpower planning. More qualified higher education policies can be created with a management approach based on the scientific data. On the other hand, the problems in higher education cannot be analyzed using numerical data; recently it is clear that rapidly rising quantity problem brings to mind serious quality questions.

On the purpose of inputs and outputs situation it seemed to be crucial to discuss the results of YGS (Higher Education Examination)-LYS (Undergraduate Placement Examination)- KPSS (State Personnel Examination) with pedagogical formation certificate program at education faculties and teacher employment. Considering the last five year correct response rates of YGS and LYS, it has been seen that the figure tends to fall significantly. Similarly, considering KPSS teachers' subject content knowledge or pedagogical content knowledge as a graduation exam it is possible to say that most of them could not graduate. Briefly, we have to discuss quality problems not only for outputs but also for inputs.

Consequently, the problem components have been evaluated with redefining quality processes, accreditation, transparency, accountability, international quality parameters, and particularly a different philosophical perspective. It is obvious that we need a higher education policy which is consistent, scientific, permanent and sustainable.

Impact of Acculturation Stress and Social Support on Academic Adjustment of International Students

Ümit Cura ¹, Ayşe Negiş Işık ²

¹ *Mevlana University, ucura@mevlana.edu.tr*

² *Mevlana University*

Abstract

Today, studying abroad has reached significant numbers with the effects of globalization and internationalization. According to the Organization for Economic Cooperation and Development (OECD), international student mobility, which was 0.8 million in 1975, has reached more than 4 million in 2014 around the world. According to the results of research which is conducted jointly by British Council, IDP Education and UK universities, international student mobility will reach 5.8 million around the world.

Within the internationalization process, accepting students from different countries and cultures of higher education institutions brought along adaptation and acculturation issues. As a result of literature review, it has been seen that few works and researches has been done on the subject in the national literature. Unlike, there are a number of studies and researches on this subject in the international literature that "cultural distance, self-sufficiency, language insufficiency, financial problems, cultural differences, discrimination and racism, stress, orientation problems, support of family and friends etc." issues discussed in these researches.

The sample of the study consisted of 298 (73 females and 225 males) international students from two state and two foundation universities in Konya. Adjustment Inventory (Srivastava & Tiwari, 1972), Acculturative Stress Scale for International Students (Sandhu & Asrabadi, 1994), Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988) and a personal data sheet developed by the researcher were used to collect data and determine role of perceived social support and acculturative stress on international students' academic adjustment at Konya universities.

Internationalization as a Way of Enhancing the Quality of Higher Education

Ayhan Aydın ¹, Abdullah Sevitopu ²

¹ *Eskişehir Osmangazi University, aaydin@ogu.edu.tr*

² *Eskişehir Osmangazi University*

Abstract

Globalization, as a social phenomenon, has some influences for the higher education systems all around the world. As a driving force for internationalization, globalization brought about a fundamental shift in the world of higher education. Internationalization as defined by Knight (1994) is "the process of integrating international/intercultural and global dimension into the teaching, research and service functions of a higher education institution." Today many universities around the world want to be a part of this integration process. Because there are some important rationales to be in that process. The rationales of internationalization are classified into four categories as socio cultural, political, economic and academic ones (Knight & de Wit, 1995). Socio cultural rationales are about the national cultural identity, awareness of other cultures and social development. Political rationales are the foreign policy, national security, technical support. As for the economic ones, economic growth and competitiveness, labor market and financial incentives can be in that category. Academic rationales in the focus of that study, are about the international dimension to research and development, extension of academic horizon, international academic standards and enhancement of the quality of education. In the past international orientations, characteristics, and programmatic offerings of a higher education system may have been perceived as merely an appealing component of an institution's profile, but today internationalization is a core issue of concern to the higher education enterprise, touching directly on questions of social and curricular relevance, institutional quality and prestige, economic benefits, national and international competitiveness, innovation potential and even as a source of potential revenue (Altbach, Reisberg, & Rumbley, 2009).

In this study, we aimed to discuss the academic rationales and focus on the relationship between the internationalization of a university and the enhancement of the quality of education. The question is simple: Is internationalization a way of enhancing the quality of education and teaching? To answer that question, firstly we reviewed the literature and dealt with internationalization variables such as the number of international students/faculty, international research activities and study abroad. We also reviewed the quality variables such as the published documents, cited and uncited documents, h index, international collaboration and relative production. Then we made some comparisons by using those variables between some developed countries such as United States, United Kingdom, Germany, France, Australia and Turkey. After these comparisons we saw that the correlation between internationalization and the quality of education is high and reciprocal. Finally we concluded that the more international a higher education system and possibly the better the quality of education or vice versa.

Internationalization of Higher Education: Challenges and Opportunities

Gülşah Taşçı Kaya ¹, Seyfi Kenan ²

¹ *Marmara University, gulsahkaya@yahoo.com*
² *Marmara University*

Abstract

The notion of internationalization in higher education is becoming globally more important for national and international higher education policy and research in recent decades. In this context, the discourse of internationalization in the world is enriched by the strategies of teaching language, the content of education, multicultural environment in class and school, development of teaching skills of academicians in a multicultural environment and distant teaching and learning programmes. But, while internationalization in education offers a variety of opportunities, it also presents some challenges that can slow down the pace of the process. A point of attention to be considered is that the opportunities and challenges in internationalization varies depending on the regions, strategies and the needs. Thus, researchers or policy makers should analyze the opportunities and challenges carefully. Therefore, it would be useful to focus on the broad range of challenges associated with internationalization of higher education

This paper will consists of three basic parts. After a brief introduction on internationalization, the opportunities and challenges in internationalization will be examined considering academic, economic, political and social-cultural aspects. Internationalization presents opportunities such as its contribution to the development of teacher, student and staff, teaching and learning environment, powerful competition in research, communication in networks, high cultural awareness, and academic standards and quality. Internationalization presents some challenges like brain drain, the nature of cultural or national identity formation and increasing economic costs. Finally, we will conclude with some suggestions regarding how to benefit from opportunities of internationalization more while reducing its challenges.

