



Country Context Report & Situation Analysis

Project Result 1 - Country context analysis: availability and infrastructure of informal learning space

Akdeniz University

Turkey

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Introduction

The aim of this country context report is to reveal the current status of inclusive informal learning spaces (ILS) in Türkiye. This section provides a brief information about the Turkish higher education system including statistics of the number of institutions, the number students, and presents an overview of characteristics connected to inclusivity.

Transition from secondary education to higher education in Türkiye is through central exams organized by the Assessment, Selection and Placement Center (ÖSYM). Candidates are required to take a two-stage exam to be placed in a higher education institution. Basic Proficiency Test (TYT) is a compulsory exam in order to be placed in a university and represents the first stage. According to the scores obtained from the TYT exam, candidates can apply to programs that require a special talent, such as fine arts, sports sciences, etc. and associate degree programs. In order to apply to programs of 4 years and above, they must take the second step exam, namely the Field Proficiency Tests (AYT). The questions come from the high school curriculum in the fields of Turkish, mathematics, social studies and science. The placement of students in their preferred faculties is made by this institution based on the scores they get in the exams (ÖSYM, 2022). For the citizens of the Republic of Türkiye, formal education in state universities is free. Foreign students must take a different exam called Foreign Students Exam (YÖS) to be accepted and to study at universities in Türkiye. YÖS is not a central exam, universities themselves organize the whole process e.g., receive applications, prepare questions, conduct and announce the exam. With the YÖS exam, foreign students can apply to many departments such as medicine, engineering, architecture, law, psychology, teaching, etc. However, students who want to apply to departments in fine arts and music are also required to take the Special Talent Exam. Education is paid for foreign nationals and fees vary from department to department. Foreign students can get a monthly scholarship by benefiting from the Foreign Student Higher Education Scholarship.

In the Turkish Higher Education System, there are undergraduate and graduate degrees including, Associate's degree (short cycle), Bachelor's degree (1st cycle), Master's degree (2nd cycle), and Doctoral degree (3rd cycle) (The Council of Higher Education [YÖK], 2022a). Figure 1 presents the general structure of the Turkish Higher Education System.

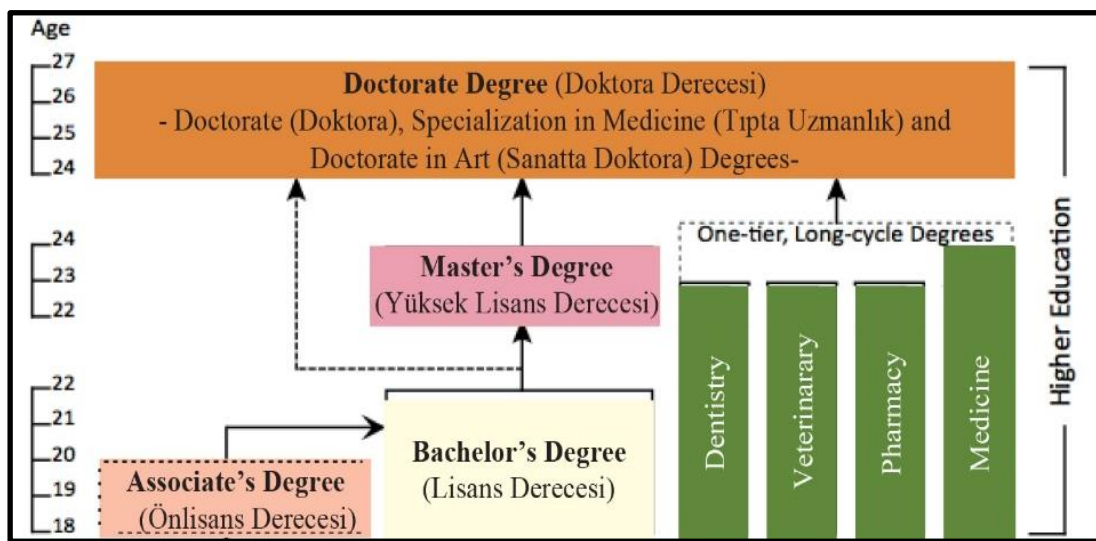


Figure 1. The general structure of the Turkish Higher Education System (YÖK, Study in Turkey, 2022)

As of 2022, there are 208 higher education institutions, 166.225 academic staff and 3.801.294 students enrolled in formal higher education in Türkiye. Out of 207 higher education institutions, 129 are state universities, 75 are foundation universities and 4 are foundation vocational schools. 3.124.705 of the students' study at state universities, 604.066 at foundation universities and 11,561 at foundation vocational schools (YÖK, 2022b). Figure 2 shows the number of the students by degrees and gender in 2021-2022.

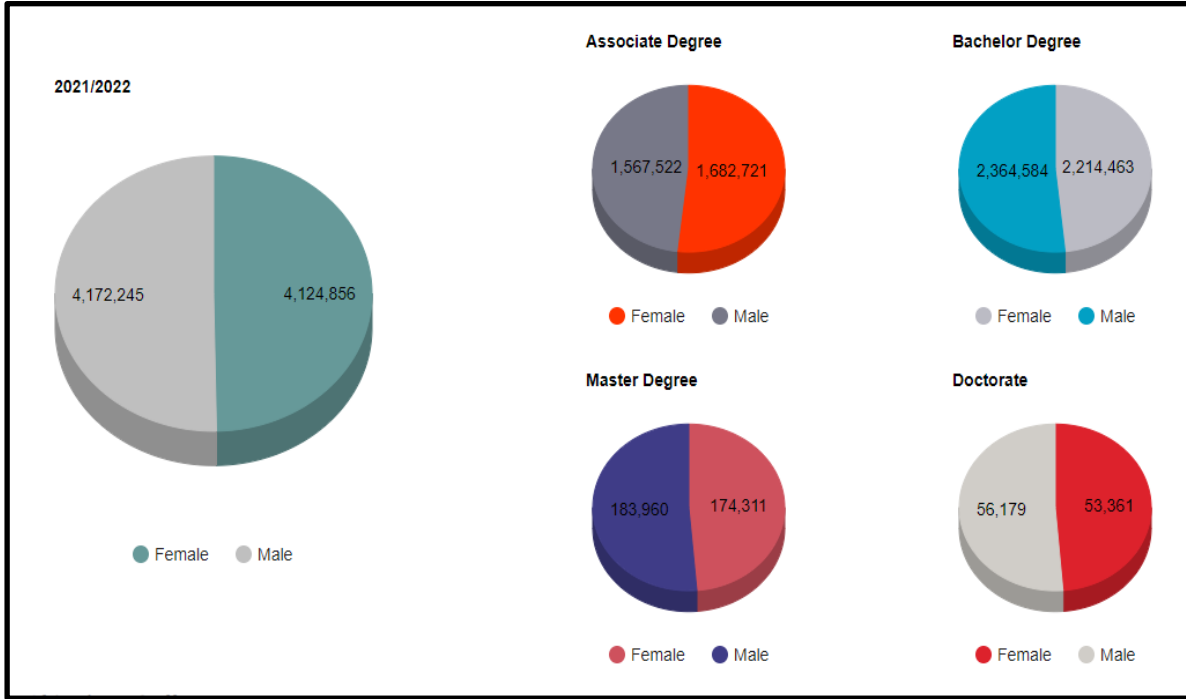


Figure 2. Number of the students by degrees and gender in 2021/2022 (YÖK, 2022)

Average age of the students is 29, students under the age of 24 constitute the largest age group (Muja et al., 2021). In addition, the number of students enrolled in open education and distance education associate, undergraduate and graduate programs in the 2021-2022 period is 4.535.322.

In terms of inclusiveness, the rates of female students are slightly lower than male students attending higher education in Türkiye. Considering the representation of women in higher education in its current form, Türkiye has one of the lowest rates among European Higher Education Area countries with 48% (Muja et al., 2021).

The total number of disabled students enrolled in higher education in the 2021-2022 period is 56.672 (male= 36524, female = 19143) (YÖK, 2022b). According to the Eurostudent report (2021), considering the types of impairment, students in Türkiye mostly indicated 'other long-standing health problems and functional limitations/impairments' as impairment status. Most of the disabled students (more than 50%) reported that they are dissatisfied with the public and institutional support they receive in Türkiye (Hauschildt et al., 2021).

Regarding financial issues, the majority of the students (56%) rated their parental financial status as average, yet more than 30 % of university students reported that they have serious or very serious financial hardships (Hauschildt et al., 2021).

In the 2021-2022 term, 260.289 students (male = 162.108, female = 98.181) are international students. The rate of international students among university students in Türkiye is 2%, and with this rate, it is the 5th from the last among OECD countries (OECD, 2022). The highest number of international students are from Syria, Azerbaijan and Turkmenistan, respectively (YÖK, 2022b). Figure 3 represents the number of international students by year.

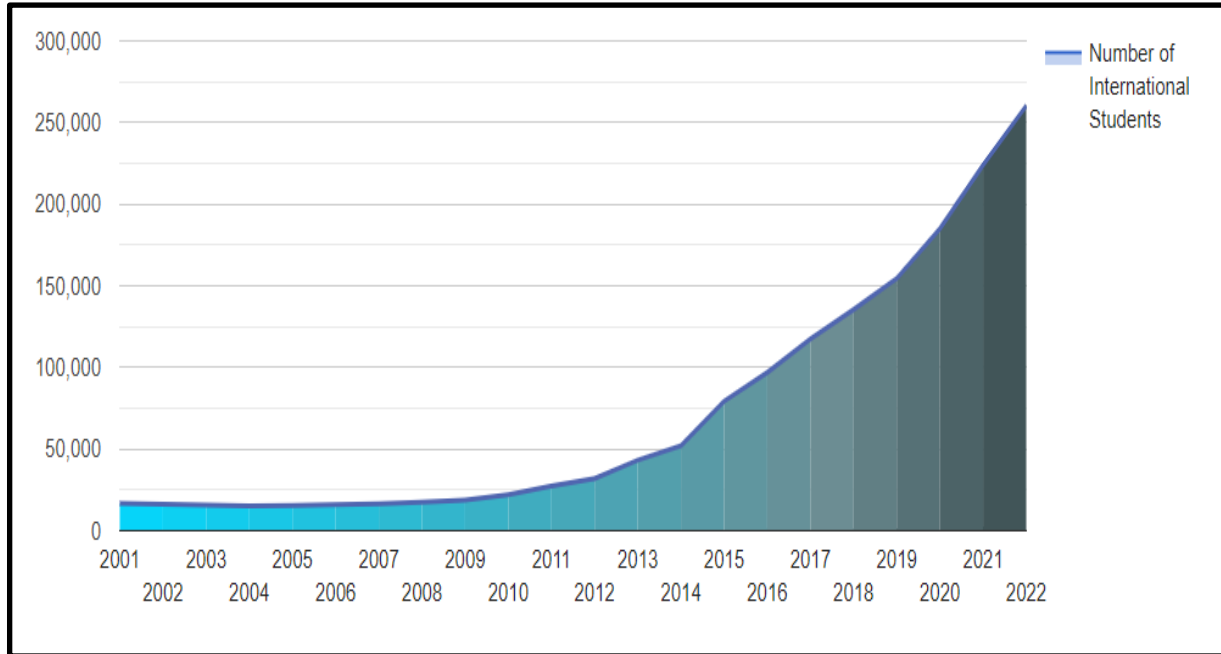


Figure 3. The number of international students by year. (Study in Türkiye, 2022)

It is seen that the number of international students has increased exponentially in the last 10 years. This may be due to the fact that students under temporary protection living in Turkey as a result of the Syrian civil war have reached the age of higher education and are included in the higher education system in Türkiye.

