BAU BAHÇEŞEHİR UNIVERSITY

SDG 4: QUALITY EDUCATION



2024-2025

BAU AT A GLANCE

Since its foundation in 1998, the vision of BAU has been to be a global university known for its contribution to scientific, technological, and cultural knowledge through innovative education models and research approaches that reflect international standards as well as service to society. Currently, BAU Global Network comprises of 5 universities (Istanbul, Washington D.C., Berlin, Cyprus, Batumi), 5 liaison offices (BAU Global Azerbaijan Jordan, Uzbekistan, Mongolia, Pakistan) and 5 language schools.

Bahçeşehir University (BAU) is committed to advancing the wellbeing of local and global communities by integrating the United Nations Sustainable Development Goals (SDGs) into its institutional governance, operations, organisational culture, educational programmes, academic research and stakeholder partnerships. Through this integrated approach, BAU seeks to align its academic mission and institutional practices with sustainable development priorities and contribute to positive societal change.

Bringing together staff, students and alumni, BAU promotes a university community guided by ethical conduct, social responsibility and global citizenship. The University encourages its members to recognise their responsibilities towards one another, wider society and the environment, and to apply their knowledge and skills to building a more inclusive, equitable and sustainable future.

BAU IN THE TIMES HIGHER EDUCATION

BAU participates in the Times Higher Education (THE) Impact Rankings since 2019. According to the current rankings, BAU belongs to the 1000-12000 band in the World University Rankings, 59th in the Impact Rankings and the 251-300 in the Asia University Rankings 2026. Also, BAU is ranked as the top university in Türkiye.

The university continuously increases its standing in categories related to the UN Sustainable Development Goals. As of 2026, BAU holds the following standings in the THE Impact Rankings;

- 2nd in Gender Equality
- 6 th in Quality Education
- 77 th in Peace, Justice and Strong Institutions
- 89 th in Partnership for the Goals
- Ranks between 101-200 in Reducing Inequalities
- Ranks between 201-300 in Industry, Innovation and Infrastructure

The University takes the above-mentioned rankings as evaluation criteria for progress regarding its adherence and contribution to the UN Sustainable Development Goals and will continue to report its advancement in the rankings on a yearly basis.

Bahçeşehir University and SDG 4: Advancing Quality, Inclusive, and Lifelong Education

Bahçeşehir University (BAU) is deeply committed to advancing quality education for all, ensuring that learning serves as a transformative force not only for its students but also for the broader community.

Grounded in the principles of accessibility, inclusivity, and innovation, BAU's educational philosophy prioritizes academic excellence alongside social impact. The university integrates theory with practice, enabling students to develop the competencies, creativity, and ethical awareness required to thrive in a rapidly changing world.

Through interdisciplinary programs, experiential learning models, and global partnerships, BAU empowers individuals to become active contributors to sustainable development, aligning its efforts with the targets of Sustainable Development Goal 4 (Quality Education).

Extending beyond the boundaries of the university, BAU's educational mission reaches the wider society through community-oriented programs, public learning initiatives, and outreach training that promote lifelong learning and equitable access to knowledge.

By linking academic expertise with real-world challenges, the university fosters an ecosystem where education is both a personal right and a collective responsibility.

Bahçeşehir University's Commitment to Meaningful, Quality and Lifelong Education

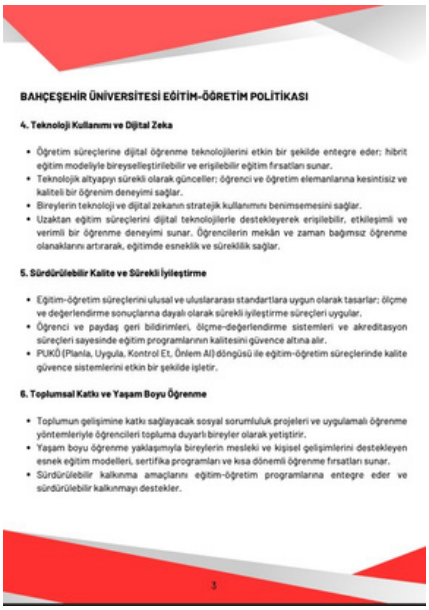
Bahçeşehir University's Education and Teaching Policy reflects its firm institutional commitment to SDG 4: Quality Education and to providing meaningful, inclusive and future-oriented learning opportunities. Guided by its vision of excellence in education, research and societal contribution, the University approaches education as a comprehensive process that supports students' academic, intellectual, ethical, physical, psychological and professional development. Its student-centred model combines research and practice-based learning with critical thinking, problem-solving, creativity, innovation and interdisciplinary collaboration, enabling learners to transform knowledge into social and economic value.

Bahçeşehir University is committed to ensuring the quality, accessibility and continued relevance of its educational provision. Individualised and accessible learning environments, stakeholder participation, intercultural competence, international academic experiences and respect for diversity are embedded within its educational approach. The effective integration of digital technologies, hybrid education and flexible learning models further expands opportunities for learning independent of time and place. At the same time, national and international accreditation processes, systematic assessment, stakeholder feedback and

data-driven continuous improvement mechanisms safeguard educational quality and support the sustainable development of academic programmes.

Lifelong learning constitutes another central pillar of the policy. Through flexible educational models, certificate programmes and short-term learning opportunities, Bahçeşehir University supports the continuing personal and professional development of individuals beyond formal degree education. By integrating the Sustainable Development Goals into its curricula, connecting learning with societal needs and promoting ethical values, academic integrity and global responsibility, the University demonstrates that quality education is not limited to the transmission of knowledge. It is a lifelong and transformative process that equips individuals to contribute meaningfully to society and respond effectively to a rapidly changing world.

The images below present Bahçeşehir University's Education and Teaching Policy in its original form.



BAHÇEŞEHİR ÜNİVERSİTESİ EĞİTİM-ÖĞRETİM POLİTİKASI

4. Teknoloji Kullanımı ve Dijital Zeka

- Öğretim süreçlerine dijital öğrenme teknolojilerini etkin bir şekilde entegre eder; hibrit eğitim modeliyle bireyselleştirilebilir ve erişilebilir eğitim fırsatları sunar.
- Teknolojik altyapıyı sürekli olarak günceller; öğrenci ve öğretim elemanlarına kesintisiz ve kaliteli bir öğrenim deneyimi sağlar.
- Bireylerin teknoloji ve dijital zekanın stratejik kullanımını benimsemesini sağlar.
- Uzaktan eğitim süreçlerini dijital teknolojilerle destekleyerek erişilebilir, etkileşimli ve verimli bir öğrenme deneyimi sunar. Öğrencilerin mekân ve zaman bağımsız öğrenme olanaklarını artırarak, eğitimde esneklik ve süreklilik sağlar.

5. Sürdürülebilir Kalite ve Sürekli İyileştirme

- Eğitim-öğretim süreçlerini ulusal ve uluslararası standartlara uygun olarak tasarlar; ölçme ve değerlendirme sonuçlarına dayalı olarak sürekli iyileştirme süreçleri uygular.
- Öğrenci ve paydaş geri bildirimleri, ölçme-değerlendirme sistemleri ve akreditasyon süreçleri sayesinde eğitim programlarının kalitesini güvence altına alır.
- PUKÖ (Planla, Uygula, Kontrol Et, Önlem Al) döngüsü ile eğitim-öğretim süreçlerinde kalite güvence sistemlerini etkin bir şekilde işletir.

6. Toplumsal Katkı ve Yaşam Boyu Öğrenme

- Toplumun gelişimine katkı sağlayacak sosyal sorumluluk projeleri ve uygulamalı öğrenme yöntemleriyle öğrencileri topluma duyarlı bireyler olarak yetiştirir.
- Yaşam boyu öğrenme yaklaşımıyla bireylerin mesleki ve kişisel gelişimlerini destekleyen esnek eğitim modelleri, sertifika programları ve kısa dönemli öğrenme fırsatları sunar.
- Sürdürülebilir kalkınma amaçlarını eğitim-öğretim programlarına entegre eder ve sürdürülebilir kalkınmayı destekler.