Investigating the Influences of English-medium Instruction on the Development of Graduate Students

Nur Yiğitoğlu ¹

¹ Middle East Technical University Northern Cyprus Campus, nyigit@metu.edu.tr

Abstract

While most research on academic writing has focused on academic writing practices of second language (L2) writers in English language classrooms (e.g. Hinkel, 2014) and their writing practices in various content-area classes (e.g. Yang, 2014), and more recently, the publishing practices of scholars in English-medium journals around the world (e.g. Lillis & Curry, 2010), very few, if any, have focused on academic literacy practices of L2 graduate students in non-English dominant (EFL) contexts. At the same time, there have been recent calls for the need for further research on writing in EFL contexts in order to gain a comprehensive understanding of L2 writing (e.g. Belcher, 2013). While previous research has documented the challenges international students face during their graduate level study in U.S. universities (Casanave & Li, 2008), less is known about the graduate students at English-medium universities which are common in EFL contexts. In order to advance our understanding of academic literacy at graduate level, further explorations should focus on the academic literacy practices of graduate students in EFL contexts. In an attempt to address this gap in the literature, this exploratory research study investigates L2 graduate students' academic literacy practices at English-medium universities in Turkey. During one academic year, L2 graduate students in English language education programs at seven English-medium universities were invited to participate in a survey regarding their academic literacy practices. In addition, a subset of participants was asked to participate in semi-structured interviews. Findings indicated graduate students experienced a higher level of anxiety when writing in their L2 than in their L1. Results also showed that graduate students perceived some difficulties in building agency in academic writing, developing academic identity, acquiring academic discourse, dealing with cross linguistic influences on academic language development, and acquiring genre conventions. Implications for quality in higher education programs will be discussed.

Leadership Behaviour of Deans & Its Impact on Effectiveness of Quality in A High Ranking University

Sailesh Sharma ¹, Sathiamoorthy Kannan ², Dara Shikoh Amir ²

¹ University of Malaya, sharmuco@yahoo.com

² University of Malaya

Abstract

This paper is a part of large scale study focusing on leadership of deans in private and public universities in Malaysia. In particular this paper would address the issues of leadership and quality in higher education as higher education institutes are experiencing pressure from rapid technological changes and the quality issues, and hence leadership needs to address these issues for survival of institutes. Most of the studies carried out on Universities have focused on Leadership of Vice Chancellor, Deputy Vice Chancellor and Presidents. There has been limited research on leadership of the positions like Deans who are directly involved with lecturers. The purpose of this quantitative study is to present some of the findings derived from perceptions of faculty members on leadership behaviour of their deans and its impact on effectiveness of quality measured in terms of university's policies on academic and scholarly development of faculty members. The leadership behaviour and effectiveness of quality will be assessed by using a self developed instrument administered on nearly 300 faculty members from a high ranked university in Malaysia. The dimensions of the leadership behaviour in the instrument has been adopted from the construct developed by Quinn(1988) and include task leadership ,stability leadership, people leadership and adaptive leadership. These dimensions are further divided into sub dimensions on basis of leadership behaviour like producer, director, coordinator, monitor, facilitator, mentor, innovator and broker respectively. While the effectiveness of quality has been adopted from university's quality mission statements expressed in terms of academic and scholarly activities effectiveness and developmental activities effectiveness. The data obtained would be subjected to descriptive statistics and multiple regression analysis to identify the leadership behaviour mostly displayed by the deans and its influence on quality. It is anticipated that the results would indicate that different leadership behaviours of deans are linked to different dimensions of effectiveness of quality. Also the understanding of the association between leadership behaviour and effectiveness of quality would enable academic leaders to cultivate these behaviours in fostering quality in their faculty.

Mentorship in Higher Education: How Do Students Realize Their Potential?

Salih Cingilloğlu¹, Mehmet Uzunoglu²

¹ Boğaziçi University, scingilloglu@yahoo.com

² International Burch University

Abstract

This paper provides a comprehensive survey of literature on the qualities of a good mentor in higher education context and on the discussion how the mentorship roles of the academic staff can be taken further from development of personal and academic skills to developing an entrepreneurial personality and producer of innovative projects that could serve to the improvement of human life. Based on the empirical data so far, following qualities emerge as the pillars of successful mentorship: availability, being knowledgeable, awareness and appreciation of diversity, empathy, reciprocal understanding of personalities, encouraging and supportive approach, and passion. The authors highlight the importance of two other foundational characteristics, which are quality and productivity. Based on the concrete real life examples provided by academia in various fields, it becomes clear that these two qualities together with the consideration of moral values and the social needs of the individuals, mentees in this case, lead to the realization of student projects that add value to the society. Furthermore, the emergence of such projects offers benefits both to the mentor (professor) and to the mentee (student). The paper concludes with the recommendation of a pyramid like system of mentorship in higher education which starts at the undergraduate level and is gradually transferred to the graduate level where master's and/or doctoral students whose potential is utilized during their undergraduate years by their mentors set up teams of research for large scale projects.

"Mushrooming" of Universities from the Perspective of Having Access to Higher Education

Pinar Ayyıldız¹, Begüm Yengel²

¹ Hacettepe University, temocin@bilkent.edu.tr

² Ankara University

Abstract

Higher education attracts full attention of a fair number of groups in Turkey. In fact, entering a university is almost a matter of "life and death" for millions, where the university entrance exam acts as the "big" gate keeper and where studying at university is usually related to finding a "good" job.

Higher education does indeed hold its own issues that call for urgent care. One problem is the opening of numerous universities with the argument that more candidates would find a place to study. This is supported by a well-known motto: "Having (at least) one university per city". Hence, today, there are a good number of towns with higher education "campuses". Yet, whether these are all scientific entities functioning "as desired" in terms of quality and academic performance seems to be a matter of question.

To this end, this study aims to analyze the relationship between access in higher education and the opening of related institutions to see whether the increase in the number of universities has really given way to accessibility to higher education.

The study has a descriptive nature and the legal basis alongside the underlying factors of the practice of opening universities will be reported from the angle of access in higher education.

The results and implications of the study will be shared accordingly once the analysis is over.

Non-Parametric Estimation of Production Efficiency and the Impact of Ownership

Taptuk Emre Erkoç¹, Mehmet Fatih Acar²

¹ Gediz University, taptuk.erkoc@gediz.edu.tr

² Gediz University

Abstract

The purpose of this paper is to estimate technical efficiencies of 123 HEIs in Turkey between 2009 and 2013 by the means of non-parametric technique named as Data Envelopment Analysis (DEA) as well as to investigate the extent to which ownership influences the efficiencies of universities. In doing so, overall efficiencies of HEIs are computed on the basis of certain production models motivated by different sets of input/output. The results of those models, firstly, have shown that HEIs in Turkey are performing in unsatisfactory levels although some of them are doing fairly well. Secondly, after employing mean-comparison t-test and Kruskal-Wallis rank procedures, results indicate that efficiency scores are significantly diverging between public and non-profit universities. Accordingly, the ownership seems to matter for the efficiency performances of HEIs in Turkey, which refers that the non-profit universities are apparently more efficient than their public counterparts. Thirdly, efficiencies of universities are evidently varying from each other concerning the teaching and research output models.