Türkiye has been one of the members of the Bologna Process since 2001 and ECTS is one of the important tools of Bologna. According to ECTS, the workload of a course represents the total time an average student spends both in and outside class (e.g., lectures, projects, self-study, practical work and examinations, etc.) required to achieve the expected learning outcomes (YÖK, 2010). When the ECTS information of some departments and courses are examined, it can be noticed that the theoretical courses are much less than the self-learning hours.

However, things are going very slow about accreditation processes in Turkish universities. Elmas (2012) revealed that comprehensive studies such as the National Qualifications Framework, ECTS credits, student exchange programs and quality assurance systems are carried out in Türkiye. However, challenges, problems and bureaucracy make it difficult to sustain these important studies. Moreover, the ECTS information shared on the web pages of universities may also be incomplete. Ünvan (2020) also conducted a study to determine to what extent universities awarded with ECTS Label in Turkey reflected the ECTS Information Package to their websites and found out that some universities, didn't give information about recognition of prior learning, level of qualification, qualification awarded, mode of study, qualification requirements and regulations. Even though there were "Description of Individual Course Units" for the chosen courses in universities' websites, there was a lack of content in some titles such as recommended or required reading, learning outcomes of the course unit, course contents, mode of delivery, assessment methods and criteria, planned

learning activities and teaching methods, language of instruction. Thus, it can be stated that even though the Bologna process is followed by most of the universities in Türkiye, it is not very clear how academicians and universities support students' informal learning processes.

Situation on National (Regional) Level in Türkiye

This section is based on desk search and findings of stakeholder focus groups and aims to provide information on existing networks, stakeholders, projects, tools and guidance materials on ILS, and awareness and existing strategies for inclusive and supportive informal learning environments in Türkiye.

Key Stakeholders on National (Regional) Level

Provision, Management and Design of Learning Spaces in Higher Education

This section provides a brief information on main responsible public bodies and key stakeholders in Türkiye involved in provision, design and management of learning spaces in higher education. All higher education institutions are connected to the Higher Education Council (YÖK); thus, it can be stated that the main stakeholder for HEI's is YÖK in Türkiye. YÖK also provides domestic and international education and research scholarships at various levels in higher education.

The General Directorate of Student Loans and Dormitories affiliated to The Ministry of Youth and Sports is another key stakeholder. This institution is responsible for all private and state dormitories in Türkiye and provides scholarships and loans to students. The Ministry of Youth and Sports and the Credit and Dormitories Institution affiliated to this Ministry are authorized in the construction of state dormitories, issuing licenses to build and open private dormitories, determining the standards for institution buildings, building sections and equipment, maintaining the services, and preparing and implementing the regulations regarding the use of dormitories by students. The Ministry of Youth and Sports also built youth centers, which are important informal learning areas that students benefit from in higher education.

As well as governmental institutions, municipalities, foundations and NGOs are main stakeholders in higher education. Municipalities build dormitories, libraries and student study areas and provide scholarships to higher education students. One of the biggest NGOs, the Turkish Education Foundation (TEV), is a relevant stakeholder by providing scholarships and concerning the maintenance and repair of schools, dormitories and existing real estate. Sabancı Foundation is another example of stakeholders. This foundation built 1 university (Sabancı University), 19 Student Dormitories, 15 Cultural Centers, 7 Social Facilities, and 4 Libraries.

Promoting and Supporting of Inclusivity in Higher Education

Following part describes the main responsible public bodies and key stakeholders regarding inclusion and inclusivity in higher education in Türkiye.

1. The Council of Higher Education is the main responsible body regarding inclusion in HEI's. Disabled Student Commission affiliated to YÖK was established for promoting inclusivity of disabled students. This commission provides guides and materials to increase the

inclusiveness in HEI's. The commission also rewarded successful works carried out in order to ensure effective and equal participation of disabled people on campuses and to raise awareness in the public with "Accessible University Flag Awards" and the "Accessible University Program Medal". This commission also organizes workshops to improve youth mental health and increase accessibility in higher education every year.

In order to promote inclusivity and mitigate existing inequalities in higher education ÖSYM and YÖK have some strategies. For example, students with physical or emotional disabilities, ADHD or learning difficulties are given the right to take an additional 30 minutes in university entrance exams, and to take the exam alone in a separate room, accompanied by an instructor. In addition, students with disabilities are given additional points in the university entrance exams (YÖK, 2022c).

2. For the financially disadvantaged students in higher education, there are various scholarships available. These scholarships are given by YÖK, the Ministry of National Education, ÖSYM, municipalities, foundations and NGOs. At the same time, the General Directorate of Credit and Dormitories provides dormitory and scholarship support. Universities also have opportunities such as part-time work to support disadvantaged students. Martyr and Veteran children, students with disabilities, those whose parents have passed away, students in institutional care and students who are amateur national athletes are given priority. There are also tuition and student support scholarships for foreign students. For mitigating inequities in technology, during the pandemic, a free 6 GB distance education support quota was provided to university students by YÖK for hybrid and online courses.
3. Sabancı Foundation Grant Programs supports the projects of civil society organizations in order to promote access to equal opportunities for women, youth and persons with disabilities to participate in all aspects of society. Sabancı Foundation Türkiye's Changemakers program also supports projects including increasing inclusivity in education.
4. The "Honeybees Become Engineers" project is a project for gender equality carried out in cooperation with Ford Otosan, Flying Broom Women's Communication and Research Association and the Ministry of National Education. The aim of the project is to increase the rate of female students choosing the engineering profession in HEI's.
5. KAOS GL is an NGO for LGBTI+s and carries out studies for human rights, women rights and refugee rights. They provide workshops and "Anti-Discrimination Lessons" as a guest to the courses of different faculties and departments. They provide guidelines in their web page to explain what can students, educators, school staff, parents and caregivers do together for an inclusive, sustainable, effective and transformative learning process for LGBTI+s?
6. Another NGO called Türkiye Barrier-Free Informatics Platform prepared accessible course material education video series and prepared short videos explaining what should be considered for accessibility while preparing a presentation.
7. Inclusive Barrier-Free Campus Design Training for Disabled University Students project in Erciyes University aimed to train students with disabilities in higher education institutions on inclusive design and barrier-free campus design, to improve their basic knowledge of inclusive and barrier-free design, to increase their ability to participate in design processes at all scales, to develop new and creative ideas that will improve the inclusive and barrier-free qualities of design processes at every stage of their lives.

Engaging with Informal and Non-conventional Learning Spaces

1. Informal Learning Youth Center (YAŞÖM) is an initiative for informal learning, which was founded by a group of young people with the support of Sabancı Foundation in 2011. The center was built to raise awareness on "learning by experience" and create an informal learning space for young people to develop activities in accordance with their own wishes



and needs. The center serves young people between 18 and 30 years of age and has hosted various activities and projects such as peer training model, personal development and hobby workshop in 151 different subjects; 8 speaking clubs; 7 community support projects. All YAŞÖM workshops are free of charge international volunteers both teach their own language and culture and learn Turkish culture.

2. The Journal of Research in Informal Environments is an open access and peer reviewed journal which publishes manuscripts relating to teaching-learning activities in informal settings and the effects of these settings on different variables. However, most of the articles published in this journal are related to other educational levels rather than higher education; such as secondary school or high school. Moreover, in most of the articles, what is meant as informal learning is learning activities carried out outside the classroom environment in the presence of a teacher, not the learning activities that are planned and run by the students themselves. Therefore, although learning activities are carried out outside of traditional learning environments; such as museums, gardens, etc., these are studies related to the curriculum and conducted under the guidance of teachers. In this context, it can be thought that there is a conceptual confusion about the concept of “informal learning environment”.

State of the Art: Informal and Non-conventional Learning Spaces in Türkiye

Projects and Good Practice Examples

This chapter covers previous projects and good practice examples addressing ILS and provides an overview of innovative informal learning technologies and approaches in Türkiye.

1. One of the projects conducted in Türkiye on improving ILS is “Designing Future Innovative Learning Spaces Project (Design FILS)” funded by the European Union’s Erasmus+ KA2 projects. Ministry of National Education of Türkiye coordinate the project with the collaboration of European Schoolnet, Universidade de Lisboa, FLL Wien, Hacettepe University, Centro Autonómico de Formación e Innovación and Zakladni skola Dr. Edvarda Benese. The ‘DesignFILS’ project aims to design innovative, multi-disciplinary, flexible learning spaces based on digital skills. Project outputs include preparing a methodological framework for innovative classroom training, developing a pedagogical guide for trainers, designing scenario-based learning activities and creating an online training platform. Whole Approach to the Future Classroom Lab, Elements of Physical Design of the Learning Space (including spatial arrangement, furniture and equipment, color, material, acoustics, lighting and indoor environmental quality), Learning Scenarios Technology Usage in Flexible Learning Spaces, Technology Enhanced Pedagogy. Since the general aim of the project is facilitating personalized, student-centred and active learning and it deals with technologically supported learning environments, it is related to ILS processes. The project relates to the K12 education level, but is included in this section as it addresses issues within the scope of the current project.
2. Sabancı Foundation organizes Changemakers Program every year. This program supports social entrepreneurs, activists and change-actors that produce innovative solutions to social problems, and makes them visible. One of the programs selected as Changemaker was Informal Learning Youth Center (YAŞÖM), a social enterprise where young people learn from each other, experience life and share.
3. Teknofest Educational Technologies competition covers the solutions that will make learning easier and permanent with technology integration in education or training. Subject of the competition involve applications developed for supporting and reinforcing learning in



schools, educational software, educational games, educational simulations for experiments (for instance chemistry experiments) and activities (for instance robotic coding applications) to be practiced in the digital environment, virtual environment applications which enable learning in informal learning environments such as museums, exhibitions and science centers at different locations without space and time constraints and digital applications with interactive content.

4. "Design Your Schoolyard" workshops are designed by Beste Sabır, for her Ph.D. research topic that focuses on "Learning Landscapes." Multiple stakeholders support the process. Researcher and Public Middle School 6th and 7th grade students have met for six months between January-June 2021 through zoom. Education for sustainability workshops has been carried on. Students designed their schoolyards with the help of sustainability workshops. Later İstanbul Technical University founded the project. The ideas have been applied to the schoolyard with the help of Architecture students. Therefore, middle school students and architecture faculty students have worked together under social architecture and children participation themes.

Tools and Guidance Material

1. YÖK has published the "Higher Education Institutions Disabled Counseling and Coordination Regulation" in order to take the necessary measures and make arrangements to facilitate the education life of students with physical and emotional disabilities. This regulation involves architectural requirements and legal regulations.
2. Disabled Student Commission of YÖK has published the booklet Inclusive Design in Space Arrangements for the Disabled and introduced the concepts of inclusiveness, disability and inclusive space design. The book also presents application examples and various criteria for inclusive and accessible spaces.
3. Accessibility in Distance and Formal Education Process- İstanbul Technical University İstanbul Technical University disabled student unit prepared a guideline for lecturers to help them in preparing inclusive course materials with the aim of eliminating the accessibility problems of students, resources containing methods by which our faculty members can increase the inclusiveness of the educational content they will prepare have been compiled.
4. The Turkish Presidency Strategy and Budget Department set goals for inclusive education in higher education and adult education and defined this goal as "By 2030, end gender inequalities in education and ensure equal access to education at all levels for all vulnerable groups, including people with disabilities, indigenous peoples and vulnerable children."
5. German Turkish Initiative carried out a project called "All Together" by bringing together 16 different civil society organizations from Germany and Türkiye. As a final result of this project, several Training the Trainers Modules were prepared including the Space for Inclusion Booklet. This booklet is a guideline for creating a more inclusive learning environment especially for refugee children. Space for Inclusion Booklet is available in Turkish and in German.