3



BAU

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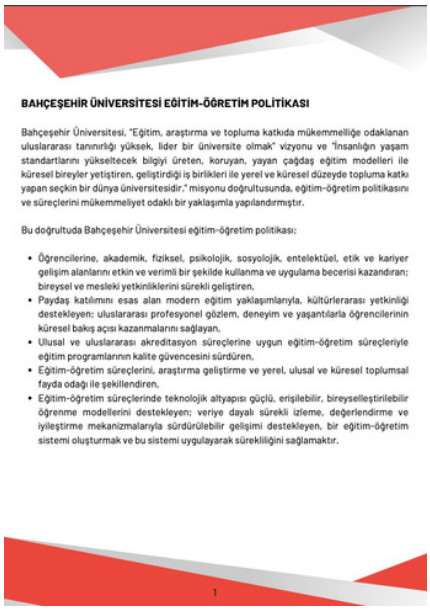

BAHÇEŞEHİR ÜNİVERSİTESİ EĞİTİM-ÖĞRETİM POLİTİKASI

Bahçeşehir Üniversitesi, "Eğitim, araştırma ve topluma katkıda mükemmelliğe odaklanan uluslararası tanınırlığı yüksek, lider bir üniversite olmak" vizyonu ve "İnsanlığın yaşam standartlarını yükseltecek bilgiyi üreten, koruyan, yayan çağdaş eğitim modelleri ile küresel bireyler yetiştiren, geliştirdiği iş birlikleri ile yerel ve küresel düzeyde topluma katkı yapan seçkin bir dünya üniversitesidir." misyonu doğrultusunda, eğitim-öğretim politikasını ve süreçlerini mükemmeliyet odaklı bir yaklaşımla yapılandırmıştır.

Bu doğrultuda Bahçeşehir Üniversitesi eğitim-öğretim politikası:

- Öğrencilerine, akademik, fiziksel, psikolojik, sosyolojik, entelektüel, etik ve kariyer gelişim alanlarını etkin ve verimli bir şekilde kullanma ve uygulama becerisi kazandıran; bireysel ve mesleki yetkinliklerini sürekli geliştiren,
- Paydaş katılımını esas alan modern eğitim yaklaşımlarıyla, kültürlerarası yetkinliği destekleyen; uluslararası profesyonel gözlem, deneyim ve yaşantılarla öğrencilerinin küresel bakış açısı kazanmalarını sağlayan,
- Ulusal ve uluslararası akreditasyon süreçlerine uygun eğitim-öğretim süreçleriyle eğitim programlarının kalite güvencesini sürdüren,
- Eğitim-öğretim süreçlerini, araştırma geliştirme ve yerel, ulusal ve küresel toplumsal fayda odağı ile şekillendiren,
- Eğitim-öğretim süreçlerinde teknolojik altyapısı güçlü, erişilebilir, bireyselleştirilebilir öğrenme modellerini destekleyen; veriye dayalı sürekli izleme, değerlendirme ve iyileştirme mekanizmalarıyla sürdürülebilir gelişimi destekleyen, bir eğitim-öğretim sistemi oluşturmak ve bu sistemi uygulayarak sürekliliğini sağlamaktır.

1



BAHÇEŞEHİR ÜNİVERSİTESİ EĞİTİM-ÖĞRETİM POLİTİKASI

Bu çerçevede, eğitim-öğretim politikamız aşağıdaki ilkeler doğrultusunda şekillendirilmiştir:

1. Araştırma ve Uygulama Temelli Eğitim

- Tüm anabilim dallarında temel araştırma, uygulamalı araştırma ve Ar-Ge faaliyetlerini teşvik eder; öğrencilerin eleştirel düşünme, problem çözme, yaratıcı ve yenilikçi beceriler kazanmasını hedefler.
- Bilimsel bilginin üretilmesi ve uygulanmasını destekleyen bilimsel araştırma becerileri ve disiplinler arası iş birlikleri ile çok yönlü bireyler yetiştirilmesine odaklanır.
- Girişimcilik ve inovasyon odaklı yaklaşım ile öğrencilerin araştırma sonuçlarını ve yenilikçi fikirlerini ekonomik ve sosyal faydaya dönüştürebilme kapasitesini artırır.

2. Öğrenci Merkezli Yaklaşım

- Öğrencilerin akademik, entelektüel, etik, fiziksel ve psikolojik gelişimlerini destekleyen bireyselleştirilmiş ve erişilebilir öğrenme ortamları oluşturmayı hedefler.
- Eğitim-öğretim süreçlerinde öğrenci temsilini ve paydaş katılımını teşvik eder; şeffaf ve kapsayıcı bir karar alma ve uygulama mekanizması sağlar.

3. Kültürlerarası Yetkinlik ve Uluslararasılaşma

- Öğrencilere uluslararası gözlem ve kültürlerarası deneyim kazandırmayı hedefleyen değişim programları ve ortak diploma imkânları sunar.
- Eğitim programlarının uluslararası akreditasyon süreçlerini destekler; yenilikçi uygulamaların üniversiteye entegrasyonunu sağlar.
- Çeşitliliğe saygı gösterir ve farklı kültürler ile etkili işbirliği kurma becerilerini geliştirir.

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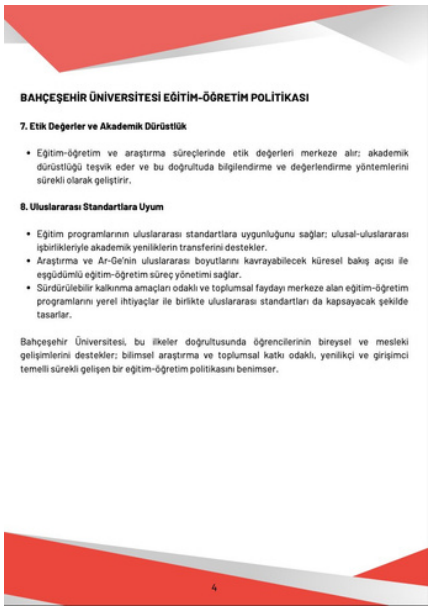

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7. Etik Değerler ve Akademik Dürüstlük

- Eğitim-öğretim ve araştırma süreçlerinde etik değerleri merkeze alır; akademik dürüstlüğü teşvik eder ve bu doğrultuda bilgilendirme ve değerlendirme yöntemlerini sürekli olarak geliştirir.

8. Uluslararası Standartlara Uyum

- Eğitim programlarının uluslararası standartlara uygunluğunu sağlar; ulusal-uluslararası işbirlikleriyle akademik yeniliklerin transferini destekler.
- Araştırma ve Ar-Ge'nin uluslararası boyutlarını kavrayabilecek küresel bakış açısı ile eşgüdümlü eğitim-öğretim süreç yönetimi sağlar.
- Sürdürülebilir kalkınma amaçları odaklı ve toplumsal faydayı merkeze alan eğitim-öğretim programlarını yerel ihtiyaçlar ile birlikte uluslararası standartları da kapsayacak şekilde tasarlar.

Bahçeşehir Üniversitesi, bu ilkeler doğrultusunda öğrencilerinin bireysel ve mesleki gelişimlerini destekler; bilimsel araştırma ve toplumsal katkı odaklı, yenilikçi ve girişimci temelli sürekli gelişen bir eğitim-öğretim politikasını benimser.

4

Expanding Educational Reach through Digital Learning: Bahçeşehir University's Distance Education Policy

Bahçeşehir University regards distance education as a strategic component of contemporary higher education that extends learning beyond the physical campus. Its Distance Education Policy supports SDG 4: Quality Education by reducing limitations of time and location, maintaining educational continuity and creating additional pathways for academic and professional development. Synchronous, asynchronous, face-to-face and hybrid formats are complemented by academic staff training and focused microlearning opportunities. User-friendly platforms, technical assistance and regularly updated infrastructure support reliable participation, while national and international accessibility standards help ensure that digital content can also be used by learners with disabilities.

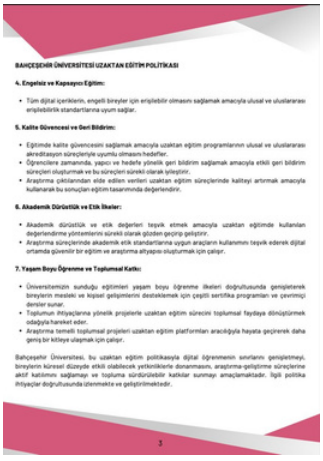
BAU strengthens its digital learning environment through accreditation alignment, research-informed course design, constructive feedback and the regular review of online assessment practices. Data analytics and artificial intelligence are used to examine learner performance and inform new approaches to teaching and research, while academic integrity and ethical principles underpin a trustworthy virtual environment. Through online courses and certificate programmes, the University also enables continuing personal and occupational advancement and brings research-based initiatives to broader sections of society. In this way, distance education becomes an instrument for widening educational reach, sustaining participation and generating social benefit.