Organizational Justice Perceptions' Impact on Quality of Leader-Member Relationship in Public and Private Universities

Nisan Seleklir Gökşen¹, Özlem Yıldırım Öktem², Kivanç inelmen²

¹ Boğaziçi University, goksen@boun.edu.tr

² Boğaziçi University

Abstract

The study investigates how faculty members' perceptions of organizational justice influence the quality of their relationship with their leaders/supervisors by employing a mixed-method approach. A comparative lens is also adopted to analyze the issue in public and private universities. Public and private universities display differences in terms of governance and management structures, sources of funding and relations with the state. This, in turn, could be expected to have implications for shaping the relationship between perceptions of justice and leader-member relationship.

Recent decades in Turkey witnessed a tremendous increase in the number of universities in general and private (foundation) universities in particular. Demand for faculty members has shown a similar increase and there emerged a gap between the demand for and supply of academics. Therefore, it has become even more significant for universities to attract and retain motivated academics. Quality of the relationship between a leader and members influences job satisfaction, performance, organizational commitment, intention to stay and willingness to contribute beyond contractual requirements. As all of these are outcomes that university officials would like to obtain, identifying the antecedents of a high quality leader-member relationship deserves attention.

In the quantitative phase, 203 questionnaires were collected and in the qualitative phase, a total of 17 interviews with academics from 14 universities were conducted. Preliminary findings show that faculty members in private universities have significantly higher perceptions of leader-member relationship quality and justice. Informational justice emerges as the most important determinant of leader-member relationship for academics in both types of universities, followed by procedural justice.

Perception of Teachers about Role of Education in Developing Entrepreneurial Skills through Business Education

Fariha Gull¹, Muhammad Zaheer Asghar², Nasir Mahmood³

¹ University of the Punjab, f.gull13@yahoo.com

² University of Management and Technology, Lahore

³ University of the Punjab

Abstract

Entrepreneurship education focus on developing knowledge and skills of students in order to become entrepreneurs, however, still it seems that students are not well trained in current economic conditions (Rae, 2010). In order to develop entrepreneurial skills fully, the role of teacher cannot be ignored. The perceived value teachers give to whole education system for development of entrepreneurial skills will lead to success of the program. In order to explore their perceptions about role of education in development of entrepreneurial skills through business education courses it is important to identify knowledge transferred through course, the methods used to transfer knowledge (Bechard & Gregoire, 2005), role of teachers (as an individual) who is providing that knowledge and institutional environment that is helping (or not) in development of these skills.

A framework titled "comprehensive framework for entrepreneurship education" was presented by Villiere, Gedeon & Wise (2014), it provide base for evaluation of entrepreneurship education program. This framework is based on Azjen theory of planned behavior and stakeholder theory, explaining the relationship between beliefs, attitudes, intentions and behaviors, with importance of stakeholders including all members that take part in a program. Their proposed framework is composed of five components including what, why, who, how and results, with additional contextual factor. The why component deals with objectives, vision and mission of the program, so for this purpose the objectives of courses were taken into consideration, which claim that, the education will enable graduates to work as self-employers. For whom component of this framework deals with target audience, as in case of business education programs, the target audience is students, so teachers will be asked that how the education system is addressing needs of students in order to develop entrepreneurial skills in them. What component of this

framework deals content that should be taught to students for achieving already established goals. How component deals with teaching methods that has been used for development of entrepreneurial skills. The context in which all these "W"s will be implemented is also very important. It helps to get support for implementation of experiential learning. The context include institutional environment which support stakeholders including teachers and students to extract maximum from entrepreneurial learning through facilities provided by it. Population of the study includes all the teachers from universities of Pakistan who are teaching subject of entrepreneurship. Convenient sampling technique was used to collect data from teachers and about fifteen teachers were interviewed. Instrument for data collection was a semi-structured questionnaire. It was validated first by taking an expert opinion from five entrepreneurship education experts. Data was analyzed by using thematic analysis of interviews after transcription. The results of the study indicate that teachers although believe that education plays a vital role in development of entrepreneurial skill, however content, teaching methods and learning experiences provided by the institutes are not sufficient in this regard.

Perceptions Versus Realities: Teaching Quality in Higher Education

Evrım Üstünlüoğlu¹

¹ Izmir University of Economics, evrim.ustunluoglu@ieu.edu.tr

Abstract

The purpose of this study is to investigate the perceptions of both students and lecturers on teaching quality in higher education, taking nationality, gender, GPA and lecturers' perceptions of university priorities into consideration. The mixed method approach was used to collect both quantitative and qualitative data simultaneously in the study. The data were collected from a total of 1583 students and 127 faculty members from America and Turkey through a questionnaire developed for the study. Quantitative data were collected through four focus group meetings; two with the faculty members and two with the students in America and Turkey. The results indicated a difference between the perceptions of the student and lecturer groups, regardless of nationality. In contrast to the students, lecturers perceived themselves competent in the three areas of delivery, communication, and measurement and assessment. It was also found that nationality and GPA had an impact on students' perceptions whereas gender had an insignificant effect. The results of this research suggests that more work is still needed to reach the high expectations for teaching quality in higher education such as in-service training and professional development activities, particularly on as self-reflection, improvement of teaching skills, and innovative teaching methods with an emphasis on technology, covering area such as the flipped classroom, e-learning, and blended learning.

Scientific Explanation Formations about Distance Higher Education Processes Towards Civil Aviation

Kadir Bora¹

¹ Turkish Airlines Technic, kbora@thy.com

Abstract

Many works from ordering aircraft parts to following aircraft maintenance records in civil aviation sector can be done at a distance. In educational processes, personnel's readings presentation, online educations and e-educations can be performed considerably at a distance, too. Transferring experiences which were obtained from distance education processes which had been come true in civil aviation field, into distance education processes in higher education institutions which train personnel candidate for civil aviation sector is going to be a pertinent decision. For this reason, in the research, integration of tested scientific explanation formations by being eliminated from the viewpoint of distance higher education towards civil aviation is aimed. The researcher transfers experiences about System Administration, Education Administration, Expertise in Education and the Aircraft Technician experiences during the integration process in the study. Furthermore, the experiences about e-education platform implementation, e-material development, online exam preparation, online education programme development and distance support service in aviation sector have been reflected into the research. From the viewpoint of ease of the research use, in civil aviation sector, tested scientific explanation formations which were integrated in accordance with alphabetic order form the research structure. In the integration process, Theory of Interaction and Communication has been used as base. The research area is selected as B Airport in Marmara Region. Over 5000 users from 6 different companies constitute participants. Consequently, scientific explanation formation statements which are integrated by being tested are prepared from the viewpoint of distance higher education processes towards aviation.