Scientific Publications

There are several studies on informal learning spaces, inclusivity, students' well-being and campus belongingness in higher education. For instance, Altunoğlu (2020) discussed the applicability of Inclusiveness in Higher Education with an emphasis on learning cultures and learning communities, and how online learning or open and distance learning may increase inclusiveness in higher education. In another study, Dinç-Uyaroğlu (2018) made an evaluation on how universities should

develop accessibility planning within the framework to create campuses that provide equal participation and presented suggestions for accessibility planning and implementation. Later, she developed Campus Accessibility Evaluation Index (CAEI) within the context of Kevin Lynch's (1981) inclusive design parameters of outdoor campus spaces and based on the field study conducted in Middle East Technical University (Dinç-Uyaroğlu, 2021).

Besides these studies above, there are studies in which students' satisfaction, well-being, and campus belonging were examined. For instance, in their paper, Salihoğlu and Açıkgöz (2021) evaluated the campus in terms of classroom areas, computer infrastructure accessibility, library services, social life services, dormitory services, security services, campus environmental design (for example, benches, open spaces, landscape, etc.) and information communication services. It was found that as students' satisfaction and their perceptions of campus life quality increases with opportunities and services provided by university. Günüç and Kuzu (2014) showed that instructional use of technology in and out of the classrooms has a high level of contribution to the increase in student campus engagement. Yılmaz (2015) explained the design process of the campus and made recommendations for open-air discussion spaces (work/learning) and the calm places that allow for study. The study, *Outdoor Space Quality: Case Study of a University Campus Plaza* by Aydın and Ter (2008), investigated the quality of the campus environment. Results showed that the campus plaza's quality was determined by qualities of the physical environment e.g., climatic features, structuring, accessibility, equipment, quality of open space area, and quality of landscape accessory. Similarly, Düzenli et al. (2018) showed that the campus design and spatial elements affects campus attachment, and social welfare and psychological development of university students. Aşkın and Arabacıoğlu (2021) examined the effect of university interior design on mental well-being. Findings showed that students who study in classrooms that have an interaction with the natural environment (e.g., sea, sky and woodland views or indoor plants) have greater mental wellbeing. Çetinkale Demirkan (2020) found that there is a relationship between the physical structure and activities in green spaces of university campuses and students' satisfaction levels.

There are also studies exploring the digitalization in learning and use of technology in informal learning. Yılmaz et al. (2018), investigated university students' usage of the information and communication technologies with a sample of 5021 students in a state university. Findings provided statistical information about the type of device they use the most, how they developed computer and internet usage skills, the frequency and purposes of Internet usage as well as the usage of the internet for informal learning activities. Accordingly, the majority of the students (77%) stated that they have a desktop or laptop and have an internet connection (94%) where they live (home/dormitory etc.). The students stated that they use smartphones the most for internet access (87%). The results indicated that they use internet daily and for social networks (79.3%), getting information (64.5%), listening to music/watching videos (62.9%), downloading files (57.9%), educational purposes (56.1%), news tracking (48.9%), e-mail (35.5%), gaming (23.1%) and shopping (22.9%). The findings yielded that 92% of the students learn new information on their own by using information resources on the internet, that is, they use their mobile devices and the internet as informal learning environments. In different studies, it was concluded that students have positive attitudes towards mobile learning applications (Başoğlu, 2010; Sarıçoban & Özturan, 2012).

Karadağ et. al (2021) evaluated the distance education capacities, human resources, software and hardware infrastructures, budgets and future projections of 30 universities, 20 of which are state universities and 10 of them are foundation universities. The findings showed that distance education capacities of universities in Türkiye, in terms of human resource, hardware and software infrastructure and capacity, content capacity, test infrastructure and capacity and budgets were low and inadequate.

Yaşar (2013) examined the activities in which smartphones are used in informal learning and the problems encountered. Results of this study suggest that participants are somehow involved in informal learning with their smartphones. Participants mostly use search engines, social media, maps, email and some applications to meet their learning needs, reach different multimedia or text files, as well as making phone calls. Twitter is the most popular social media tool for informal learning. Participants mostly use their phones to read text documents and to reach language-learning applications. Similarly, findings stated that for work related informal learning purposes twitter and text documents are used on smartphones. The problems that the participants are experiencing while using their smartphones for informal learning, generally based on usability problems of device or operating system. Further information on scientific publications on ILS in Türkiye provided in Appendix A.

Analysis: Informal Learning Spaces & Inclusion

Although there are a number of projects, publications, scientific research and application examples related to ILS in Türkiye, it can be said that there is no national level regulation, directive or guide or ILS-related unit within the YÖK. Thus, it can be stated that provision, management and design of informal learning spaces in higher education is not addressed explicitly at policy maker level. Regarding ILS, every university takes decisions in line with their managerial perspectives, opportunities and climatic conditions, and makes some arrangements on campus and faculties.

Considering inclusivity, it is seen that YÖK have legislation on inclusiveness, make legal arrangements in this regard, and create directives and guidelines. Also, other stakeholders, such as, Ministry of Youth and Sports, municipalities, foundations and NGOs work on inclusiveness to mitigate inequalities. Stakeholders have various strategies to reduce existing inequalities. Legislations and regulations are implemented and projects are carried out to reduce inequalities. For instance, giving additional time and points in exams, giving priority to disadvantaged students in scholarship opportunities, and making projects to increase the number of female students in STEM departments.

In Turkey, there are initiatives, previous projects, good practice examples, tools, guidelines, publications related to inclusiveness and informal learning environments. However, the number of these studies are limited, and most of them were developed primarily for K12 schools. Moreover, in some of these studies, it is realized that the concept of informal learning is defined differently from the current project. In these studies, curricular activities carried out outside the school under the guidance of teachers (for example, museum trips, participation in science fairs, etc.) are considered as informal learning activities.

In summary, when ILS is considered, academic awareness has started to develop in Turkey, albeit with small steps, and some studies have begun to be carried out. However, ILS is not an issue on the agenda or a priority at the level of policy makers. Regarding inclusion, both policy makers and other stakeholders and academicians do more work and Türkiye is on a better level in this regard. Nevertheless, studies on inclusion in universities in Turkey are mostly aimed at disabled individuals, economically disadvantaged students and women's equality, there are not many studies on ethnic, religious or sexual orientation diversity and there are no regulations for diversity. In this sense, Turkey is at a very early stage regarding ILS and far from developing strategies to promote inclusive and technologically enhanced ILS in higher education.

Situation on Institutional Level at Akdeniz University

Institutional Context

General Information

Akdeniz University was founded in 1982. As of 2022, it has 24 faculties (18 of them in central campus), 7 institutes, 1 school, 1 conservatory, 12 vocational schools, 4 departmental directorates, and more than 60 research and application centers. Approximately 67.000 students are studying at Akdeniz University, of which 2.489 (%4) are international students.

Faculties in central campus include:

Faculty of Medicine	Faculty of Law
Faculty of Health Sciences	Faculty of Communication
Faculty of Agriculture	Faculty of Fisheries
Faculty of Science	Faculty of Dentistry
Faculty of Letters	Faculty of Theology
Faculty of Economics and Administrative Sciences	Faculty of Tourism
Faculty of Engineering	Faculty of Nursing
Faculty of Education	Faculty of Architecture
Faculty of Fine Arts	Faculty of Applied Sciences
	Faculty of Sport Science

The language of instruction at Akdeniz University is Turkish. Some of the diploma programs with compulsory foreign language preparatory education provide courses with at least 30% of the content in a foreign language, while others may have 100% of the content in a foreign language.

The Institute of Health Sciences offers graduate level education in 57 programs (34 MS and 23 PhD.), including faculties of Medicine, Nursing and Dentistry, and the Faculty of Sport Sciences. The Institute of Science offers 54 graduate programs (22 for doctorate degree and 32 for MS degree). The Institute of Social Sciences offers 43 master's degree programs, 21 doctorate degree programs. The Institute of Fine Arts offers a master's degree program in the Departments of Painting, Music, Ceramics, and Carpet, Rug and Old Fabric Designs. The Institute of Education offers 16 graduate programs, including 13 master's degree programs and 3 doctorate programs.

The Disability Support Unit was established in 2006 to take necessary steps to ease the university experience for students with disabilities in Akdeniz University, and to provide the facilities needed. The unit is responsible for identifying the academic, administrative, physical, psychological, accommodation and social needs of our disabled students, and for determining what must be done to meet their needs. The Disability Support Unit was awarded the "Barrier-free Education Award".

There are various informal learning areas in and around the building of each faculty (canteen, computer lab, study room, reading room, studio, material design room, pergola etc.) and their capacities vary from 3-4 students to 250 students. Some of these areas require permission to use, while others do not. There is wi-fi access in all areas of the building, but the number of computers for common use is limited.

Physical Infrastructure and Learning Spaces

Library: The Central Library was established in 1985. The library, which is built on an area of 4305 m², has a seating capacity of 600 people. In 2010, the Visually Impaired Electronic Hall was added, and an audiobook collection was created. There are also Faculty Libraries and Study Halls in each faculty.

Social Facilities:

The Yakut Living Area consists of a student dining hall with a capacity of 2.000 people, various restaurants, cafeterias, cafes and open-air cinema.

The Olbia Cultural Center provides students with cultural facilities which include an Amphitheatre for 1.500 people, 2 cultural halls with capacities of 100 and 150 people, a culture cafe, art gallery and handicrafts workshop, and is also home to a large number of student clubs. In 2001 the Center was awarded the world famous "Aga Khan Architecture Award" for the originality of its architectural quality.

Ceypark Social Center has a total indoor area of 2.653 m² with a range of restaurants and cafes.
Özgecan Aslan Youth Office and İlahiyat Café.

Faculty Cafeterias

Botanical Garden

Antalya Technopolis (Teknokent) Incubation Center:

The aim of the Antalya Teknokent Entrepreneurship and Incubation Center Prototyping Makerspace is to support the innovation projects of Akdeniz University academics and students. Students can use offices, laboratories and incubation centers as an informal learning space for their projects.

Dormitories:

There are 5 dormitories belonging to the Ministry of Youth and Sports Higher Education Credit and Dormitories General Directorate in and near the Akdeniz University campus. In the dormitories, there are 5.196 female students and 3.424 male students. In addition, there are student apartments and private dormitories in the Kültür District around the university. All dorm rooms have separate study rooms next to their bedrooms and there are study halls on each floor.

Formal & Informal Learning Spaces Other Than Lecture Halls and Seminar Rooms by Faculties

The Faculty of Medicine has laboratories, simulated patient laboratories and simulation laboratories. The Faculty of Agriculture has 35 different laboratories, application greenhouses, animal husbandry facilities and milk processing facilities.

The Faculty of Science has one Herbarium, 15 laboratories and 1 student laboratory.