The images below present Bahçeşehir University's Distance Education Policy in its original form.









BAU CO-OP Education Model – Integrating Education and Employment

In line with Sustainable Development Goal 4 (Quality Education) and its target to ensure inclusive and equitable learning that prepares individuals for decent work and lifelong opportunities, Bahçeşehir University (BAU) established Türkiye's first CO-OP Education Model in 2008.

This pioneering initiative bridges the gap between academia and industry, ensuring that students acquire practical experience and professional competencies while completing their university education.

Through the CO-OP system, students undertake long-term internships ranging from three to nine months in BAU's partner companies, gaining hands-on experience in real business environments. These students, known as COOPERs, actively participate in projects, decision-making processes, and daily operations, integrating their academic knowledge with workplace practice.

The CO-OP model not only helps students identify their areas of interest and specialization but also provides a seamless transition to employment — many graduates receive job offers from the companies where they completed their internships.

Partner companies benefit equally, as they can identify and recruit skilled, industry-ready employees directly from among the COOPERs.

By aligning higher education with workforce needs, the CO-OP Education Model contributes to sustained, inclusive, and productive employment, supporting both SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) through its innovative university–industry collaboration framework.

BAU Joint Education Model

To further strengthen experiential learning and sectoral engagement, Bahçeşehir University's Faculty of Communication developed the Joint Education Model, a practice-oriented system that integrates academic learning with professional experience. This model ensures that students in communication-related disciplines can apply theoretical knowledge in real industry settings, preparing them for successful careers upon graduation.

Through partnerships with over 90 leading communication institutions across Türkiye, students participate in 14-week semester programs, working three days a week at professional organizations while continuing their coursework. These experiences are fully recognized within the academic curriculum — students earn credit equivalent to two courses, graded jointly by the host institution and academic advisors based on their performance and learning outcomes.

The Joint Education Model allows students to gain experience in diverse fields such as advertising, design, gaming, digital media, corporate communications, and sound production, fostering early professional development and confidence.

Before each semester, students apply for available positions through an open and competitive recruitment process, ensuring equal access and authentic job interview experience.

By creating opportunities for applied learning, skill-building, and professional mentorship, BAU's Joint Education Model provides a transformative educational experience that links theory with practice.

It exemplifies the university's commitment to SDG 4 (Quality Education) by ensuring that students graduate not only with academic knowledge but also with the skills, experience, and confidence to thrive in their chosen professions.

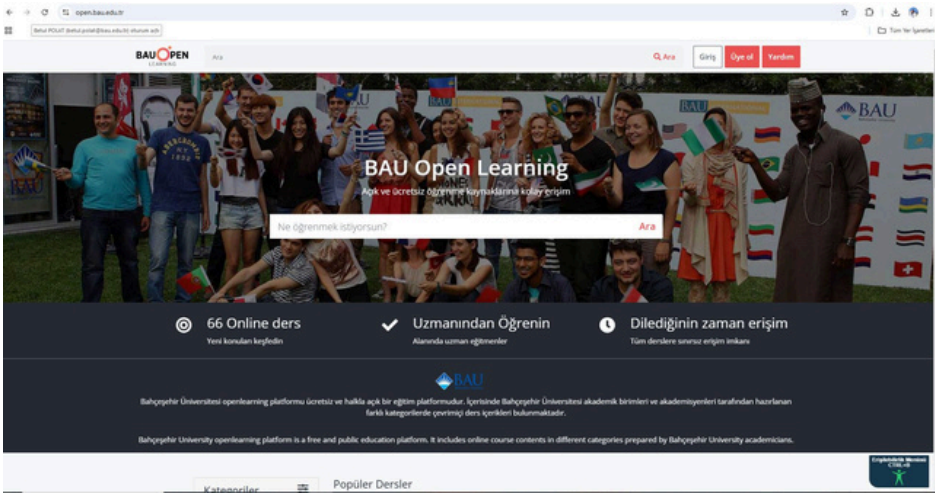
Open Access Education for Lifelong Learning at BAU

Bahçeşehir University is dedicated to promoting the principles of quality education and lifelong learning in alignment with its institutional mission and global educational standards. In pursuit of this commitment, the University actively supports and implements a range of initiatives designed to extend learning opportunities beyond traditional academic boundaries. These initiatives include Free Resources for Lifelong Learners, Free Courses Leading to Certificates, and Free Access to Online Educational Materials.

Through these programs, Bahçeşehir University ensures that individuals of all ages and professional backgrounds can continuously enhance their knowledge and skills in an accessible and inclusive manner. The University's approach emphasizes open access to high-quality educational content, fostering intellectual growth, career advancement, and social development.

The following sections provide a comprehensive overview of the implementation strategies, operational frameworks, and measurable impacts of these lifelong learning initiatives, reflecting Bahçeşehir University's ongoing efforts to democratize education and empower learners globally.

BAU Open Learning



Bahçeşehir University Open Learning Platform is a free and publicly accessible educational initiative established to promote open and inclusive learning opportunities for all. The platform offers a wide range of online course materials across diverse disciplines, meticulously prepared and curated by Bahçeşehir University's distinguished academic staff.

Designed to support both individual and professional development, the BAU Open Learning platform embodies the University's commitment to lifelong learning, digital education, and the democratization of knowledge. By providing high-quality educational content to learners worldwide, it enables participants to engage in self-paced learning and expand their intellectual horizons without financial or geographic barriers.

OpenBAU Platform Overview

Bahçeşehir University upholds equal opportunity in education as a core institutional value. In line with this principle, the OpenBAU platform has been developed to promote inclusivity and equal access to learning.

Accessibility and Design

OpenBAU is designed to reach a wide range of users, regardless of their device, software, or physical limitations. The platform is optimized for full accessibility, supporting screen readers and complete keyboard navigation. All features comply with international W3C Accessibility Standards. Its user-friendly interface minimizes the need for additional software and ensures all page content is accessible.

An accessibility menu, located at the bottom right corner of the homepage, allows users to customize their experience with tools such as color contrast options, text size adjustments, and alternative text descriptions, enhancing usability for visually impaired individuals.

Sign Language Education

To support the participation of hearing-impaired individuals, OpenBAU provides free sign language courses accessible to both students and the general public. This initiative encourages broader societal communication skills and inclusion.

Microsoft Teams Integration

Educational content on OpenBAU integrates with Microsoft Teams' Immersive Reader, allowing automatic text-to-speech playback for visually impaired users. Learners can also adjust line spacing, font size, and background colors for a more personalized and accessible learning experience.

The platform and its full range of freely accessible courses can be explored through the link provided below.

https://open.bau.edu.tr/

BAU Library

Bahçeşehir University (BAU) Barbaros Library, as an integral part of the University, plays a vital role in supporting its educational and research programs by providing users with timely and accurate access to information resources.

The Library is dedicated to facilitating academic excellence by offering comprehensive support for scientific research and scholarly activities. Its mission is to meet the information and research needs of the Bahçeşehir University community—including academics, administrative staff, students, and alumni—while extending its services to the broader public seeking reliable academic resources.

The opening of Barbaros Library's new building marks an important step in the continued development of the University's academic facilities. With expanded study areas and facilities designed to accommodate different learning and research needs, the new building enhances opportunities for independent study, academic exploration, and collaborative learning. By making these facilities accessible to external visitors as well as the University community, BAU extends the benefits of its investment in educational infrastructure to the wider public.

In line with Bahçeşehir University's commitment to inclusive education, equal access to knowledge, and lifelong learning, Barbaros Library is open to everyone, regardless of their affiliation with the University. The Library serves not only BAU students, faculty, and staff, but also members of the general public, students and academics from other universities, and individuals and institutions from the wider community.

Access to the Library and its available resources is provided free of charge, with no requirement to be a member of Bahçeşehir University. External visitors can access the Library by obtaining a daily entrance card, enabling them to benefit from its collections, study spaces, and academic resources. Through this open-access approach, Bahçeşehir University extends its educational resources beyond the campus community and promotes equitable access to knowledge and lifelong learning opportunities for all.

Bahçeşehir University Library's open-access resources are also publicly available through the Library's official website.