Scientific Deductions About Administration of E-Higher Education Processes in Civil Aviation Area

Kadir Bora ¹

¹ *Turkish Airlines Technic, kbora@thy.com*

Abstract

In civil aviation sector, lessons which have critical importance such as Material Safety Data Sheet, Occupational Health & Safety and Human Factors can be given in the electronic environment at a distance. Because of the importance which has appeared, using the scientific deductions is necessary at distance education applications in work and higher education processes. To fulfil the aforementioned necessity, in the research, changing the scientific deductions into useable form for administrative aspect of e-higher education processes in civil aviation field by being integrated under guidance of experiences in civil aviation field is aimed. Researcher uses the experiences about production, planning, control (PPC), aircraft maintenance, e-education platform implementation and administration, e-material development, online exam preparation, online education programme development and e-support service in aviation sector for the research aim. In addition to experiences about task, experiences about System Administration, Education Administration, Expertise in Education, Expertise in Engineering & PPC and Aircraft Technician experiences were transferred into the study by the researcher. From the viewpoint of ease of use, the components which are related to administrative aspect of e-higher education processes were integrated in accordance with inductive method. As a test field of the aforementioned literature, B Airport in Marmara region is used. Over 5000 users from 6 different companies constitute the participants in the aforementioned test process. As a result of the research, the scientific deductions which passed the test process in the civil aviation field, are put into e-higher education processes administration service in the civil aviation field by being changed into the guidance format.



Six Reasons to Teach Undergraduate Physics Courses in SCALE-UP Classrooms: Suggestions for Higher Education Authorities and Instructors

Mustafa Erol ¹, Julie A. Luft ²

¹ *University of Bozok, mustafa.erol@bozok.edu.tr*

² *University of Georgia*

Abstract

In Turkey, funding for higher education institutions has increased drastically in the last ten years. This has caused a profound inflation in the number of new universities and undergraduates. As a result, there has been a focus on the design and construction of new buildings in the campuses, and not on the design of classrooms. This oversight has resulted in omission of contemporary active learning environments such as Student-Centered Activities for Large Enrollment Undergraduate Physics (SCALE-UP) classrooms.

SCALE-UP classrooms are highly interactive learning environments equipped with technologies for large enrollment introductory undergraduate courses. In a SCALE-UP classroom, the instructor circulates around the room and asks students questions, encourages students to share their work, and supports student learning in groups. This pedagogical approach encourages students to question and collaborate with their peers, while learning content.

In this work, the SCALE-UP system was investigated through a mixed-method approach. A qualitative approach was taken to explore SCALE-UP classrooms. This entailed the observation of an introductory physics course taught in a SCALE-UP classroom. Interviews were also completed with the creator of the system, who also coordinates a network all around the world. Four students were interviewed to learn their ideas about learning physics in a SCALE-UP classroom. The quantitative approach consisted of 109 first-year Turkish engineering students completing a questionnaire about the change from a traditional classroom to a SCALE-UP classroom.

Although the SCALE-UP system is catching on globally, it is a new concept for Turkish universities. The increase in student learning and the desire to learn in a SCALE-UP setting reinforce the importance of this classroom design. With these results, we suggest to the authorities and instructors of the Turkish universities that SCALE-UP classrooms should be developed throughout Turkey.



Study Comparative of Internalization in Higher Education in France and Turkey

Senem Seda Şahenk Erkan ¹

¹ Marmara University, senemseada78@gmail.com

Abstract

Nowadays, the higher education area varies in the impact of the globalization, technological, economical, demographical and social developments in the world. In the world, in the influences of globalization, international students becomes to a vital human resources in many countries; such as European countries. In addition, it influences positively international competition and economical development. The problem sentence can be expressed as: "What are the resemblances and differences about the internalization in higher education in France and Turkey?" This research is prepared with the "comparative literature review" method. In 2000-2001 academic year, in Turkey, the number of foreign students was nearly 17.000. In 2013-2014 academic, it is reached to approximately 48.200. But, in France, the share of foreign students in higher education rose sharply from 7,1 % of students in 1998 to 11, 9% in 2008. The resemblances and differences in the subject of internalization in higher education in France and Turkey will be resumed in the conclusion of this study.



Teacher Educators' Perceptions on Internationalization: a Qualitative Study

Melek Çakmak ¹

¹ Gazi University, melek@gazi.edu.tr

Abstract

In recent years, there has been a shift towards a more global awareness and understanding in every field as well as in education. As a result of this, some new concepts such as innovation, internationalization in higher education and teacher education are becoming important. In other words, internationalization is becoming a highly focused concept in higher education as stated by Wihlborg (1999) and this concept has also been one of the most discussed issues in education (Adeoye, Anyikwa and Avant, 2012). As Adeoye, Anyikwa and Avant (2012) have indicated internationalization has a multiplicity of definitions. Research indicates that teachers differ in their conceptions of teaching and learning and conceptions influence perceptions (Könings, Brand-Gruwel and van Merriënboer, 2007). This suggests that conceptions have an effect on teachers' perceptions and practices, therefore taking perceptions can provide some necessary points that can be taken into consideration by researchers. In this context, this qualitative study aims to explore teacher educators' perceptions on internationalization. As a data collection tool, semi-structured interview form was prepared. In preparing interview questions, related research was used. Content analysis (Cohen & Manion, 1990) is carried out on the data in the study and analysis consists of several stages. First, codes, then several categories are identified on the data. Data analysis process is still under procedure. With this study, it is hoped that some considerable points are discussed based on teacher educators' perceptions regarding with internationalization and these points might provide some important clues for all the stakeholders in teacher education.