Faculty of Letters two conference rooms with seating for 226 people, a library, and 4 laboratories.

The Faculty of Engineering has 49 laboratories, 3 computer offices.

The Faculty of Education has one library, one conference room, 4 laboratories, 3 individual counseling rooms and 2 group counseling rooms.

The Faculty of Communication has six units including News Agency, Unique Office, Radio, Akün TV, Institutional Communication, and AİFA workshops.

The Faculty of Dentistry has 8 different clinics and laboratories.

The Faculty of Theology has 1 conference hall and a library.

The Faculty of Nursing has laboratories dealing with basic skills, communication, computers, gynecology and intensive care, and a conference room.

The Faculty of Architecture has two design studios, a computer aided design unit, a measurement and evaluation laboratory and a department library.

The School of Physical Education and Sports has a grass football field, a stadium, 9 tennis courts, one of which is indoor, 3 beach volleyball courts, one of which is indoor, a cinder track, an artificial



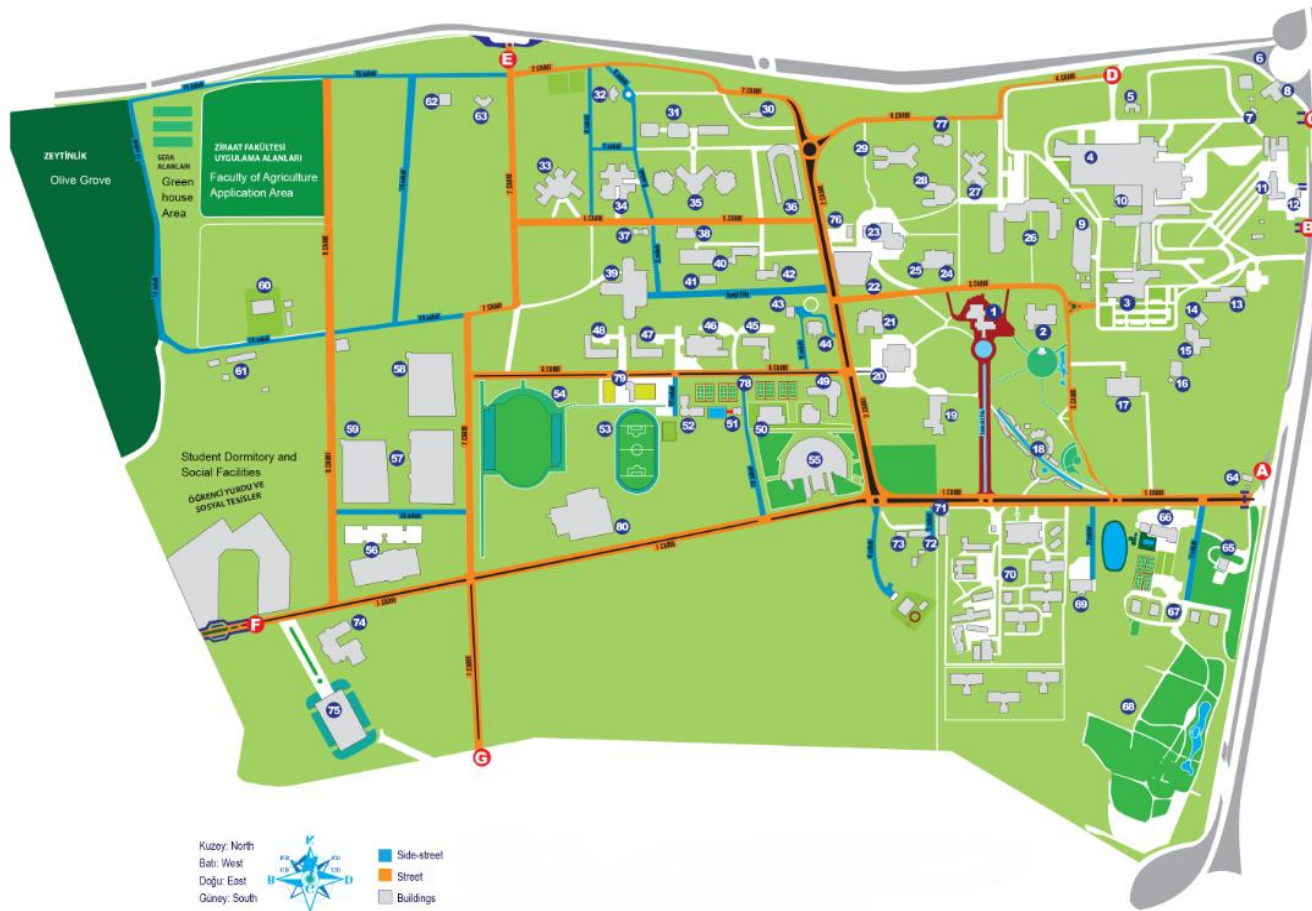
football field, a climbing wall, an indoor swimming pool, 5 multipurpose sports halls, body building centers, and open-air basketball and volleyball courts.

The Faculty of Tourism has a mini hotel, travel agency, practice kitchen, wine tasting unit, a conference hall, a study hall, computer laboratories and a library.

Vocational School of Technical Sciences has 1 technical drawing room, 5 computer laboratories, 2 machine workshops and 24 laboratories.



AKDENİZ UNIVERSITY CAMPUS



- 1-Rectorate
- 2-Library
- 3-Emergency Service
- 4-Research and Application Hospital
- 5-Faculty of Dentistry
- 6-Heating Centre
- 7-Organ Transplantation Building
- 8-AMATEM Building
- 9-Technical Centre
- 10- Oncology Hospital
- 11- Kindergarten
- 12- Assessment, Selection and Placement Centre (ÖSYM)
- 13- Physiotherapy
- 14- Outpatient Psychiatry Centre
- 15- Mental Health Diagnosis and Treatment Centre
- 16- Open-air Sculpture Workshop Area
- 17- Faculty of Fine Arts
- 18- Olbia
- 19- Faculty of Tourism
- 20- Central Cafeteria
- 21- Mediko
- 22- Printing House, Rectorate Service Units and Institutes Building
- 23- Atatürk Conference Hall
- 24- School of Foreign Languages
- 25- Central Classrooms
- 26- Faculty of Medicine, Dean's Office
- 27- Faculty of Nursing
- 28- Faculty of Science B-Block
- 29- Faculty of Science A-Block
- 30- Cafeteria of the Faculty of Agriculture
- 31- Faculty of Agriculture
- 32- Incubation Centre
- 33- Faculty of Fisheries
- 34- Food Research and Development Building
- 35- Faculty of Agriculture Block-4
- 36- Yakut Food & Shopping Centre
- 37- Faculty of Engineering Laboratory Building
- 38- Nano-technology Building – EMUMAM Building
- 39- Faculty of Engineering
- 40- Vocational School of Technical Sciences
- 41- Vocational School of Technical Sciences C-Block
- 42- Faculty of Fisheries Laboratory
- 43- Student Tent
- 44- Student Local
- 45- Faculty of Economics and Administrative Sciences A Block
- 46- Faculty of Economics and Administrative Sciences B Block
- 47- Faculty of Economics and Administrative Sciences C Block – Faculty of Theology
- 48- Faculty of Communication
- 49- School of Physical Education and Sports
- 50- Indoor Sports Hall
- 51- Swimming Pool
- 52- School of Physical Education and Sports
- 53- Football Pitch
- 54- Athletics Track and Tribune
- 55- Faculty of Law (New Building)
- 56- Faculty of Letters
- 57- Faculty of Education
- 58- Faculty of Communication (Construction Area)
- 59- School of Foreign Languages (Construction Area)
- 60- Faculty of Agriculture Animal Housing
- 61- Faculty of Agriculture Animal Housing Poultry House
- 62- Technocity Block 1
- 63- Technocity Block 2
- 64- Security Centre
- 65- Conservatory
- 66- Social Facilities
- 67- Staff Housing
- 68- Botanical Garden
- 69- Vocational School of Health Services
- 70- Credit and Dormitories Institution
- 71- Vocational School of Technical Sciences Application Centre for Furniture and Decoration
- 72- Workshop, Directorate of Operations, Maintenance and Repair
- 73- Directorate of Parks and Gardens
- 74- Faculty of Theology (Construction Area)
- 75- Mosque (Construction Area)
- 76- Student Clubs Centre
- 77- Gerontology
- 78- Tennis Courts
- 79- Football Pitch (Artificial Surface)
- 80- Training Halls
- 81- Student Dormitories and Social Facilities

A-Main Entrance Gate B-Hospital (Emergency) Entrance Gate 1 C-Hospital Entrance Gate 2 D-Hospital North Exit Gate E-North Gate (Technocity Road) F-West Gate (Uncalı Road) G-South Gate

Stakeholder Focus Groups and Interviews

Methodology

This part of the project involves collection and analysis of qualitative data procedures. To this aim, two focus groups with stakeholders were conducted at Akdeniz University. Stakeholders were selected to include those involved in the provision, management, operation, and support of learning spaces from university management (e.g., dean, architect, library managerial staff, distance education center staff) and other key stakeholders (e.g., dormitory psychosocial service staff).

The aim of the focus groups is to explore spatial characteristics, usability, accessibility, equipment and infrastructure of non-formal and non-traditional learning spaces provided by the Akdeniz University and other relevant organizations. Also, awareness, perception and existing strategies among relevant stakeholders to promote inclusive and supportive technologically enhanced informal and non-traditional learning environments, and established approaches to reduce existing inequalities were investigated. In the focus group interviews, the Turkish version of the interview guide and semi-structured interview questions developed by UWK, the work package (PR1) coordinator, were used (see appendix B). Data was transcribed, coded and analysed according to guidelines developed by the UWK. Themes and codes provided in Appendix C.

Implementation

Two stakeholder focus groups were conducted in Akdeniz University. The first focus group was held with seven participants (4 female and 3 male) from different departments and units on 28.06.2022 with two interviewers at Akdeniz University Faculty of Education. It took approximately 120 mins. As of seven participants, two people were from the Directorate of Construction and Maintenance (one is an architect and one is landscape architect), and five participants from other units including Distance Education Center, International Students' Office, dormitories, Main Library, and faculty administration. The second stakeholder focus group was held with four participants (1 female and 3 male) on 05.07.2022 with two interviewers at Akdeniz University Faculty of Education. It took approximately 100 mins. As of four participants, one participant is a faculty dean, one participant is from the Library and Documentation Unit, one participant is from the Student Affairs Directorate, and one participant is from the Health, Culture and Sports Directorate. Table 1. summarizes the participant characteristics of two focus groups.

Table 1: Characteristics of the Participants

	Institution	Department & Unit	Task & Responsibilities
Participant 8	AKD	One of the faculties	Dean (using and developing the faculty and its affiliated units, providing necessary social services to students, conducting education, scientific research and publication activities, supervising and supervising all activities).
Participant 1	AKD	Construction and Maintenance Directorate	Architect (to make the projects of the university buildings and facilities, to control the constructions, to carry out the maintenance works and execution of tender processes for new projects and maintenance works).