Additionally, Bahçeşehir University is an active member of the Free Interlibrary Loan System, which promotes collaboration and resource sharing among academic institutions. Through this system, the University facilitates free and efficient access to information resources across participating libraries. Students, researchers, and faculty members can benefit from a broader network of academic materials through the University's campus facilities, further enriching research and learning opportunities.

https://library.bahcesehir.edu.tr/

The images below showcase BAU Library:





FEJUST Guest Lectures and Open Access Materials (2024–2025)





As part of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University offered a series of hybrid public lectures and online seminars under the title Gendering EU Politics. These sessions were open to both BAU students and the wider public, allowing participants outside the university to join via Zoom and YouTube Live. In addition, lecture notes prepared for the FEJUST undergraduate courses Gender Politics in the EU and Gender in International Development were published as open-access materials on the FEJUST website, providing free access to educational resources for external audiences.

https://bau.edu.tr/content/18129-gendering-eu-politics-seminar-series

https://cdn.bau.edu.tr/content/7m511ro0vf78s-FEJUST%20Lecture%20notes%20combined%20(1).pdf

Bahçeşehir University School of Professional Studies (BAUPRO) and Vocational Training Programs

The Bahçeşehir University School of Professional Studies (BAUPRO) serves as the primary vehicle through which Bahçeşehir University (BAU) delivers its lifelong learning mission to society. Established in 2025, BAUPRO provides a comprehensive portfolio of vocational training, executive education, and professional development programs designed to strengthen the skills and competencies of individuals and institutions in an ever-evolving global environment.

Through accessible, high-quality, and inclusive programs, BAUPRO supports lifelong learning by enabling participants to acquire new knowledge, develop practical abilities, and maintain professional competitiveness in their respective fields. Acting as a bridge between the university and the community, BAUPRO contributes to economic vitality and workforce enhancement by offering short- and long-term certificate programs, corporate training, individual skill development, and sector-focused conferences.

In keeping with Bahçeşehir University's commitment to excellence in education, research, and societal contribution, BAUPRO designs its programs around learner-centered principles, contemporary pedagogy, and the practical application of knowledge. Collaborating with academics, industry professionals, and public institutions, it ensures that each program is aligned with the current needs of the labor market and broader social priorities.

As a forward-thinking and innovative lifelong learning center, BAUPRO promotes equitable access to education by providing opportunities for individuals outside the university's enrolled student body to benefit from BAU's academic expertise.

In line with its mission to provide accessible and high-quality lifelong learning opportunities, BAUPRO offers a broad range of vocational training programs and short-term courses across diverse fields. These programs are designed to meet the evolving needs of professionals, students, and the wider community by combining academic expertise with practical application. Examples of current program offerings include:

- BAU Children's Conservatory
- Train the Trainer Certificate Program
- SQE (Solicitors Qualifying Examination) Preparation Program

- Jazz Certificate Program
- EQ Leadership: Emotional Intelligence–Focused Leadership Training
- Art History Course
- Social Media and Algorithms Course
- Employment Law and Social Security Specialist Certificate Program
- AI-Assisted Content Strategy: SEO and GEO Visibility Course
- Corporate Entrepreneurship Course
- Digital Transformation Strategy with AI Course
- Personal Branding and Image Course
- Finance for Non-Finance Professionals
- Film and Television Acting Academy
- SAKM Children's Acting Academy
- Mini MBA
- Corporate Strategy, Competitive Advantage and Growth Course
- Coaching-Style Leadership
- Cloud, Data and AI Fundamentals for Digital Leaders
- Prompt Engineering
- Sports Media and Communication Specialist Certification Program
- Applied AI and Prompt Engineering
- Design an AI Assistant
- UMS / TMS – IFRS / TFRS Certificate Program

• Vagus Nerve Stimulation Training for Physicians

• Advanced Applied Gamification Course

• Arts and Cultural Management

• Arts Marketing

• Personnel Administration and Payroll Course

• Corporate Communications and Brand Management Certificate Program

• Digital Strategy and Corporate Communications Management

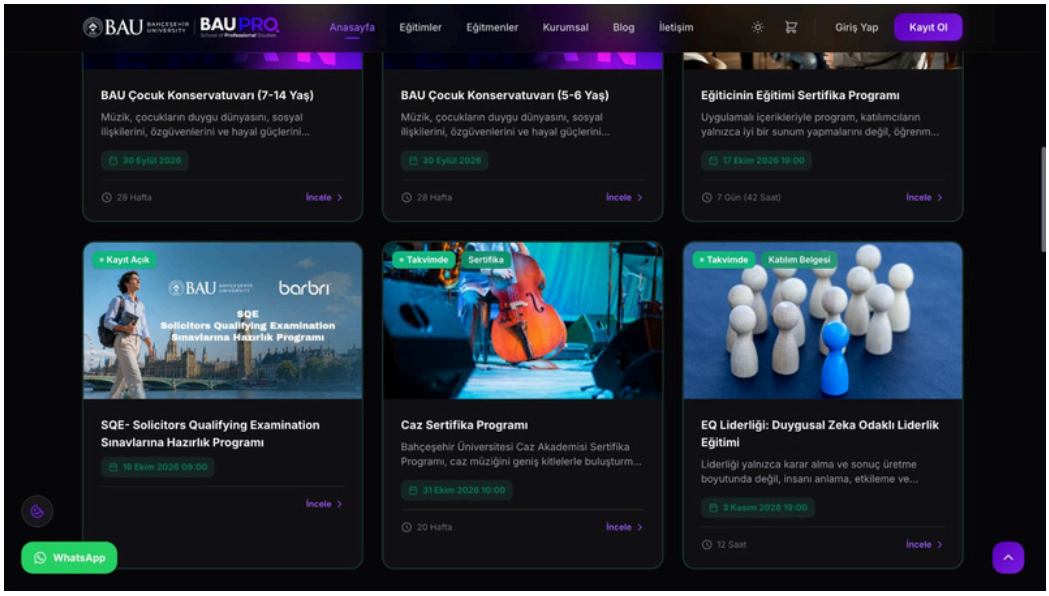
• Art History and Cultural Management Certificate Program

• Strategic Marketing and Brand Management Certificate Program

• Mini Executive MBA

Details about the vocational courses and certificate programs offered by Bahçeşehir University School of Professional Studies (BAUPRO) can be accessed through the following link:

https://baupro.bau.edu.tr/



Bahçeşehir University's Online Learning Platform (BAUGO) and Short Term Courses / Vocational Training Programs

BAUGO is Bahçeşehir University's online learning platform, designed to help individuals invest in their personal and professional growth through high-quality education delivered by academics with extensive industry experience. The platform enables learners to become "a better version of themselves" by providing flexible and accessible learning experiences.

All programs are open to the public and reflect BAU's commitment to lifelong learning, inclusion, and continuous skill development. Participants may choose to attend comprehensive certificate programs or individual short-term courses that align with their personal and professional goals.

The programs are open to the public and reflect BAU's commitment to lifelong learning, inclusion, and continuous skill development. Participants who complete these courses receive an official certificate of achievement, supporting their professional and academic growth.