The Comparison of Higher Education in Turkey and the United States: A Comparative Study

Yurdagül Boğar¹

¹ Middle East Technical University, yurdagul-bogar@hotmail.com

Abstract

The purpose of this research study was to compare higher education system in Turkey and the United States. In order to better understand what higher education in Turkey and the United States conducted a comparative research study and the higher education systems explained in broad and highly general perspective. According to the review of the literature, there was no comparative study which compare higher education in Turkey and the United States. Therefore, this study was significant for Turkish literature and American literature. The following research questions were investigated: 1) What are the similarities between higher education in Turkey and the United States? 2) What are the differences between higher education in Turkey and the United States? In each country data was collected from different the sources which include government legislations, historical records, scientific papers like articles, OECD reports, dissertations, master theses, conference paper, proceedings and media documents such as newspapers, magazines articles, or sometimes personal documents. The results of the current study showed that the American higher education system was a broad, complicated, organizationally fragmented and decentralized. However, the higher education system in Turkey was highly centralized, and it is one of the most centralized among middle-income countries (World Bank, 2005, p. 145). The other difference was that there were two types of universities as a state and private in Turkey, but all universities were private in the United States. Further research should investigate and compare higher education systems of other countries.

The Concept of 'Knowledgeization' for Creating Strategic Vision in Higher Education: A Case Study of North Cyprus

Tuğberk Kaya¹, Mustafa Sağsan²

¹ Near East University, tugberk.kaya@neu.edu.tr

² Near East University

Abstract

Globalized firms and developed countries spent high amounts on Research & Development (R & D). In spite of the worldwide trend, recent competitiveness report indicates that North Cyprus ranked 114th out of 145 countries where it ranked 144th for Innovation Capacity, 145th (last position) for the firms' R&D expenditure and 104th for the R&D cooperation between businesses and universities (Sertoğlu et al., 2015). Although, these figures show the country's lack of strategic vision and backwardness, the country is ranked 17th with 87% on registration rate on higher education (Sertoğlu et al., 2015). There are 13 registered universities with 75,000 students where higher education is one of the main economic drivers of the North Cyprus (YÖDAK, 2015). When the current situation and registration at the higher education institutions had been considered, there seems opportunity to design and apply strategic higher education policies and practices on macro level.

Higher education institutions can be used as Knowledge Hubs (KHs) which is a medium for transferring tacit to explicit knowledge and which creates opportunity to educate and train KWs. Increased number of KHs will form Knowledge Clusters (KCs) which is important as "knowledge clusters have the organizational capability to drive innovations and create new industries" (Evers et al 2010: 683).

Currently, there is a gap to become Knowledge Cities which is a fundamental of knowledge based economy where the paper argues that higher education institutions can fill this gap by educating KWs and becoming KHs and KCs in the knowledge era in the context of "Knowledgeization". The concept of knowledgeization will be discussed in this study which includes some of the indicators such as KHs, KCs, Knowledge Cities and other requirements/infrastructure (capital, human resources, tacit knowledge, and vision) of the universities to educate knowledge workers.



Questionnaire will be conducted to university students in order to test the concept of knowledgezation where recommendations will be made to improve higher education institutions' strategic vision and capability. It is expected that the results of the study will be useful for universities to create strategic vision based on the concept of "Knowledgezation" for the Higher Education of North Cyprus.



The 'E'-business of Higher Education: Understanding University Choice Behaviour and Search Patterns

Semen Son Turan¹

¹ MEF University, semen.son@mef.edu.tr

Abstract

While using Internet data for empirical research is a fairly recent phenomenon, the information content of such is being recognized on an increasing scale and across disciplines.

Turkey, where more than half of the households have Internet access and Turkish internet users are among the most active segments in social networking and e-business usage in Europe, presents an ideal setting for examining whether the Internet serves as a decision making tool for students and families in their choice of Turkish private universities.

The aim of this study is to understand the search behaviour of prospective students (and their families), by examining search engine queries data and presenting a powerful business decision making and marketing tool for private university administrators. Time-series regression and Granger causality analyses are applied using the Google Trends time series index made available at a weekly frequency.

The practical implications are important especially for private universities in Turkey.

On the theoretical side, traditional models of college choice originated by Chapman (1981) and Hossler and Gallagher (1987) and Perna's (2006) mixed model combining sociological and social capital approaches, can be supplemented through the integration of findings of this study.

To the best of my knowledge, there is no similar study with a specific focus on Turkish universities that proposes the utilization of search engine data for understanding university choice behaviour.



The Effects of Technoparks on Higher Education Policies of Turkey as Institutions of University-Industry Relations

Mehmet Ali Yılık ¹, Yaşar Kondakçı ²

¹ Middle East Technical University, yilik@metu.edu.tr

² Middle East Technical University

Abstract

University-industry tie has long been an interwoven bilateral relation since 1980s. The enactment of Technology Development Zones Law# 4691 in 2001 paved the way to a new form of institution, technoparks, where science and technology is molded with manpower and knowledge within or near universities. The grand aim of the law is to establish cooperation among universities, research institutions and the production sectors. Thus, universities or more precisely higher education is a critical party in this cooperation, so are higher education policy making and implementation since they determine the blueprint for universities to follow in the years to come. In brief, this presentation first portrays the background of university-industry relations and birth of technoparks, and then, focuses on the potential, challenges and opportunities that technoparks bring as institutions involved in science, technology and higher education policy making and implementation. To start with, technoparks have the potential to create new and at the same time marketable knowledge. They have also become employment, entrepreneurship and internship pools for the faculty members and new graduates. Secondly, technoparks may create some challenges to organizational structures and management of universities and that of technoparks. Last but not the least, technoparks may provide some local opportunities for the community and at international level, technoparks may help build a more competitive country image by the patents, knowledge and technology produced.



The Evaluation of Service Quality Perception in Higher Education

Mustafa Yavuz ¹, Deniz Gülmez ²

¹ Necmettin Erbakan University, mustafayavuz@konya.edu.tr

² Necmettin Erbakan University

Abstract

Increasing number of higher of education institutions in Turkey brings competition which also features the quality. Service quality in higher education is increasingly spotlighted in recent years. It is important that quality of all services provided by higher education institutions must be in a certain level and respond to the needs. Service quality, in effect, draws on total quality management and customer service as well as on marketing research. Fundamental to service quality is the belief that an organization exists to serve its customers. Perceptions of service quality often differ based on the requirements of the service's individual customer. In the educational setting, one customer might consider a certain class, curriculum, or university a high-quality educational experience while another might find the same experience mediocre. The purpose of the research is to determine service quality perceptions of the students who graduated from the university in Turkey. This research was conducted with mixed methods approach. The HEDPERF scale which used to measure the service quality offered to students in higher education was used and semi-structured interview was conducted to collect data. While the perception of service quality does not indicate a significant difference by gender, it indicated significant differences according to faculties and establishment years of universities.