Participant 3	AKD	Construction and Maintenance Directorate Landscape Unit	Landscape Architect (designing and landscaping of the campus open areas, carrying out the maintenance, and execution of tender processes for new projects and maintenance works).
Participant 9	AKD	Main Library	Library and Documentation Unit Personnel (development of printed and electronic collection, budget planning, supplies, equipment and materials, building cleaning, maintenance-repair and repair works).
Participant 4	AKD	Main Library	Library Reference Services Unit Personnel (operations Related to Library Automation Program, cataloguing and classification, collection development and provisioning, database operations, orientation and user training, Electronic Library Portal for visually impaired individuals).
Participant 11	AKD	Student Affairs Directorate	Student Affairs Personnel (to organize all works related to new registration, admission and course status of students, graduation, identity, scholarship and tracking of graduates).
Participant 10	AKD	Health, Culture and Sports Directorate	Health, Culture and Sports Directorate Personnel (providing services related to the physical and mental health of the students, providing accommodation, nutrition, study and social-cultural environments, and providing services to improve their health and social conditions).
Participant 2	AKD	AKUZEM (Akdeniz University Distance Education Center) Content Development Unit	Distance Education Center Staff (to carry out distance education programs, student affairs, content development, conducting procedures related to automation systems, to develop e-learning-based courses and programs, to support the formal education with information and communication technologies, and exam organizations).
Participant 5	General Directorate of Student Loans and Dormitories	One of the Dormitories	Psycho-social Services Staff (orientation, counseling and guidance services for the students in dormitory, social relations and community work).
Participant 6	AKD	International Relations Office	International Students Personnel (Designing and implementing international student recruitment process, providing information and consultancy services regarding the admission and entry requirements of international students, orientation processes of the university, directing students to the relevant units. Free Mover and Erasmus student admission procedures).
Participant 7	AKD	Faculty Secretary	Faculty Secretary (managing the administrative works in the faculties, organizing the cleaning, maintenance and repair works, providing educational equipment, preparing the faculty budget).

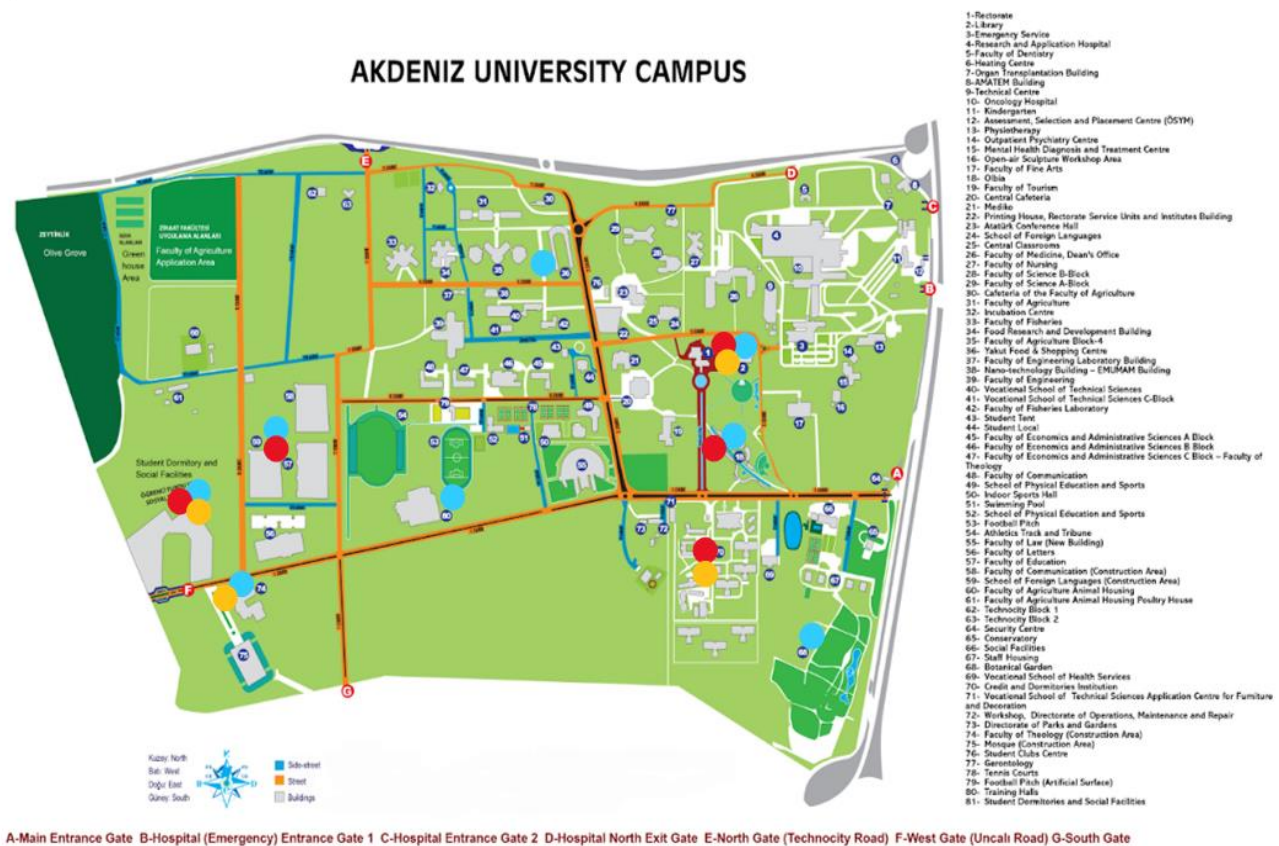
Results

Existing informal learning spaces

Since the campus of Akdeniz University is very large and there are many buildings on the campus, it is very difficult to precisely mark the mentioned ILSs on a map. However, we wanted to show the most popular places. Thus Figure 1 represents the ILS that most of the participants mentioned as popular ILS. Participants mentioned many learning spaces on and around campus. Detailed information about these places can be found in Table 2.

Table 2: Important ILS identified by stakeholders in Akdeniz University

Label	Notes / Description	I n d o o r	O u t d o o r	O f f c a m p u s	F o c u s e d l e a r n i n g	C o l l a b o r a t i v e L e a r n i n g
Library		x			x	x
Study rooms & halls at dormitories		x			x	x
Study rooms in the faculties		x			x	x
Lecture halls that are free/empty/available		x			x	x
Social facilities in campus (Özgecan Aslan Youth Office in campus, Diyanet Café, Olbia, Ceypark, Yakut)	Available free food and beverage (in Özgecan Aslan Youth Office in campus and Diyanet Café)	x			x	x
Foyer in Faculty of Tourism		x			x	
Corridor spaces in the faculty buildings that are designed for studying		x			x	x
Faculty Libraries		x			x	
Faculty Canteens	canteens also have outdoor spaces	x	x			x
Medical school study halls inside university hospital		x			x	
Student social club rooms		x				x
Incubation center (Graduate Schools Building).		x			x	x
Green areas	Campus area as a whole		x		x	x
Botanical Garden			x		x	x
Garden by the lake			x		x	x
Amphitheatre			x			x
Municipality youth center for studying	Available free food and beverage	x		x	x	x
Book cafes nearby		x		x	x	
Private library (Uyanık library cafe)		x		x	x	
Özgecan Aslan Youth Center		x		x	x	x



In both focus groups with stakeholders, similar spaces were defined as formal and informal learning spaces. In the interviews, each learning space was evaluated in terms of the preference by the students, intensity and circulation, as well as the comfort, accessibility and facilities that may affect student well-being. According to the participants of the two stakeholder focus groups, focused learning areas on campus are marked in blue, collaborative learning areas in red, and both focused and collaborative informal learning areas in yellow. Detailed findings on qualitative analysis and examples from quotations are shared in the section below.

Both for focused and collaborative learning

Indoor:

Library, study rooms and halls at dormitories, study rooms in the faculties, lecture halls that are free/empty/available, social facilities in campus (Özgecan Aslan Youth Office in campus, Diyanet Café, Olbia, Ceypark, Yakut), corridor spaces in the faculty buildings that are designed for studying, foyer in faculty of tourism, library of Faculty of Economics, Faculty of Law, Faculty of Theology, Library of Mediterranean Civilizations (Faculty of Literature), 16 canteens at different buildings around campus, Medical School study halls inside university hospital, student social club rooms, and incubation center (graduate schools building) were mentioned as indoor learning spaces by the participants.

“There is a small foyer in the Faculty of Tourism... specially designed in the form of street view, it receives natural light from the ceiling... plants were placed... It was custom made... students love it...”
(SH 3)

Outdoor:

Green areas (campus area as a whole), botanical garden, garden by the lake, amphitheater, 16 canteens also have outdoor spaces (e.g., Faculty of Law canteen, Faculty of Tourism canteen, Faculty of Education, Faculty of Architecture, Faculty of Science, central lecture hall building), and awning outdoor spaces (sponsor bank provided) were mentioned as outdoor learning spaces by the participants.

“Students use the botanic garden... we see conservatory students rehearsing there a lot.” (SH 3)

“Our sponsor bank provided awning outdoor spaces with Wi-Fi and electricity.” (SH 11)

Off campus:

Municipality youth center study hall, book cafes nearby, private library cafe (Uyanık library cafe), and Özgecan Aslan Youth Center were mentioned as off campus informal learning spaces by the participants.

“There is a 4-storey Book Café nearby. The students pay only for drinks. There are study spaces, free internet... and also, they get motivated when they see the other students studying.” (SH 4)

“They work in the library of the Özgecan Aslan Youth Center in the Kultur district. It's bigger than the one on our campus. There's also a library there.” (SH 5)

Places that are no longer popular due to the pandemic & online education:

Participants noted that the ceremony area and the wooded area with circular seating behind the Faculty of Science building used to be popular for group works but its use has decreased after the pandemic. Likewise, the outdoor spaces where the internet is not accessible are no longer preferred by the students because most of them need the internet for materials.

“The wooded area with circular seating areas behind the Faculty of Science used to be used a lot for group works, but its use has decreased due to the distant education during the pandemic.” (SH 3)

“There is no internet access in outdoor areas which are not close to buildings, so some places are no longer preferred.” (SH 4)

Collaborative learning:

Social facilities in campus (Özgecan Aslan Youth Office in campus, Diyanet Café, Olbia, Ceypark, Yakut), green areas, foyer in Faculty of Tourism, lecture halls that are free/empty/available, study halls in dormitories, and library were mentioned as the places that students usually use for collaborative learning by the participants.

Focused learning:

Study rooms in dormitories, lecture halls that are free/empty/available, library, book cafes nearby and green areas were mentioned as the places that students usually use for focused learning.

Characteristics of informal learning spaces

Basic needs (Food & hygiene):

Participants stated that almost all of the ILSs on campus are close to places where students can find food and beverages. All the faculty buildings have cafeterias and there are three social facilities with lots of cafes and restaurants.

➤ *No food or beverage available:*

One of the participants stated that for the library, at night time, the only choice for food is the canteen at the Medical School' hospital. However, one other participant opposed this view.

“We only allow water in the library, no other drinks or food. They can't find a place at night; they must go to the canteen at the medical school's hospital.” (SH 4)

“Students want everything very close but in such a big campus it is not possible, the emergency service canteen is 100 meters at most” (SH 11)

➤ *Free food or beverages:*



Some of the participants stated that students prefer to go to ILS where free food and/or beverages are available.

“They prefer Özgecan Aslan Youth Office because there is free tea and coffee.” (SH 1)

“Konyaaltı municipality student club is highly preferred... Because tea, water, soup and Wi-Fi are free there.” (SH 5)

➤ *Cleaning and hygiene:*

According to participants, cleaning and hygiene is not perfect but sufficient in ILSs on campus. However, some places, like libraries, have problems regarding cleaning and hygiene due to the high number of the students using the library, student misuse, and lack of cleaning personnel.