Examples of certificate programs offered through BAUGO include:

- 21st Century Business Competencies Certificate Program
- Leadership and Effective Management Certificate Program
- Entrepreneurship and Innovation Leadership Certificate Program
- Technology Opportunity Equality Certificate Program
- Organizational Change Management Certificate Program
- Changing Roles and Social Awareness Certificate Program
- Ethical and Environmental Sustainability Certificate Program
- Artificial Intelligence and Future Technologies Certificate Program
- Well-being at Work: The Art of Balance Certificate Program
- Effective Marketing Management Certificate Program
- Human Capital Management Certificate Program
- Next Generation Communication Management Certificate Program

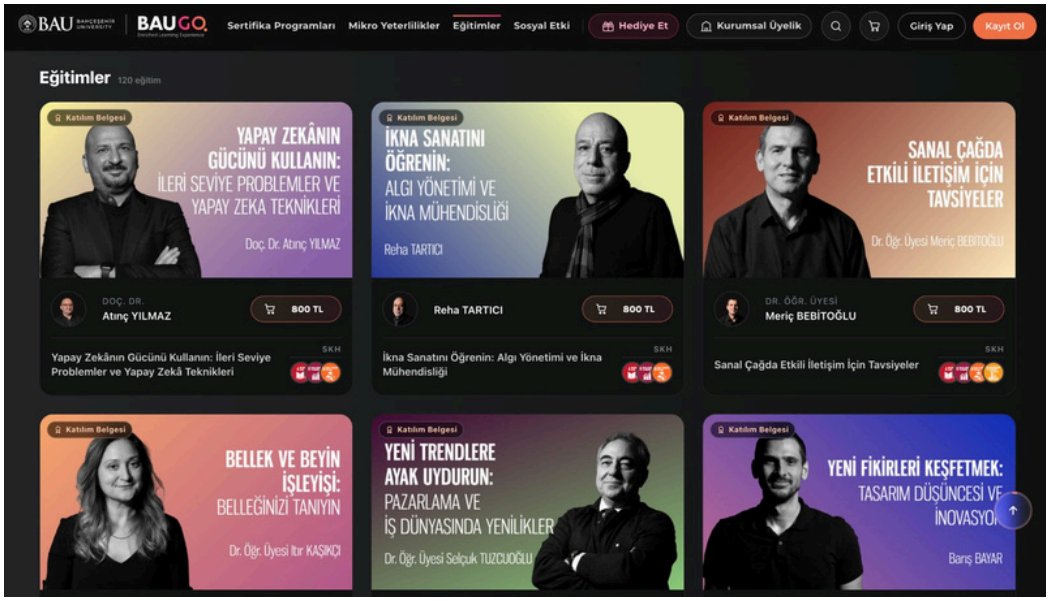
• Financial Literacy for All Certificate Program

Through these diverse, year-round programs, BAU reinforces its role as a leader in lifelong learning, vocational education, and sustainable professional development, ensuring that individuals have continuous opportunities to learn, grow, and contribute to a more skilled and equitable society.

Details about the short-term courses and vocational certificate programs offered by BAUGO can be accessed through the following link:

https://baugo.online/certificate-programs

https://baugo.online/categories



BAU Activities and Initiatives Supporting SDG 4: Quality Education

BAU Software Talent Development Certificate Program



In cooperation with the Ministry of Industry and Technology of the Republic of Türkiye, Bahçeşehir University – Wissen Academy, and with the support of the Istanbul Development Agency (ISTKA), a comprehensive Software Talent Development Certificate Program was established under the Software Talent Training and Employment Center.

Launched in 2023, the program- fully free-of-charge- is scheduled to continue until the end of 2026, offering ongoing opportunities for young people to develop advanced software and digital skills, thereby contributing to sustainable employment and innovation in the technology sector.

The program is a 480-hour professional development initiative designed to train qualified young individuals for the software industry and meet the growing demand for skilled talent in this rapidly evolving sector. The program, implemented entirely free of charge within Bahçeşehir University, combines advanced technical training with career development components, ensuring that participants are well-prepared for the technology job market.

Following the completion of 480 hours of intensive instruction, participants are matched with employment opportunities in the software industry, facilitating a direct transition from training to professional practice.

The program welcomes candidates aged 18–35 who have been unemployed for at least one year or are recent graduates seeking to build careers in emerging technology fields. Over the course of four months, participants receive both technical and career-oriented education delivered by experienced instructors and industry professionals.

All participants who successfully complete the program are awarded a Professional Competency Certificate, validating their expertise and readiness to contribute to the software

and technology ecosystem.

Training Fields:

• Full Stack Programming Specialist Training

• Network, System, and Cyber Security Specialist Training

• Full Data Specialist Training

• Artificial Intelligence Specialist Training

• Game Development Specialist Training

The information page of the free certification program, launched in collaboration with the Ministry of Industry and Technology of the Republic of Turkey, Bahçeşehir University, Istanbul Development Agency, and Wissen Academy, can be accessed through the following links:

https://tto.bau.edu.tr/bau-yazilim-ve-yetenek-merkezi/

https://www.bauyazilimyetenekmerkezi.com/

BAU Equal Opportunity in Technology Certification Program





Bahçeşehir University (BAU), in collaboration with CIFAL Istanbul, affiliated with the United Nations Institute for Training and Research (UNITAR), and in partnership with Yapı Kredi Bank, continues to advance its mission of promoting equality and innovation through the "Equal Opportunity in Technology Certification Program." This initiative is designed to increase women's participation in the fields of technology and innovation, contributing to the creation of a more inclusive and diverse digital future.

The certification program provides free, high-quality training delivered by Bahçeşehir University's distinguished academic staff. Participants engage in comprehensive learning modules covering Big Data, Artificial Intelligence, Cloud Technologies, Cybersecurity, the Internet of Things (IoT), and Industry 5.0. These training contents are developed with a focus on practical applicability and global standards, ensuring participants gain both theoretical knowledge and industry-relevant competencies.

In 2024, the program expanded its scope to reach a broader audience. It is now open to all women aged 15 and above, with no upper age limit, allowing greater inclusivity and ensuring that women of all ages can benefit from technological education and empowerment opportunities.

Participants who successfully complete the certification program and achieve a minimum score of 70 in the final evaluation will receive an E-Government Approved Certificate of Achievement, jointly accredited by UNITAR and Bahçeşehir University. Those who complete at least 75% of the coursework will be awarded a UNITAR-accredited Certificate of Participation.

The Equal Opportunity in Technology Certification Program is entirely free of charge and open to all women who wish to develop their skills and advance their careers in technology. Moreover, individuals of any gender residing in the "Hope Cities" established by Koç Holding after the Kahramanmaraş-centered earthquakes are also eligible to participate, reflecting Bahçeşehir University's unwavering commitment to social responsibility, inclusivity, and equal access to education.

Launched in 2023, the program has already achieved remarkable impact: by the end of 2025, a total of 34,563 women has successfully completed the training and received certificates. The certification program will continue until the end of 2026, aiming to reach and empower even more women across Türkiye and beyond through education, innovation, and equal opportunity.

Detailed information about the program and the application process can be accessed through the link below:

https://baugo.online/certificate-programs/teknolojide-firsat-esitligi

https://tto.bau.edu.tr/en/equal-opportunity-project-in-technology-has-started/

BAU Bridge Certificate Programs









The BAU Bridge Programs offer structured, practice-oriented, and certified learning opportunities designed to strengthen knowledge and skills across various disciplines. Established in 2021 under the Faculty of Economics, Administrative, and Social Sciences (FEAS), these programs have been continuously expanded and enriched through feedback from stakeholders and academic partners.

The BAU Bridge Certificate Programs are free of charge and open to all interested participants, reflecting Bahçeşehir University's commitment to inclusive education and its contribution to Sustainable Development Goal 4 (Quality Education) and Goal 10 (Reduced Inequalities).

By providing accessible, high-quality learning experiences, the programs support both students and external participants in developing essential competencies for academic, professional, and personal growth, while also promoting equal opportunities in education.

The 2025 term featured four distinct certificate programs, each designed and delivered in collaboration with BAU's departments, research centers, and partner institutions. These programs combine academic rigor with applied learning to equip participants with future-oriented competencies.

1- BAU Bridge: Value Chain Management in Sports: Certificate Program on Event Organization and Logistics Management Approaches of Anadolu Efes Sports Club

This BAU Bridge Certificate Program, held at Bahçeşehir University in April 2025, provided participants with practical and vocational knowledge on sports event organization, logistics, fan engagement, sponsorship, and related value-chain processes. By offering accessible higher-education-based training that develops sector-specific knowledge and professional skills, Bahçeşehir University demonstrates its commitment to lifelong learning and enhanced employability.

The program also supports SDG 8 (Decent Work and Economic Growth) by strengthening workforce capabilities and introducing participants to employment opportunities and sustainable growth within the sports industry.

2- BAU Bridge: The Future of Global Trade: Innovation, Sustainability and Digital Transformation

The three-day training program at Bahçeşehir University introduced students and employees to international trade, sustainability, digital transformation, and innovation, while developing their understanding of emerging skills and business practices. By providing accessible learning opportunities that strengthen participants' knowledge, digital competencies, and capacity to respond to evolving professional demands, Bahçeşehir University reinforces its commitment to lifelong and future-oriented learning.

The program also contributes to SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 12 (Responsible Consumption and Production) through its focus on employability, inclusive participation in global markets, and sustainable business practices.