The First Year of college at a Turkish University: A Phenomenological Exploration

Osman Çekiç¹, Mazhar Bal²

¹ Çanakkale Onsekiz Mart University, osmancekic@gmail.com

² Çanakkale Onsekiz Mart University

Abstract

Attendance to higher education marks an important point in an individual's life, no matter which country or culture the individual is from. While the administrative and governance structure has been studied considerably, the first year of college and the student experiences are not studied enough in Turkish universities.

The Purpose of this study is to identify the problems and needs of first year students including experiences during registration, orientation, housing, course selection, exams and etc. The study uses qualitative research paradigm to explore student experiences in the first year using a phenomenological method.

In this study, we consider the adjustment to college and the first year as the phenomenon students go through during their first year of college. To explore student experiences, we have recruited five freshmen students (3 female and 2 male) on a voluntary basis in 2014-2015 fall semester. These students were followed for one semester and their experiences before and after an important (midterm, final, holiday, housing issues etc.) event was recorded through interviews and student diaries. Phenomenological analysis was used to analyze the data.

The results revealed that students' adjustment process to college was directly linked to their extracurricular activities. Students had to cope with the new situation and the issues it brings out through their own efforts. In this process, university (faculty student affairs, faculty members, and department secretaries and student representatives) had no relevant contribution to student experiences.



The Game Plan: Four Contradictions in the Development of World Class Universities from Global South

Yisu Zhou¹, Jinting Wu²

¹ University of Macau, ysisu.zhou@gmail.com

² University of Macau

Abstract

Globalization in the 21st century provides new opportunities for new institutions to establish themselves. It makes possible for academic professionals, capital, and technical know-how to flow across borders on a grand scale. Many emerging societies have capitalized on rapid economic development to build world-class, comprehensive research universities, which often involves competing goals, such as the demand for practical training for labor market, the need to incorporate the German research-university model, the desire for liberal arts education, and the call for cultivating global-minded citizenship. With these goals posing distinctive demands, higher education institutions are often laden with tensions and contradictions. This paper conceptualizes the developmental process of higher education institutions, by juxtaposing four sets of contradictions: research versus teaching; looking outward versus inward; quantity versus quality; and egalitarianism versus hierarchy. Such contradictions are examined in a developmental goal that puts achieving world-class university status as priority. Our analysis raises questions about sustainability of such strategy in the longer run. Although the issues identified in this paper are located from the global south or periphery of knowledge production vis-à-vis North America and Europe, we believe they are common themes with repercussions on institutions elsewhere.



The Impact of Higher-Education on Everyday Problem-solving Skills: A Mixed Methods Study

Nur Akkuş Çakır¹, Nuray Senemoğlu²

¹ Hacettepe University, nurakkus@hacettepe.edu.tr

² Hacettepe University

Abstract

This study aims to investigate the effectiveness of university education in Turkey for fostering students' ability to solve mundane, ill-defined problems through a convergent parallel mixed-method research design. Problem-solving skills of freshmen and seniors were assessed through an open-ended essay-writing task including ill-structured problem scenarios that describe a mundane, societal issue. 43 freshmen and 29 senior volunteers were asked to write an essay to propose and discuss solutions addressing the given problem. The essays were evaluated with respect to five targeted skills, namely explicitly defining the problem, decomposing the main problem into sub-problems, generating alternative solutions, providing supporting evidence and examples, and evaluating solution strategies. For the qualitative part, students' essays were subjected to content analysis to document the problem-solving strategies they utilized and the common issues they encountered. Overall, students scored below %30 in the test, which is hardly satisfactory. Seniors tend to outperform freshmen along most dimensions of problem-solving skills. Both groups particularly performed poorly in the evaluation dimension, which highlights the need for curricular activities targeting the development of relevant reasoning skills. Content analysis of the essays suggested that most students revisited key concepts as they were already presented in the scenarios, without adding any new content or offering specific solutions. In summary, students' experience during higher education seemed to have contributed to the development of their problem-solving skills in terms of considering multiple alternatives and providing some support for their arguments, albeit not at the desired level.



The Impact of Turkish Universities on Global Medical Research: A Bibliometric Study

Murat Perit Çakır¹, Murat Koçak²

¹ Middle East Technical University, perit@metu.edu.tr

² Middle East Technical University

Abstract

This study aimed to draw a bibliometric profile of Turkish Universities in the field of medicine in reference to global publication patterns in medicine. The study included 33560 medicine-related articles published by Turkish universities during the years 2010 to 2012 in journals indexed by Web of Science. Results indicated that researchers tend to publish mostly in journals grouped under oncology, pediatrics, surgery, microbiology, biochemistry & molecular biology, biology, biotechnology & applied microbiology and cell biology. The total number of publications resulting from international collaborations is found to be 4498 (14%). When benchmarked against citation per publication values in the world, Turkish universities tend to score lower than average in almost all medical subject areas except biodiversity conservation, primary healthcare and sports sciences. Regression analysis showed that the number of publications in high impact journals and the number of publications with international collaborators are positive predictors of the total number of citations of a Turkish institution. Despite the recent increase in the number of medicine related publications by Turkish institutions, these publications do not seem to generate impact beyond world average in most subject areas. Turkish medical researchers may increase their presence in the field further in the short run by producing higher quality work through international collaborations and publishing their results in established journals. On the long run, policy makers may consider more effective strategies for narrowing the gap between key cutting-edge medical research areas such as genetics, neurosciences and biomedical technology.



The Need for Innovation in the Faculties of Education of Turkish Universities

Yusuf Gürcan Ültanır¹, Burcu Tibet²

¹ *Ufuk University, gultanir@hotmail.com*

² *Ufuk University*

Abstract

Research related to PISA scores have continuously proven that Turkish secondary school students performed worse than students in other OECD countries. Besides university entrance exam results show that there is a significant gap between the scores obtained by high school students from different regions of Turkey. These results, which can be interpreted as an outcome based evaluation; indicate that Turkish students lack the necessary knowledge and experiences to be successful, whereas Turkish instructors lack the necessary basic occupational competences (vocational, soft-skills, integral). In order to overcome this competence deficiencies in prevocational education; teacher training should integrate the principles of behaviourist, cognitivist, and constructivist theories with the dispositions of the connectivist theory.