“Yesterday 1800 students used the library, it is not easy to keep clean...When library first opened there were 13 thousand students, but now 70 thousand students are using the library and also the personnel is not enough” (SH 9)

Infrastructure:

Participants from the Construction and Maintenance Directorate stated that the infrastructure in the new buildings is more up to date and students usually don't have problems regarding infrastructure. The library personnel stated that there is a shortage of plugs in the library.

➤ *Shortage of plugs*

“We have a shortage of plugs in the library. Because there are nearly eighty thousand students on the campus which was planned for twenty thousand students.” (SH 4)

Technology and Internet:

Participants stated that some special lecture halls and seminar rooms have computer and technological devices. Other than that most of the ILSs don't have technological devices. One of the participants stated that there are computers in the corridor study area in their faculty. Regarding Wi-Fi, participants stated that all the buildings and their surrounding area have Wi-Fi. However, open areas don't have. In the dormitories students have a quota (16 GB) and internet speed is low due to high numbers of students using the internet at the same time.

➤ *Free Wi-Fi & Sufficient Wi-Fi*

“Libraries have good quality Wi-Fi, there is no spot where Wi-Fi is not working.” (SH 9).

➤ *Insufficient Wi-Fi & Internet quota*

“There is no Wi-Fi in open areas.” (SH 3).

“There is a quota in the dormitories. 16 GB maybe, I am not sure. Students use up their quota quickly... Internet speed slows down when many students are online at the same time” (SH 5)

Furniture comfort:

➤ *Not very comfortable and ergonomic*

Participating stakeholders stated that almost all of the ILSs around the campus buildings have wooden and metal tables and chairs and they are not very comfortable or ergonomic. Some of the chairs have a cushion cover but some don't. Cafeteria chairs are usually PVC.

➤ *Small desks/tables*

Library personnel mentioned that the designers made the tables in the library small in order to make more seats. Students are not comfortable when working at those tables, especially while using a book and a notebook together.

➤ *Students' higher expectations regarding comfort*

Some of the participants also stated that expectations of this generation regarding the comfort are high, they also want to increase the comfort of the furniture but this needs a budget and currently the university doesn't have a plan for this.

➤ *Too much comfort is not needed*



On the other hand, some other participants stated that too much comfort is not good for studying and students have similar requests from time to time.

“We have replaced the wooden chairs in the library with the comfortable ones, but the students asked for wooden ones back.” (SH 9)

Temperature & ventilation:

All the buildings on campus have AC, so the temperature is adjustable and they are usually controlled from each room by the users. The library personnel stated that AC in the library is not perfect but enough. Sometimes during very hot or cold weather students complain about it, but usually it is ok. For the outdoor spaces, since the number of sunny days are very much in Antalya, students and all the people are looking for shady spaces on campus. There are some very good places that students can use for informal learning but they are not shady. The sponsor bank of the university provided shady outdoor spaces with Wi-Fi and plugs but they did not continue with the maintenance. So, these places are no longer good for use.

➤ *Sufficient:*

“The library is warm in wintertime and cool in summer, not perfect but enough I think.” (SH 9)

“Students prefer shady places, even if they sit in the parking lot. There is a square just behind the library, but I never see students there because there is no shadow. Likewise, there is an amphitheatre. They can actually gather there, too. But there's also a shading issue there. The path of love is wide, suitable for working as a group. But since the sun is a problem there too...” (SH 1)

➤ *Insufficient:*

“We do the cooling in the library with living room type air conditioners. Not very useful of course. This is an issue we get the most complaints about... ventilation is not enough.” (SH 4).

Acoustics:

Regarding acoustics, only conference rooms have acoustics on campus, participants stated that there is an acoustic problem in the library. The botanical garden which is very close to the highway also needs a sound wall since there is a lot of noise coming from there.

“We have an acoustic problem in the library, the place where it should be quiet...” (SH 4).

“The biggest problem of the botanical garden is that there should be a sound wall because too much noise comes from the road...” (SH 1).

Lighting:

Most of the buildings and ILSs on campus don't have a special lighting feature, they only have ceiling lights with fluorescent light. But daylight is very generous due to the climate, so lighting is not a big problem in the ILSs.

“The lighting is not too bad in the library... also we can benefit from the daylight.” (SH 4).

Usability of ILS

Inclusivity:

Foreign students studying in programs that are 100 % English and who don't know Turkish may not be able to communicate with staff who don't speak English. This is an inclusivity problem. Other students usually learn Turkish at prep school and they don't have such problems. For the students with special needs, stakeholders stated that most of the ILSs on campus are inclusive.

Accessibility:

➤ *Physical accessibility:*

Physical access to ILSs on campus is mostly no longer a problem, thanks to ongoing projects and arrangements. All the conference rooms are also physically accessible. The library and faculty of education also have accessibility awards from the Higher Education Council (YÖK). Moreover, there is

a special unit (e.g., audiobooks and books with Braille alphabet) for disabled students in the library. The participant from the dormitory stated that the rooms of the disabled student are located on the ground floor and these rooms (e.g., bathrooms, tables) are specially designed for them. However, these students cannot go to another floor or their friend's room to study.

➤ *Administrative accessibility:*

Library is open 7/24. Individual study rooms and group study rooms have an appointment system. Most of the seminar rooms, lecture halls and study rooms are available during day time until 6 pm since they don't have any special equipment. If there is any special equipment or material in the room, they are locked. Faculty buildings are locked at night but students can enter some buildings with a card. During exam times some of the faculties are open during night time. Conference rooms are working with an appointment system. Özgecan Aslan Youth Center is open until midnight and during weekends.

"Most of the indoor spaces are not locked, only the ones which are equipped are locked." (SD 11)

"Özgecan Aslan Youth office is open until 12 pm...also open on the weekends...There is no set hour for the use of the study halls in the dormitories, but it is used until a certain hour, to avoid noise. But during exam times, the time is more flexible." (SH 5)

➤ *Capacity:*

The capacity of the library is insufficient. Since it was built for fewer students. Students cannot find a seat to study there, especially during midterm and final exam times. There is a plan for building a new library but the budget is not approved by the Higher Education Council yet. In the library, there are 15 individual study rooms for focused learning and only one group study room for collaborative learning, and these are also not enough. Study halls in the dormitories are also always full. Even though some of the students study at their rooms there is a need for a quiet place for some of them and they prefer to study at study halls but the seats are limited at these halls too.

"Our library is insufficient... Even the outside is too crowded, since there is not enough space inside." (SH 2)

"Study halls in the dormitories are always full. Students go to the library, but they can't find a place there, either." (SH 5).

➤ *Circulation and length of use:*

The use of the ILSs on campus depends on the time. When it is exam time students usually use the library 6-7 hours a day, and it is hard to find a place for work. However, when the exams are not close, they use the library for shorter periods and it's easy to find a seat. Some of the students, who have central exams (TUS, DUS, KPSS), study at the library for long hours throughout the semester. These exams are very competitive so basically these students study all the time they have.

"During the exam times, students stay 6-7 hours at the library." (SH 9)

Problems and challenges:

Stakeholders stated that old building plans and the room structure in the dormitories are the main problems about ILSs on campus and they are aware of it but they also added that there is nothing they can do to change it. The library personnel revealed that they read the comments about the library every day, and they know about the complaints.

"I follow the business account on Google. When you write a library, there are 100 negative comments a day about it. Crowded, gloomy etc..." (SH 4)

They do their best to improve the conditions but some of them are not easy to change. They are related to the capacity of building itself. Some of the problems (e.g., AC, acoustics, lighting) require a lot of money. Besides, there are bureaucratic obstacles. In order to change anything on campus you need to get permission from the ministry and this generally takes a lot of time.

➤ *Old Buildings:*



*“We have problems in old buildings on campus.... In these buildings, there are no such study spaces.”
(SH 1)*

➤ *Room structure in dormitories:*

“Dormitory rooms are for 4 people. The room structure is as follows: there is a sleeping area, a bathroom and a study area. However, a student coming out of the bathroom passes through the study area to the sleeping area. This causes noise and movement and distracts students in the study area.” (SH 5)

➤ *Financial and administrative:*

“...besides the financial issues, there are also bureaucratic obstacles. Permission from the ministry is required to build on the campus. It can take years to get these permits.” (SH 1)

Awareness and Strategies on ILS

Existing strategies:

The participants from the construction department stated that in the new buildings they pay attention to study areas. While renovating the old buildings, they usually make arrangements for students with disabilities to increase their physical accessibility (e.g., elevators, ramps, bathrooms). The landscape department stated that they have changed the places of some of the trees and they have changed the watering time of this outdoor space which is close to the dormitories since they have realized that students prefer this place for studying and doing group work in the afternoon and in the evening.

“The open spaces on the right and left of the rectorate road are used a lot, since it is close to the dormitory... we relocated some trees to increase the use of that area and adjusted the irrigation hours accordingly. Now more students can work there.” (SH 3)

“Old buildings often do not comply with new regulations. We then make some renovations. For example, we do sheathing or arrangements for students with disabilities...” (SH 1)

For well-being:

➤ *Foyers & corridors for interaction and socializing:*

The architects stated that they pay special attention to foyers and they think that those places are important for student wellbeing. Foyers can be used for studying or socializing places.

“... corridors are important. We always get criticism because of their wideness. They think it's wasted. It is the interaction area. In new projects, we always make a gathering area in a part far from the lecture halls, where there is a seat, plugs, heating and cooling.” (SH 1).

➤ *Shading:*

Landscape architects stated that shady places are needed throughout the campus since the weather is almost always good to spend time outside. The students also prefer to spend time outside, both for studying and socializing.

➤ *Safety:*

Stakeholders from the health and culture department stated that they are trying to do something for the stray dogs with the municipality but it is not going very well since the dogs are coming from other places to campus constantly. Moreover, some stakeholders stated that lighting of campus should be improved at night.

“There are so many stray dogs in the campus area and it is not safe. Students are afraid of going to the library or elsewhere during the night.” (SH 8)

Awareness for Accessibility:

Stakeholders mentioned that since 2013, all building projects have been suitable for students with disabilities. Old buildings are also being renovated and made convenient for students with disabilities. However, there is still more work to do about WC access for the disabled students in each building.



“WC access is important; I think more work is needed on this issue.” (SH 8)

Use of formal learning spaces as ILS:

Participants stated that most of the buildings and lecture halls are open during working days until 6 pm if there is no special equipment. For the evenings and weekends some arrangements can be made. In some of the faculties, students requested to access the lecture halls after 6 pm and during weekends and the administration have changed this regulation. So, this can be done upon request.

“All lecture halls should be open except for offices and lecture halls with special devices, during exam periods.” (SH 7)

Pandemic and Digitalisation:

➤ Role of digitalisation in use of Learning Spaces

Participants stated that online education will continue after the pandemic because the digital age demands it and the pandemic has shown that it is possible and practical in many ways.

“I think online systems will always exist as a supportive part of education.” (SH 6)

“...digitalization provides timeless and spaceless education. I don't think education needs to be the same as before. Pandemic has shown that it is simple and practical to come together” (SH 2)

➤ Impact of pandemic on teaching:

For most of the faculties, there was no online education efficiency during the pandemic process. It was due to various reasons. Most of the students didn't have Wi-Fi and computers. Classrooms were not equipped properly, and lecturers were not ready for online teaching.