3- BAU Bridge: Sustainability and Social Responsibility in the Digital Transformation Era: Project Development and Implementation Training Program

The five-week online certificate program organized by Bahçeşehir University provided participants with an interdisciplinary learning experience on sustainability, corporate social responsibility, digital transformation, social impact measurement, and project development. Bringing together academic expertise and sectoral perspectives, the program supported participants in understanding how digitalization reshapes social, economic, and environmental challenges, while equipping them with practical tools to design SDG-aligned social responsibility projects. Through thematic sessions and a final project presentation and feedback workshop, the program contributed to SDG 4 by expanding access to applied, lifelong learning opportunities beyond formal degree programs.

4- BAU Bridge: Neuropsychology Training Program

By welcoming professionals from education, healthcare, justice, security, public administration, the private sector, local and central government, as well as university students, the program strengthened inclusive knowledge-sharing across sectors. Its focus on social impact, digital society, social entrepreneurship, and technology for social benefit also connected SDG 4 with SDG 9, SDG 10, SDG 16, and SDG 17, reflecting Bahçeşehir University's role in developing future-oriented competencies for sustainable development and collaborative problem-solving.

Promoting Lifelong Learning, Political Literacy and Civic Engagement: Bahçeşehir University Politics School 2025 Certificate Programme (2025)







Bahçeşehir University continued its longstanding commitment to civic education and lifelong learning through the Politics School 25 (Siyaset Okulu 25) Certificate Programme, organized annually by the University's International Leadership Research and Application Center (ULMER) Government Leadership School. Established as a pioneering educational initiative in Türkiye, the programme brings together distinguished political figures, academics, diplomats, economists, business leaders, and public intellectuals to share their knowledge and experiences with participants. Over the years, Politics School has hosted presidents, prime ministers, ministers, ambassadors, members of parliament, and influential experts, providing a platform for examining political institutions, governance, leadership, and contemporary social challenges. The 2025 edition commenced on 1 March 2025 at Bahçeşehir University's South Campus, Faculty of Law, continuing the programme's tradition of connecting academic knowledge with practical insights from individuals experienced in public administration and decision-making.

A defining feature of Politics School is its inclusive and publicly accessible educational model. The programme is open to individuals of all ages, educational backgrounds, and professional experiences, without restricting participation to Bahçeşehir University students or members of the academic community. Anyone interested in politics, governance, public affairs, or leadership can apply through the programme's registration process, making it an important opportunity for lifelong learning and civic education beyond formal degree programmes. Conducted in Turkish during March and April, the programme consists of weekly Saturday sessions covering different aspects of political history, contemporary governance, and leadership. Each session includes an interactive question-and-answer component, allowing participants to engage directly with experienced speakers, raise questions, and develop a deeper understanding of political and societal issues.

The programme adopts an interdisciplinary and practice-oriented educational approach, combining theoretical knowledge with firsthand perspectives from individuals who have participated in political, diplomatic, economic, and administrative decision-making. Rather than examining Türkiye's political history and contemporary developments solely through academic frameworks, Politics School encourages participants to understand the causes, consequences, and broader implications of major political events and institutional decisions. This educational model aims to strengthen political literacy, critical thinking, analytical reasoning, and informed civic participation while encouraging participants to evaluate public affairs through objective information and evidence-based discussion. Participants who meet the 80% attendance requirement and successfully complete the final assessment are eligible to receive a certificate. Since Politics School 22, programme certificates have also been verifiable through Türkiye's e-Government system, providing formal recognition of participants' educational achievements.

The initiative makes a significant contribution to SDG 4: Quality Education by expanding access to continuing education, promoting lifelong learning, and providing structured educational opportunities for individuals beyond the university's enrolled student population. Its open-registration model enables people from diverse age groups and educational backgrounds to engage with academic expertise and practical knowledge on governance and public affairs. By connecting experienced public figures and scholars with the wider community, Bahçeşehir University supports the dissemination of knowledge, the development of critical thinking skills, and the accessibility of non-degree educational opportunities. The programme demonstrates how universities can contribute to society by making specialized educational content available to a broad public audience and encouraging continuous intellectual and personal development.

Furthermore, Politics School strongly aligns with SDG 16: Peace, Justice and Strong Institutions by promoting public understanding of political institutions, democratic governance, civic responsibilities, and decision-making processes. Through discussions involving policymakers, academics, and experienced public representatives, the programme encourages informed engagement with public affairs and strengthens participants' capacity to critically examine institutional practices and societal challenges. Its emphasis on objective knowledge, open dialogue, and direct interaction with experts supports the development of an informed and civically engaged society. By sustaining this educational initiative on an annual basis, Bahçeşehir University reinforces its institutional commitment to quality education, public awareness, and the development of knowledgeable individuals capable of participating thoughtfully and responsibly in democratic and civic life.

Expanding Access to Free Education and Youth Empowerment: Common Solutions to Social Problems Certificate Programme with Bahçeşehir University, CIFAL Istanbul, UNITAR and Zeren Group Holding

The image below shows the promotional poster and the registration portal for the program:



During the 2024–2025 academic year, Bahçeşehir University became an academic and educational partner in "Bir Sen Bir Gelecek" (Common Solutions to Social Problems), a long-term social investment initiative launched by Zeren Group Holding in 2024. Implemented through collaboration among Bahçeşehir University, CIFAL Istanbul, the United Nations Institute for Training and Research (UNITAR), Zeren Group Holding, and BAUGO, the programme aims to empower young people through accessible, high-quality educational opportunities beyond conventional university curricula. During its 2025 implementation, the programme admitted 400 university students, extending its educational reach to young people studying at higher education institutions across Türkiye. Bahçeşehir University's participation represented a significant educational outreach initiative, enabling the university to share its academic expertise and educational resources with learners beyond its own enrolled student population.

A defining feature of the programme is its commitment to providing completely free educational opportunities to university students from different institutions and geographical regions. Through an interdisciplinary learning framework, Bir Sen Bir Gelecek focuses on

developing essential competencies in leadership, communication, technology, and sustainability. The educational content addresses areas such as digital literacy, critical thinking, ethical leadership, effective communication, and social responsibility, equipping participants with knowledge and skills relevant to contemporary professional and societal challenges. Bahçeşehir University contributes academic expertise and educational guidance, while BAUGO supports digital learning opportunities and CIFAL Istanbul connects the initiative with UNITAR's international educational approach. By combining synchronous and asynchronous learning activities within a flexible educational model, the programme seeks to reduce geographical and scheduling barriers, allowing students from different universities to benefit from educational resources and professional development opportunities.

Beyond academic learning, Bir Sen Bir Gelecek encourages participants to recognize their individual potential, develop innovative ideas, and translate their knowledge into socially meaningful initiatives. The programme's broader educational framework incorporates mentorship, experiential learning, and project development opportunities, fostering creativity, entrepreneurial thinking, and active citizenship. Participants who successfully complete the required educational activities are eligible to receive internationally recognized participation certificates endorsed through CIFAL Istanbul and UNITAR, providing formal recognition of their learning experience. Through the “Bir Sen Bir Gelecek Hayal Atölyesi” (Dream Workshop), selected participants are also offered opportunities to develop innovative projects and present their ideas to relevant stakeholders. These components strengthen the connection between academic knowledge, practical competencies, and youth participation in sustainable development.

The initiative directly contributes to SDG 4: Quality Education by expanding access to free educational programmes, promoting lifelong learning, and strengthening the personal and professional competencies of young people beyond Bahçeşehir University's institutional boundaries. By admitting 400 university students in 2025 and making educational opportunities available to learners from different higher education institutions, the programme demonstrates the university's commitment to educational outreach and the wider dissemination of academic knowledge. It also supports SDG 10: Reduced Inequalities by reducing financial barriers to educational participation, SDG 8: Decent Work and Economic Growth by developing employability and future-ready skills, and SDG 17: Partnerships for the Goals through cooperation among academia, the private sector, and international educational institutions. Through Bir Sen Bir Gelecek, Bahçeşehir University reinforces its commitment to making quality education accessible beyond its campus and empowering young people to contribute to a more inclusive and sustainable future.





Training Programme to the Earthquake Zone in Malatya





During the 2024–2025 academic year, the Bahçeşehir University's CIFAL Istanbul, UNITAR team organized a meaningful public educational event in Battalgazi, Malatya titled "Heroes of Nature: Raising Awareness on Sustainability,", offering support and inspiration to children and their parents affected by the February 6 earthquakes.