The aim of this study is to make suggestions regards the reorganization of teacher training programs in light of connectivist principles by comparing the tenets of behaviorist, cognitivist, and constructivist theories.

Decreasing the number of education faculties and implementing teacher training practices through networks will yield the following nation-wide benefits: by abolishing regional practices more people can be trained by more field specialists through software packages and even face-to-face interaction via computerized connections; inter and inner group homogeneity can be formed by perfecting competences; and teacher trainees and instructors can be guided with respect to the correction out of date knowledge.

The Professionalization of Department Heads in Higher Education

Kadriye Dimici¹

¹ *Dicle University, kadriyedimici@gmail.com*

Abstract

Professionalization is a new concept in the studies related to higher education and there are few studies on how department heads become more professionalized in their work. The aim of this study is to reveal the perceptions of department heads working in public and private universities in Turkey about professionalization in their roles as a leader of their department. This study has the quality of being the first study, investigating the professionalization concept on the level of department head in Turkey.

By using a qualitative approach, fourteen participants from four universities in the province of Istanbul were interviewed. The interview questions were semi-structured and formed by the researcher based on the previous studies. In this study, thematic analysis method was used for data analysis and all main themes were supported by sub-themes and statements of participants.

The findings of this study indicated that being a department head is not a professionalized field in Turkey. Department heads usually did not have training before undertaking this role. They are usually charged with responsibility and accountability for this position, however they are not provided with the necessary authority or training to realize these responsibilities. The participants in this study do not consider this position a profession since they regard themselves as academic staff before anything else. They often emphasized the possibility of a non-academic manager to help them for administrative work.

Through the results of this study, some programs such as training programs or some certificate and seminars could be organized for department heads.

The Teaching of Ethics in Higher Education for Securing Academic Cultures Against Erosion

Emel Aközer¹, Mehmet Aközer²

¹ *Middle East Technical University, akazer@metu.edu.tr*

² *Independent Researcher*

Abstract

The 1947 Nuremberg Code introduced into research ethics a human rights perspective based on a commitment to human dignity. Focussed principally on medical research, this groundbreaking perspective nonetheless indicated a clear direction for grounding ethical practice in scientific and academic professions as a whole, which largely remained unaddressed until the 1980s. As against, the postwar era witnessed a progressive erosion of the claimed norms of a prevailing scientific and academic "ethos."

Such erosion was basically conditioned by that the same ethos lacked an "ethical" dimension. It was particularly triggered by the relatively recent shift away from free enquiry to "problem-solving" and to "project-oriented" science, which prompted "commodification" of research, "hypercompetition for resources," "entrepreneurial self-promotion" by researchers, and indifference or resignation to external interests dominating research.

This prompted an unprecedented proliferation of codes of ethical practice in science. Yet, the proper antidote to secure academic cultures against erosion lies in cultivating future academics with an interiorised theoretical grasp of ethical deliberation. Such cultivation would also secure ethics being held in higher regard than even the best established academic ethos.

The drive to make comprehensive education in ethics an essential constituent of higher education curricula gets increasingly vocal within academia. But it is impeded by a persistent confusion between "moral education" to teach what to do, which is prone to indoctrination, and "ethics education" to teach how to decide what to do, through "enlightenment of individual judgment." Dissolving this confusion requires conclusive clarification of rightful goals of ethics education.

The Utilization of FEASP Model for Tertiary Level Students which Supports to Enhance Emotions and Motivation in University Innovation

Emel Ültanır¹, Ayşe İrkörücü²

¹ *Ufuk University, emultanir@yahoo.de*

² *Ufuk University*

Abstract

According to Edelman (2000) emotions can either promote the learning process via supporting the solution of related problems or they can harm intellectual processes in the form of planned behaviors. Positive emotions, according to Vollmeyer & Brunstein (2005), support daily motivations and can enhance students' concentration. Moreover, Heckhausen (2006) argued that emotions mediate behavioral development, extinction of a behavior, or attainment of satisfactory outcomes.

Emotions are not just appearances that accompany motivational processes. They can also have preventing and activating effects. Motivation and emotion are closely interrelated to cognition. Cognition is the foundation of emotion and motivation; and according to Strzebkowski and Kleeber (2002), there is no cognition without emotion or motivation. Emotions evaluate successes or failures, canalize concentration, and shape behavior types. Whereas negative emotions force experiential and situational changes, positive emotions facilitate the preservice of the current state.

Emotions within the FEASP approach are essential for both students (tertiary level) and instructors. Negative emotions like fear, jealousy, and anger should alleviated and positive emotions like sympathy and pleasure should be boosted. FEASP teaching strategies aimed at FEASP emotions are presented below. Hereby, researchers are provided with suggestions and references as to which learning emotions will lead to what type of emotions and how these will be alleviated.

The aim of this study is to provide foresights a) to abandon traditional teaching methodologies as part of innovation studies in higher education and b) to support learning in the higher education context with FEASP teaching strategies which is a part of the emotion based FEASP approach, in light of the related studies in the field.

There is a Syrian in my Classroom!

Hakan Ergin ¹

¹ *Boğaziçi University, hakan.ergin1@yahoo.com*

Abstract

Syria has been undergoing a long civil war. Turkey, as a neighbouring country to Syria, has been under inevitable social influences of this war. That is, the war has displaced millions of Syrians and made them move to Turkey. Among these refugees, Syrian university students exist. Some of these Syrian university students can find the chance of continuing their higher education at universities in Turkey. Unlike the mainstream migration studies that just focus on migrants, this study examines the perceptions of 'natives' about the migration. That is to say, this study explores ten Turkish university students' views on being classmates of Syrians who have escaped from the war in Syria. The data of this qualitative inquiry were collected through semi-structured interviews and analyzed by conventional content analysis technique. The findings reveal that the participants have both positive and negative opinions and feelings towards their Syrian classmates.