“In the pandemic, it was understood that it was needed, and its feasibility was tested.” (SH 5)

“For the students in the faculty of education, online education was not effective, they did not follow the courses.” (SH 8)

Future expectations and plans:

➤ Renovations & constructions:

In order to increase the quality of ILSs on campus, participants suggested some solutions. The first one was to build a new and comprehensive library with indoor, semi-open, and open space study areas. The second one was dividing the library into sections as loud, less loud, and quiet like in book cafes. The last suggestion was about building outdoor study places between faculties for rainy and sunny days.

“I think the library is inadequate. We need a comprehensive library building to meet the needs of various faculties with both indoor, semi-open and open spaces.” (SH 1)

“Outdoor places are not available in rainy or hot weather... indoor study areas can be built between the faculties. The infrastructure in open areas is very inadequate in terms of security, wi-fi, lighting... if there are indoor study places, students can benefit.” (SH 3)

Stakeholders suggested improving the botanical park in terms of common spaces and internet access. Another suggestion to improve ILSs on campus is to make use of empty spaces in the buildings such as corridors and foyer areas etc.

“... students do not study too far from their faculties. They use the canteen, if there is one, or an empty lecture hall inside the building... arrangements can be made by discovering places in the corridor where sound, light, etc. are suitable.” (SH 2)

➤ Promotion of the ILSs:

They also suggested drone shootings of ILSs on campus can be added to the orientation film. Last one is about developing a software that shows the ILSs on campus and their features (e.g., capacity, furniture, temperature, availability, design, ventilation, acoustics).

“ILS areas may be shot by drone and these pictures can be used for introduction.” (SH 3)

“Software using animations can be developed for orientation.” (SH 6)

➤ *Inclusivity:*

For all students and especially for international students an intro film including ILSs on campus can be prepared.

“... orientation of the international students is crucial. An intro film including ILS can be produced. With these films, international students may have a chance to learn what is in the arrival.” (SH 6)

Different needs of the faculties:

Participants stated that, by nature, some faculties which have practicum courses need special places. For example, the faculty of agriculture needs more open areas. Architecture, Fine Arts, Conservatory... They cannot use their study rooms because both they need drawing tables and generally homework is done in groups. Therefore, empty lecture halls in the faculty of architecture are generally used. Students in the theatre department should also rehearse in a quiet place. Some of the faculties need to be separate and distinct learning spaces.

Conclusion

When the national situation on ILS is considered in Türkiye, it can be stated that an academic awareness has started to develop in Turkey since some academic studies have begun to be carried out on informal learning environments, their spatial characteristics and how these environments can be improved. However, there is no regulation or strategy covering all universities across the country. In this sense, Turkey is far from developing strategies to promote technologically enhanced inclusive ILSs.

Considering the situation in Akdeniz university, it can be stated that there is a similar situation with the country in general. In other words, there is no existing strategy or regulation for technologically enhanced inclusive ILSs at Akdeniz University. The presence of a wide variety of indoor and outdoor spaces where students can work, and the presence of green areas were stated as positive features in stakeholder groups. On the other hand, many negative situations were stated, most of them are related to insufficient capacity. For example, insufficient internet infrastructure, socket plug infrastructure, chairs etc. Also, the need for shaded places in open areas was stated. It can be said that the stakeholders are not fully aware of the needs on some issues or they do not see them as a priority. The participants of the first focus group were relatively younger stakeholders and most of them had no administrative role. In the second group, all the participants had administrative roles in their units. It was observed that the first group had higher awareness of ILS and campus facilities, were more critical, and at the same time had more future strategies and improvement plans, and offered more suggestions. The second group, on the other hand, was less critical, more accepting, and therefore offered fewer suggestions for improvement. They also emphasized the role of the Higher Education Council on budget and the difficulty of bureaucratic procedures more.

For the future, various suggestions have been made to increase the quality and accessibility of existing ILSs. They also suggested building shaded study areas between faculty buildings and providing the necessary infrastructure. In summary, it can be said that stakeholders have knowledge about the ILSs most preferred by students on and off campus, the characteristics of these places, the aspects of the ILSs that need improvement, and the needs of the students in terms of ILSs. However, it has been realized that in addition to the strategies for disabled students, more work is needed for stakeholders to have a more holistic view of inclusion and accessibility.

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Appendix A – Websites and Links

Key Stakeholders in Türkiye

Provision, Management and Design of Learning Spaces in Higher Education

- Higher Education Council (YÖK)
<https://www.yok.gov.tr/>
- The General Directorate of Student Loans and Dormitories
<https://kygm.gsb.gov.tr/>
- Ministry of Youth and Sports
<https://gsb.gov.tr/>
- Turkish Education Foundation (TEV)
<https://www.tev.org.tr/homepage/en>
- Sabancı Foundation
<https://www.sabancivakfi.org/Page.aspx>

Promoting and Supporting of Inclusivity in Higher Education

- YÖK Disabled Students Commission
<https://engelsiz.yok.gov.tr/>
- Assessment, Selection and Placement Center (ÖSYM)
<https://www.osym.gov.tr/>
- Turkish Education Foundation (TEV)
<https://www.tev.org.tr/homepage/en>
- Sabancı Foundation
<https://www.sabancivakfi.org/Page.aspx>
- Kaos GL
<https://kaosgl.org/>
- Flying Broom Women's Communication and Research Association
<https://flyingbroom.org/>
- Barrier-Free Informatics Platform
<https://www.engelsizbilisim.org/>

Engaging with Informal and Non-conventional Learning Spaces

- Informal Learning Youth Center (YAŞÖM)
<https://yasom.org/>
- Journal of Research in Informal Environments
<https://dergipark.org.tr/en/pub/jrinen>

Informal and Non-conventional Learning Spaces in Türkiye

Projects and Good Practice Examples

- The Design FILS (Future Innovative Learning Spaces) Project
<https://designfils.eba.gov.tr/>
- Sabancı Foundation organizes Changemakers Program



- <https://www.sabancivakfi.org/en/social-change/changemakers>
- Informal Learning Youth Center (YAŞÖM)
<https://yasom.org/>
- Teknofest Educational Technologies Competition
<https://teknofest.org/en/competitions/competition/20>
- Design Your Schoolyard workshops
<https://www.forcities.org/idea/UR7KcRpQmGoChaVbeJAs>

Tools and Guidance Material

- Higher Education Institutions Disabled Counseling and Coordination Regulation
<https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=14214&mevzuatTur=KurumVeKurulurulusYonetmeligi&mevzuatTertip=5>
- Design in Space Arrangements for the Disabled Booklet by YÖK
https://engelsiz.yok.gov.tr/Documents/MekanErisilebilirliigi/Engelliler_Icin_Mekan_Duzenlemelerinde_Kapsayici_Tasarim_20_03_2017.pdf
- Accessibility in Distance and Formal Education Process Guidance Material
<http://engelsiz.itu.edu.tr/kapsayici-e%C4%9Fi-ti-m-i-%C3%A7eri-%C4%9Fi-olu%C5%9Fturma>
- Space for Inclusion Booklet
<https://www.germanturkishinitiative.org/tr/kapsayici-mekanlar-araclar>

Scientific Publications

Publications	Short description of publication	Weblink
The effect of informal learning on teachers' professional development: A case study	The aim of this research was to analyze the opinions of teachers working in High Schools on informal learning regarding if they had any informal learning in school environment, which informal learning activities took place, and if this learning had a contribution to their professional development.	http://www.ijonte.org/FileUpload/ks63207/File/02.rabia_vezne.pdf
Applicability of Inclusiveness in Higher Education	This study aims to contribute to these discussions with an emphasis on learning cultures and learning communities, through opening paths of thought on how online learning or open and distance learning may increase inclusiveness in higher education.	https://dergipark.org.tr/tr/download/article-file/1210292
Design for everybody beyond obligation: campus accessibility	This article is about campus accessibility and the author gives architectural suggestions for planning and implementation. Moreover, the author describes the ILS situation in Türkiye	http://www.mimarlikdergisi.com/index.cfm?sayfa=mimarlik&DergiSayi=418&ReclD=4572
Quality of student life in university campuses: case of Gebze Technical University	This study is a master's thesis in Landscape Architecture and explores the factors affecting university satisfaction and campus life quality. Sample consists of 355 university students in Gebze Technical University.	https://acikbilim.yok.gov.tr/bitstream/handle/20.500.12812/268098/yokAcikBilim_10335018.pdf?sequence=-1
Determining the role of technology in student engagement and examining of the relationships between student engagement and technology use in class	This study is a PhD Thesis from the Computer and Instructional Technologies Education Department conducted with 1219 students attending Education Faculty at Anadolu University to determine the role of technology in student engagement.	https://earsiv.anadolu.edu.tr/xmlui/bitstream/handle/11421/3117/907238.pdf?sequence=1



Landscape Design of a Campus Outdoor Spaces: Süleyman Demirel University Faculty of Forestry Building	This study describes the outdoor design process of a campus learning environment. Before the design phase, spatial, functional and natural landscape data of the area were analyzed and positive and negative qualities, and user needs were determined. Landscape design of the faculty was constructed in detail with regard to semantic, syntactic and pragmatic dimensions and “reflecting formal education to outdoors” became the concept of the design.	https://dergipark.org.tr/en/download/article-file/159759
Outdoor Space Quality: Case Study of a University Campus Plaza	This study investigated the concept of campus plaza, e.g. the outdoor space of the Selcuk University located in Konya, Turkey. The objective of the study is to determine the principles regarding the establishment of this space.	file:///C:/Users/DellPro/Downloads/Outdoor_Space_Quality_Case_Study_of_a_University_C.pdf
Place attachment of income students to university campus in KTU example	The aim of this study is to determine the level of emotional attachment of students from different cities and to investigate how this affects the educational experience at the Karadeniz Technical University (KTÜ) main campus.	https://www.researchgate.net/profile/Tugba-Duzenli/publication/328419685_KTU_ORNEGINDE_SEHIRDISINDAN_GELEN_UGRENCILERIN_UNIVERSITE_KAMPUSUNE_AIDIYETI_-
Evaluation of the effect of interaction between the user and the natural environment in the interior spaces on mental well-being in the example of Mimar Sinan Fine Arts University	In this study, with the hypothesis that “Interacting with the natural environment in the interior positively affects the mental well-being of the users”, the natural environment-human-space interactions, the reasons for the idea of turning to nature and why this interaction should be provided were examined.	https://dergipark.org.tr/en/download/article-file/2159665
Campus environment through the lens of graduate students: A Photovoice study	The aim of this study is to examine the perceptions of graduate students about campus culture and climate with photovoice, which is a participatory action research method.	https://dergipark.org.tr/en/download/article-file/1767712
University Students’ Use of Campus Open and Green Spaces and Their Satisfaction	The purpose of this study was to determine the satisfaction level of students regarding their use of open-green spaces on the Niğde Ömer Halisdemir University campus.	https://dergipark.org.tr/en/download/article-file/1028913
Exploring the use of smartphones for informal learning	This research investigates the ways that smartphones are used for informal learning both for personal and work-related purposes, the challenges that are faced in the use of smartphones for informal learning by working adults and their views on the reliability of the information in the process of informal learning.	file:///C:/Users/DellPro/Downloads/365624%20(1).pdf
Interactive Satisfaction Assessment System: Mobile Campus	This study includes a mobile satisfaction application developed for users to collect information about some places, departments and services on the campus and to enable administrators to make necessary corrections in line with this collected data.	file:///C:/Users/DellPro/Downloads/karagoz-et-al%20(3).pdf
Digital transformation in education: an evaluation of mobile learning at mental well-being level	The aim of the study is to find out about the attitudes of the students involved in mobile learning and relationship with mental well-being levels. Results indicated a significant relationship between university students' mental well-being levels and mobile learning attitudes.	https://dergipark.org.tr/en/download/article-file/1135863