During the seminar, CIFAL Istanbul personnel introduced participants to the mission and values of the United Nations, explaining how individuals can actively contribute to achieving the Sustainable Development Goals (SDGs). The speakers addressed key topics such as clean water conservation, renewable energy, sustainable cities, climate action, and the protection of natural ecosystems. Presentations focused particularly on waste reduction and the long-term benefits of adopting eco-friendly lifestyles within families and communities. At the conclusion of the event, the CIFAL Istanbul team presented books to the participating children and joined them in a tote bag painting workshop, reinforcing messages of creativity, sustainability, and collective responsibility for the environment. The initiative reflected Bahçeşehir University's dedication to providing quality education beyond its own campus, extending academic expertise to external learning environments.

The following day, the BAU CIFAL Istanbul team, held a series of official meetings with local authorities in Malatya, one of the provinces most affected by the earthquakes of February 6. The delegation first met with the Head of the Strategy Development Department at the Malatya Metropolitan Municipality, where discussions focused on possible improvements in the region, including the sustainable reconstruction of schools, educational initiatives, and potential collaborations to enhance the quality of learning in the area. Later, the team visited the Deputy Mayor of Battalgazi Municipality to exchange views on the city's recovery efforts, social service delivery, and evolving community needs. Both meetings aimed to identify areas for cooperation that align with the principles of Sustainable Development Goal 16: Peace, Justice and Strong Institutions, emphasizing transparent governance, institutional resilience, and inclusive local partnerships.

By engaging directly with local administrations and delivering educational activities on-site, Bahçeşehir University and CIFAL Istanbul continues to expand the social impact of higher education — supporting sustainable recovery and promoting quality learning opportunities in regions most in need.

https://cifalistanbul.org/cifal-istanbul-team-visited-earthquake-zone/





Kocaeli High School Sustainability Summit'24

During the 2024–2025 academic year, as part of the Global Schools Program, CIFAL Istanbul participated in the "Sustainability Summit'24" organized by Kocaeli High School bringing together students, educators, and sustainability experts to discuss innovative approaches to global challenges. Reflecting Bahçeşehir University's commitment to extending quality education beyond its own campus, the event provided a meaningful platform for high school students to engage with the principles of the United Nations Sustainable Development Goals (SDGs).

During the summit, Dr. Yasemin Ülker, Deputy Director of BAU CIFAL Istanbul, delivered an insightful presentation on the concept and relevance of sustainability in today's world, as well as Bahçeşehir University's initiatives that empower youth to take action toward a more sustainable future. The session highlighted CIFAL Istanbul's collaborations under the UNITAR network, its youth-focused projects, and the role of the CIFAL Istanbul Youth Platform in encouraging active student participation in sustainability efforts.

By connecting directly with high school students and educators, Bahçeşehir University, through its CIFAL Istanbul Centre, continues to promote sustainability awareness and foster a culture of learning and responsibility beyond the university environment.

https://cifalistanbul.org/kocaeli-bahcesehir-college-sustainability-summit24/





Bahçeşehir University Students Promote Sustainable Consumption During Local Products Week





During the 2024–2025 academic year, as part of Local Products Week, Bahcesehir University academics and students, with the support of CIFAL Istanbul and BAU Branding, organized a meaningful social responsibility event at Levent Lütfi Banat Primary School, reflecting the university's commitment to providing quality education opportunities beyond its own campus.

The activity featured interactive presentations on local products, brand awareness, and responsible consumption, aiming to introduce young students to the concepts of sustainability and conscious consumer behavior. Through shopping simulations and brand design workshops, participants gained hands-on experience and developed practical insights into sustainable food systems and responsible consumption habits.

By engaging directly with primary school students, Bahcesehir University continues to strengthen its educational mission of linking academic knowledge with social awareness—encouraging younger generations to make informed, ethical, and environmentally responsible choices in their daily lives.

Bahçeşehir University and CIFAL Istanbul Co-Organizes Climate Change Summit in Baku





During the 2024–2025 academic year, Bahçeşehir University, through its CIFAL Istanbul Centre affiliated with the United Nations Institute for Training and Research (UNITAR), co-organized the "Climate Change Summit: The Climate Crisis from a Sustainability Perspective" in collaboration with Azerbaijan Technical University, the Young Researchers Innovation Club, and BilimSenOl. The summit took place at Azerbaijan Technical University in Baku, exemplifying Bahçeşehir University's commitment to extending its academic and sustainability initiatives beyond national borders.

With contributions from Dr. Yasemin Ülker, Prof. Dr. Çisil Sohodol, and Prof. Dr. Nilüfer Geysi of Bahçeşehir University, the event addressed the urgent global challenges posed by climate change and sustainability. Through expert discussions and knowledge exchange, the summit fostered international academic collaboration, uniting institutions and specialists to share perspectives and explore joint solutions for a more sustainable future.

Advancing Sustainability Education and Community Outreach through CIFAL Istanbul–FAO Türkiye Collaboration

On 8 January 2025, Prof. Dr. Çisil Sohodol, Director of CIFAL Istanbul, visited the Food and Agriculture Organization of the United Nations (FAO) Türkiye Headquarters in Ankara to explore opportunities for strengthening institutional cooperation in sustainable agriculture, food security, and environmental education. Building on the existing partnership between CIFAL Istanbul and FAO Türkiye, the meeting focused on developing collaborative initiatives addressing global sustainability challenges, including regenerative agriculture, biodiversity conservation, responsible natural resource management, and the empowerment of agricultural communities. Particular attention was given to expanding educational awareness and

promoting sustainability knowledge beyond academic institutions, emphasizing the importance of making environmental education accessible to different segments of society.

A key educational dimension of the discussions was the shared commitment to promoting sustainability education across all generations, beginning at the primary school level. The participants emphasized the importance of raising awareness about the interconnected roles of water, soil, biodiversity, environmental protection, and food systems in sustaining human life. Through its connection with Bahçeşehir University, CIFAL Istanbul provides a platform for linking academic expertise with community-oriented educational initiatives and international development priorities. The proposed collaboration highlighted opportunities to extend sustainability knowledge beyond university campuses to school communities, agricultural stakeholders, and wider public audiences. Discussions also addressed the potential for educational and capacity-building initiatives supporting women in agricultural cooperatives, particularly by strengthening awareness of sustainable agricultural practices and opportunities for women's participation.



Promoting Sustainability Education through Art and Community Engagement: World Art Day Outreach Programme

On 21 April 2025, Bahçeşehir University's Departments of International Trade and Business and Economics and Finance, in collaboration with CIFAL Istanbul, organized an educational outreach activity celebrating World Art Day. Bringing together students, academics, artists, and creative professionals, the programme explored the relationship between artistic expression, environmental sustainability, and the United Nations Sustainable Development Goals (SDGs). Participants visited Mona Art Gallery in Istanbul, where Architect Sena Özgürcan guided them through artworks addressing ecological balance, urban transformation, and climate responsibility. Through interactive discussions, participants explored how art can communicate sustainability challenges, raise environmental awareness, and encourage community engagement.

The programme extended beyond the gallery with an educational field visit to Kuzguncuk Orchard, where Prof. Dr. Ahu Ergen, Head of the Department of International Trade and Business, introduced participants to sustainable urban agriculture and community-based environmental practices. By connecting academic knowledge with cultural institutions and publicly accessible community spaces, the initiative provided experiential learning opportunities beyond traditional university classrooms. Discussions between CIFAL Istanbul and Mona Art Gallery also explored future collaboration opportunities to strengthen sustainability education and public awareness through artistic and cultural engagement.

The initiative directly contributed to SDG 4: Quality Education by promoting sustainability literacy, interdisciplinary learning, and educational outreach beyond the university campus, connecting academic expertise with wider community stakeholders. It also supported SDG 11: Sustainable Cities and Communities through its emphasis on urban sustainability and cultural engagement, SDG 13: Climate Action by raising environmental awareness, and SDG 17: Partnerships for the Goals through collaboration between academic, cultural, and community institutions. Through this initiative, Bahçeşehir University reinforced its commitment to extending educational opportunities into public spaces and encouraging lifelong learning for sustainable development.