Trends in Higher Education in Turkey

Leyla Yılmaz Fındık ¹, Suzan Beyza Kaprı ², Nagihan Boztunç Öztürk ², Eren Halil Özberk ², Yüksel Kavak ²

¹ *Hacettepe University, leylayilmazfindik@gmail.com*

² *Hacettepe University*

Abstract

The Turkish higher education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change. Higher education system is changing-opening up to increase in size and to respond to increasing demands from society with the efforts of competing in Europe. But it is not underestimated that investing more in higher education is not enough but investing wisely is pivotal. Underpinning these approaches it is thought to be valuable to investigate the trends in the number of components of higher education such as students, academic staff and universities. This study using these data will provide a picture of higher education system in Turkey to address strategic questions related to the future of higher education in Turkey. The potential benefits of descriptive analysis in addressing past and present have not been realized. For this reason, this study aims to investigate the higher education system along with the numbers of students, faculty members and universities in Turkey in the last decade. The data will derive from CoHE. Descriptive statistics will be used to present the results. Based on findings, how these findings including students, universities, quotas and faculty members provide a deeper understanding of higher education system in Turkey will be discussed and suggestion will be provided for policy makers to reconsider the educational planning.

Turkish Higher Education System from the Kaleidoscope of Martin Trow

Enes Gök¹

¹ Recep Tayyip Erdoğan University, enesgok@gmail.com

Abstract

The number of higher education institutions in Turkey has been growing exponentially in the last several decades, and the number of students demanding higher education is also increasing. While, supply-demand gap in Turkish higher education system seems to be closing in recent years, access to higher education is still problematic-student selection and placement are based on a national level central examination score and carried out by the Measurement, Selection and Placement center (OSYM).

Based on his analysis of the development of Turkish higher education system with Martin Trow's higher education transformation model presented at the 10th International Workshop on Higher Education Reform, Slovenia in 2013, the author examines the change, development and expansion of Turkish higher education system with the social, political and economic factors/forces underpinned. The current study aims to investigate the past and present of the system from the kaleidoscope of Martin Trow, create a solid ground for researchers in the field with some research recommendations and produce research-driven policy recommendations that can apply to the future of Turkish higher education system. The history of the system and the milestones of Turkish higher education were examined through document analysis. The current structure, status and functions of the system were investigated through the qualitative analysis of the perspectives received from 10-15 key stakeholders (including senior professors, department chairs, deans, rectors, Council of Higher Education (YÖK) members, government officials, and representatives from major educational NGOs) through the use of a qualitative instrument designed from Trow's model.

Turkish Universities' Challenges of Standards and Accreditation Studies in Teacher Education: An In-depth Analysis of Problems

İsmail Yüksel¹, Gülçin Çeliker², Melek Alemdar²

¹ Eskişehir Osmangazi University, iyukse178@gmail.com

² Eskişehir Osmangazi University

Abstract

The accreditation and standard development studies in teacher education were initiated with a great expectation at the end of the last century. Though the studies covered a wide variety of programs and higher education institutions, it could not be maintained. This study aimed to investigate the underlying problems, desiderata, and barriers for standard development and accreditation studies in higher education from academic members' opinions. The study employed sequential design which is one of the mixed research methods. The quantitative data was collected from 98 academic members from teacher education colleges via Accreditation System for Teacher Education Questionnaire (ASTEQ). Descriptive statistics were used to analyze the data. The qualitative data was gathered from 26 academic members working in three state universities in Turkey. The data was collected through an open-ended questionnaire and was analyzed via content analysis technique. The findings showed that the participants were not satisfied with the number and the quality of the accreditation experts. The accreditation council could not fulfill its responsibilities and conflict of interest was felt in the accreditation process. The accreditation system was mostly found necessary to increase the quality, however a new standard development board should be established. The accreditation cycle of teacher education in Turkey was not applicable as it had crucial barriers such as political and bureaucratic concerns, lack of objectivity, lack of knowledge on the process and the inadequate number of qualified staff. It had some serious disadvantages like leading inequality between universities, destroying creativity and being a tiring, costly process.

Validating Entrepreneurial Intentions Questionnaire to Assess the Impact of Entrepreneurship Education

Muhammad Zaheer Asghar¹, Fariha Gull², Nader Nada³

¹ *University of Management and Technology, Lahore, chancellor.zaheer@gmail.com*

² *University of the Punjab*

³ *Fatih University*

Abstract

This study aims to validate entrepreneurial intentions questionnaire in order to study the impact of entrepreneurship education on student's intentions to become an entrepreneur. The question under study is "do entrepreneurship education impact on entrepreneurial intentions of the students?" This study has utilize theory of planned behaviour as theoretical framework of the study. It is a quantitative study for casual comparative research design. Entrepreneurial Intentions Questionnaire was developed based on theory of planned behaviour (1991). It was pilot tested on students (n=60) for reliability and validation tests. It was validated to make a comparison between technology education's students (n=240) who have participated in entrepreneurship education and technology education's students (n=302) who have not participated in entrepreneurship education. The questionnaire validated for study can be useful for further measurement of entrepreneurial intentions of the students. Chronbach's alpha was used to test reliability of the questionnaire. Factor analysis was used to test validity of the questionnaire. t-test was applied to find out difference in intentions. Structural equation model was used to find out relationship between entrepreneurship education and antecedents of entrepreneurial intentions. This study was knowledge addition about entrepreneurial intentions of the students in Pakistani context and impact of entrepreneurship education. Future study can be conducted to study the new venture creation process of the students with high entrepreneurial intentions.

What Do the Names of Higher Education Institutions Imply?

Armağan Erdoğan¹, Ebru Öztekin Bıyıklı², Tuba Demirkol², Gökhan Ersoy²

¹ *Social Sciences University of Ankara, armağan.erdogan@asbu.edu.tr*

² *Social Sciences University of Ankara*

Abstract

Higher education has impacts both at individual and on societal levels. It provides prestige as well as qualifications that will scaffold individuals throughout their professional pursuits. In the current state of the world, higher education is a growing field in which institutions are in quest of gaining increasing reputation across the world. While it is doubtless that the academic success is the most crucial element contributing to their quality, institutional identity and world-wide image, the names of higher education institutions also have a certain influence on their acceptability in their areas. This article is based on a project named "World Higher Education Institutions Name Map". The project was mainly inspired from the curiosity about motives influential on higher education institutions' name preferences and whether it could be possible to detect any country-based tendencies in their choices.

The article will investigate if there is any relation between the names given to higher education institutions and their reputation on national and international scale. The data was gathered relying on the information elicited mainly from the official webpages of the target higher education institutions in different countries. This study will focus on preliminary findings from the data and attempt to illustrate a comparative analysis of the names of the higher education institutions in Turkey and the United Kingdom. The United Kingdom has been chosen as it has several long-established higher education institutions and is also a leading country in the field of higher education. Turkey has been included as it has a variety of higher education institutions ranging from old to very recent ones.