Evaluation of the Relationship Between Burnout Syndrome and Learning Approaches, Educational Environment and Academic Achievement in the Senior Students of the Faculty of Medicine.	This study aimed to determine the burnout levels of medical students and to determine whether students' learning approach and learning environment are influenced by burnout levels and their relationship with each other.	http://www.openaccess.hacettepe.edu.tr:8080/xmlui/bitstream/handle/11655/9102/Lale%20O%CC%88z%C4%B1s%CC%A7%C4%B1k-Tez%2027.9.2019.pdf?sequence=3
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Appendix B – Guidelines for Focus Group Interviews with Stakeholders (in Turkish)



Paydaşlarla Odak Grup Görüşmeleri Rehberi

Proje Sonucu 1 - Ülke bağlam analizi: İnfomal öğrenme ortamlarının mevcudiyeti ve altyapısı

Version: May 2022, ENG

Paydaş Odak Grup Görüşme Rehberi: Kapsayıcı İnfomal Öğrenme Alanları İçin Yeni Yaklaşımlar

Odak grup görüşmesi için katılımcılara önceden “Araştırma Bilgileri ve Araştırmaya Katılım Onam Formunu” gönderiniz

Yüz yüze odak gruplar / görüşmeler için kontrol listesi:

- o Görüşme rehberi
- o Ses kayıt cihazı
- o Onam formları (her bir katılımcı için)
- o Arka plan soruları (her bir katılımcı için)
- o Kampüs haritası (arka plan soruları ile beraber veya ayrı olarak)
- o Kampüs haritasında yerleri işaretlemek için renkli kalemler ve/veya çıkartmalar

Çevrimiçi odak gruplar / görüşmeler için kontrol listesi:

- o Görüşme rehberi
- o Kampüs haritası ve arka plan sorularını içeren Mural Board panosu
- o Görüşmeye başlamadan önce katılımcılardan imzalı onam formunu göndermelerini isteyiniz.

ALTERNATİF: Onam beyanı görüşmenin başında teybe kaydedilebilir ve yazıya dökülebilir (böylece imza toplamak ve saklamak gerekmez)!

İmzalanmış onam formlarını başladığınız anda toplayınız veya başlamadan önce onam formlarını dağıtarak katılımcılara okuyup imzalamaları için zaman veriniz.

Giriş (5 dakika):

Değerli Katılımcılar,

Araştırmaya katılmayı kabul ettiğiniz ve bu konudaki görüşleriniz ve bakış açınız hakkında konuşmak için zaman ayırdığınız için teşekkür ederiz. Bu odak grup (görüşme) ile kampüsteki ve kampüs çevresindeki informal öğrenme ortamları ve bu ortamların kullanımları hakkında daha fazla bilgi edinmek istiyoruz. İnfomal öğrenme ortamları ile, yüz yüze öğretim etkinliklerinin dışında; öğrencilerin farklı öğrenme etkinlikleri için (bireysel veya işbirlikçi) bağımsız olarak seçtikleri ve öğrenme etkinliklerini kendi kendilerine organize ettikleri öğrenme alanlarını kastediyoruz. Bu ortamlar genellikle öğrenci salonları, koridor alanları, kütüphane çalışma alanları, kafeler veya dış mekanlar gibi derslikler, seminer odaları ve amfiler dışındaki alanları içermektedir. Bu odak grup görüşmesinde aşağıdaki konuları ele alarak daha fazla bilgi edinmeyi amaçlıyoruz:

- Kurumunuz tarafından üniversite ve çevresinde sağlanan informal öğrenme ortamlarının mekansal özellikleri, kullanılabilirliği, erişilebilirliği, donanımı ve altyapısı ve;
- Teknolojik olarak geliştirilmiş, kapsayıcı ve destekleyici informal öğrenme ortamlarına ilişkin bakış açınız ve öğrenciler arasındaki mevcut eşitsizlikleri azaltmak için stratejileriniz ve yaklaşımlarınız.

Görüşmenin 60 ila 90 dakika arasında süreceği öngörülmektedir. Gizlilik için, onam formunda da belirtilen, aşağıdaki konuları hatırlatmak isteriz:

- 1) Bu oturum ses kaydına alınacak ve kayıtlar Avrupa veri koruma yönetmeliklerine göre yüksek gizlilikle saklanacaktır.
- 2) Gerçek adınız kullanılmayacak, bunun yerine takma adlar kullanılacaktır.
- 3) Kayıtlara sadece proje ekibinin erişimi olacaktır.
- 4) Görüşmeyi istediğiniz zaman durdurabilirsiniz.

Katılımınız araştırmamız için çok değerli. Araştırmamız veya odak grup (görüşme) sürecimiz hakkında başka sorularınız varsa, lütfen sormaktan çekinmeyiniz.

Ses kaydını başlatınız

Sorular:

Arka Plan (10 dakika): Odak grubu/görüşmeyi yüz yüze yapıyorsanız, kampüs haritasını ve aşağıdaki arka plan sorularını dağıtınız. Görüşmeleri çevrimiçi yapıyorsanız, kampüs haritası ve bu arka plan soruları ile Mural Board sayfasının bağlantısını paylaşınız.

1. Kendinizi tanıtır mısınız?
 - a. Pozisyonunuz nedir?
 - b. Hangi bölümde/birimdesiniz?
 - c. Görev ve sorumluluklarınız nelerdir?



İnformal Öğrenme Alanları (30 dakika): Görüşmemizin bu bölümünde, üniversite ve çevresinde kurumlarınız tarafından sağlanan informal öğrenme ortamlarının mekânsal özelliklerini, kullanılabilirliğini, erişilebilirliğini, ekipmanını ve altyapısını araştıracağız. Lütfen çıkartmaları kullanarak haritalarınızda en sık /en yaygın kullanılan informal öğrenme alanlarını işaretleyiniz.

2. Kampüsünüzde ve çevresinde öğrenciler için ne tür informal öğrenme alanları bulunuyor?

3. Bu mekânların özellikleri nelerdir?

- ışık, akustik, sıcaklık, havalandırma,
- mobilya (renk/malzeme/kullanım), teknoloji altyapısı (W-LAN, fiş ve prizler dahil),
- yiyecek ve içeceğe erişim ve hijyen (sıhhi altyapı, temizlik vb...)?

4. Öğrenciler bu alanları nasıl kullanıyor? Odaklanmış öğrenme etkinlikleri için hangi alanlar kullanılıyor? İşbirliğine dayalı (toplu halde/grupla) öğrenme etkinlikleri için hangi alanlar kullanılıyor? (Not: Burada katılımcılara bu yerleri haritada veya Mural Boardda farklı renklerle işaretlemelerini söyleyebiliriz)

5. Aşağıdaki bölümde, üniversite kampüsünüzdeki informal öğrenme alanlarının *kapasite, konfor, erişilebilirlik, sirkülasyon, uyarlanabilirlik, çeşitlilik ve esneklik* açısından kullanılabilirliği hakkındaki görüşlerinizi almak istiyoruz:

- Bu yerlerin kullanımına ilişkin koşullar/gereklilikler (idari, mali, yasal) var mı?
- Bu yerlerin kapasitesi öğrenci sayısı için yeterli mi?
- Bu yerler rahat mı, öğrencilerin iyi oluşu ve öğrenimi için elverişli mi?
- Fiziksel ve idari açıdan bu yerler ne kadar erişilebilir? Tüm öğrencilerin bu alanlara erişme ve kullanma konusunda eşit şansa sahip olduğunu düşünüyor musunuz? Yanıtınız hayır ise, neden?
- Bu informal öğrenme ortamları ne kadar esnek ve uyarlanabilir?
- “sirkülasyon” ile ilgili olarak: Öğrencilerin bu informal öğrenme ortamlarında bir günde ortalama kalış süresi nedir /öğrencilerin bu ortamları ortalama kullanım süresi nedir?

6. Mevzuat, yönetim, mali ve idari açıdan ve öğrenci açısından bahsedilen informal öğrenme ortamlarıyla ilgili sorunlar ve zorluklarla ilgili görüşlerinizi merak ediyoruz.

- Bu ortamların kullanımına ilişkin düzenlemeler ve yönetimi ile ilgili olarak fark ettiğiniz sorunlar veya zorluklar nelerdir?
- Mali ve idari konulardaki sorunlar veya zorluklar nelerdir?

c. Öğrenciler açısından sorunlar ve zorluklar nelerdir?

Bu yerlerin çekiciliğini, kullanımını ve erişimini artırma stratejileri (30 dakika): Görüşmemizin bundan sonraki bölümünde teknolojik olarak geliştirilmiş, kapsayıcı ve destekleyici informal öğrenme ortamlarına ilişkin bakış açılarınızı ve öğrenciler arasındaki eşitsizlikleri azaltmak için yaklaşım ve stratejilerinizi öğrenmek istiyoruz. Ayrıca bu yerlerle ilgili geleceğe yönelik planlar hakkında konuşmak istiyoruz.

7. Bu yerlerin çekiciliğini, kullanımını ve erişimini artırmaya yönelik mevcut stratejileriniz var mı?

a. Evet ise, bunlar nelerdir? Bize bu stratejiler hakkında daha fazla bilgi verebilir misiniz?

b. Hayır ise, öğrencilerin öğrenmesini ve refahını desteklemek için erişilebilirliği, kullanımını ve rahatlığı artırmaya yönelik planlarınız var mı?

8. Pandemi sırasında birçok ders ve öğrenme etkinliği çevrimiçi olarak gerçekleşti. Dijitalleşmenin örgün ve yaygın öğrenmenin geleceği için bir anahtar olduğunu gördük. Pandemi sonrası dönem ve devam eden dijitalleşme göz önüne alındığında, informal öğrenme alanlarının kullanımına ilişkin beklenti ve tercihleriniz nelerdir?

a. Öğrenme ve öğretme yöntemlerinin pandemi öncesi haline dönmesini bekliyor musunuz? Ne gibi değişiklikler bekliyorsunuz?

b. Muhtemelen, gelecekte bazı dersler çevrimiçi olarak verilmeye devam edecek. Bu da dersliklerin daha az kullanılacağı anlamına geliyor. Dersliklerin ve seminer odalarının informal öğrenme faaliyetleri için kullanılabileceğini düşünüyor musunuz?

c. İnfomal öğrenme ortamları ile ilgili gelecek tahminleriniz (vizyonlarınız) nelerdir, özellikle kampüste (öneminin değişmesi, öğrenciler tarafından kullanımın artması vb.)?

9. Konuştuklarımıza eklemek istediğiniz bir şey var mı?

Kapanış (5 dakika): Çalışmamıza zaman ayırdığınız ve katkılarınız için çok teşekkür ederiz. Değerli bir tartışma oldu. Görüşme dökümlerini incelemek isterseniz, sizinle paylaşmaktan memnuniyet duyarız. Nihai raporu da sizlerle paylaşacağız.

Ses kaydını durdurunuz.