Advancing Digital Literacy and Sustainability through Educational Outreach: Daha İyi Bir Gelecek Gaziantep Meeting



As a partner member of the Enerjisa A Better Sustainable Future Platform, Prof. Çisil Sohodol, Director of CIFAL Istanbul, participated in the "Daha İyi Bir Gelecek" (A Better Future) meeting held in Gaziantep on 23 October 2025, organized by Enerjisa Enerji in collaboration with the Gaziantep Chamber of Commerce and IDEMA. The event brought together more than 200 participants, including representatives from small and medium-sized enterprises (SMEs), academia, public institutions, civil society organizations, and university students. Focusing on economic efficiency, digital transformation, sustainable communication, and energy efficiency, the gathering provided a platform for sharing practical knowledge and innovative solutions to support sustainable business development. Through CIFAL Istanbul's participation, the event also connected international sustainability perspectives with local educational and professional development needs.

The meeting served as an important educational outreach and knowledge-sharing platform beyond traditional university settings, providing local businesses and community stakeholders with access to expert insights, digital tools, and information about free training opportunities. Participants explored strategies for improving operational efficiency, strengthening data-driven decision-making, and adopting sustainable business practices. A key highlight was the public presentation of FutureBright's "SME Data Analytics Report," which identified gaps in data literacy and highlighted the importance of developing digital competencies among business professionals. By facilitating the exchange of practical knowledge among experts, entrepreneurs, and local stakeholders, the initiative encouraged lifelong learning and professional capacity-building within the wider community.

The initiative contributed to SDG 4: Quality Education by supporting educational outreach, promoting digital and data literacy, and expanding access to informal learning and professional development opportunities for individuals outside higher education institutions. It also aligned with SDG 8: Decent Work and Economic Growth by encouraging sustainable business productivity, SDG 9: Industry, Innovation and Infrastructure through digital transformation and technological innovation, and SDG 17: Partnerships for the Goals by fostering cooperation among academia, industry, public institutions, and civil society. Through Prof. Dr. Sohodol's participation, CIFAL Istanbul supported the exchange of sustainability-related knowledge with local communities and business stakeholders, reinforcing the importance of accessible education in advancing sustainable economic development.



Advancing Sustainability Education Beyond Campus: SME Sustainability Transformation Training and Consultancy Programme in Manisa

On 12 February 2025, CIFAL Istanbul, UNITAR, Bahçeşehir University, TÜBİTAK Marmara Research Center (MAM), Zafer Development Agency, and Manisa Celal Bayar University launched the "Training and Consultancy Programme for the Sustainability Transformation of Small and Medium-Sized Enterprises (SMEs)" in Manisa, Türkiye. Designed as a 90-hour training and capacity-building initiative, the programme aimed to equip local businesses with the knowledge, competencies, and practical tools necessary to adopt sustainable business practices and respond to environmental and economic challenges. Prof. Dr. Çisil Sohodol, Director of CIFAL Istanbul, delivered the opening address, emphasizing the urgency of climate change, rising global temperatures, and the importance of collective responsibility in building a sustainable economy. The initiative represented a significant educational outreach effort, extending university-supported learning opportunities beyond traditional academic settings to business professionals and local enterprises.

The programme began with a six-hour interactive training session delivered by Asst. Prof. Dr. Nilüfer Geysi, Coordinator of CIFAL Istanbul. The session introduced participants to sustainability principles, green transformation strategies, global environmental risks, and the growing importance of Environmental, Social, and Governance (ESG) criteria in business operations. Through interactive discussions and practical knowledge exchange, SME representatives explored how sustainability considerations can be integrated into organizational decision-making and long-term business strategies. By bringing together academic expertise, international sustainability frameworks, and local business needs, the programme provided professional education and lifelong learning opportunities for individuals outside Bahçeşehir University's enrolled student population, supporting the transfer of academic knowledge into real-world economic and environmental practices.

The initiative directly contributed to SDG 4: Quality Education by expanding access to sustainability-focused professional training, promoting lifelong learning, and strengthening the knowledge and skills of local business communities through educational outreach. It also supported SDG 8: Decent Work and Economic Growth by encouraging sustainable business development, SDG 9: Industry, Innovation and Infrastructure through capacity-building for greener and more innovative enterprises, and SDG 13: Climate Action by advancing climate awareness and sustainable business practices. Furthermore, the collaboration among Bahçeşehir University, CIFAL Istanbul, UNITAR, research institutions, and regional development stakeholders strongly aligned with SDG 17: Partnerships for the Goals. Through this multi-stakeholder educational initiative, Bahçeşehir University demonstrated its commitment to sharing academic expertise with wider society and supporting sustainability transformation beyond the university campus.





Advancing Digital Literacy and Women's Empowerment Beyond Campus: Bahçeşehir University's Digital Skills Training for Women-Led Agricultural Cooperatives in Ankara



On October 9, 2025, Bahçeşehir University's (BAU) Science Communication Office and CIFAL Istanbul contributed to the design and delivery of the “Digital Skills Development Training for Women-Led Cooperatives”, held in Ankara as part of World Food Day activities. The training was organized within the framework of the Food and Agriculture Organization of the United Nations (FAO) Digital Villages Initiative (DVI), in collaboration with the Republic of Türkiye Ministry of Agriculture and Forestry and Bahçeşehir University.

The initiative aimed to strengthen the digital competencies of women producers, enhance their access to digital markets, and support the sustainable development of rural communities. By delivering educational activities directly to agricultural stakeholders outside the university environment, BAU extended its academic expertise and educational resources to women entrepreneurs and local producers, demonstrating its commitment to community-oriented education, knowledge transfer, and lifelong learning.

The training provided practical, hands-on learning opportunities focused on the effective use of digital tools, online sales and marketing strategies, and social media management. Through applied learning activities, participants explored how digital platforms could be used to promote agricultural products, improve online visibility, communicate with potential customers, and reach broader markets.

A central objective of the programme was to address the digital literacy needs of women-led agricultural cooperatives, particularly in rural communities where access to specialized training and technological resources may be limited. By introducing accessible digital tools and practical communication strategies, the initiative supported participants in developing competencies relevant to their entrepreneurial activities and everyday business operations.

Bahçeşehir University's contribution through its Science Communication Office and CIFAL Istanbul connected academic knowledge with the practical educational needs of women producers. Rather than limiting university-supported learning to formal degree programmes or campus-based activities, the training brought specialized knowledge directly to a community of agricultural entrepreneurs, enabling participants to engage with digital technologies in ways relevant to their professional activities.

The programme also demonstrated the importance of collaboration between universities, international organizations, and public institutions in expanding access to education. By combining FAO's rural development framework, the Ministry of Agriculture and Forestry's engagement with agricultural communities, and BAU's educational contribution, the initiative created a platform for knowledge exchange and practical skills development.

Importantly, the training was designed for women producers and cooperative members outside Bahçeşehir University's enrolled student population. Its emphasis on applied digital competencies and community-based delivery illustrates BAU's approach to educational outreach beyond campus, particularly for groups that can benefit from greater access to professional learning opportunities.

The initiative directly contributes to SDG 4 (Quality Education) by expanding access to practical digital skills training, supporting lifelong learning, and providing community-based educational opportunities beyond formal higher education. Through its focus on accessible and applicable knowledge, the programme demonstrates how universities can support the development of competencies that respond to the needs of different communities.

It also strongly aligns with SDG 5 (Gender Equality) by supporting women's digital competencies, entrepreneurship, and economic participation, and SDG 10 (Reduced Inequalities) by addressing digital skills gaps affecting rural communities. The programme further supports SDG 8 (Decent Work and Economic Growth) through its emphasis on entrepreneurship, digital market access, and sustainable business development.

Furthermore, cooperation among Bahçeşehir University, CIFAL Istanbul, FAO Türkiye, and the Republic of Türkiye Ministry of Agriculture and Forestry reflects SDG 17 (Partnerships for the Goals), highlighting the role of multi-stakeholder partnerships in delivering accessible education and supporting inclusive rural development.

Through the Digital Skills Development Training for Women-Led Cooperatives in Ankara, Bahçeşehir University demonstrates its commitment to extending educational opportunities beyond campus, strengthening digital literacy among women producers, and supporting inclusive economic participation through community-based learning. The initiative illustrates how university expertise can contribute to practical capacity-building and sustainable development within rural communities.

The pictures below portray highlights from the Digital Skills Training for Women-Led Agricultural Cooperatives program:





Open Lecture: “What Is Social Benefit?



During the 2024–2025 academic year, Bahçeşehir University hosted the open lecture “What Is Social Benefit?”, organized in collaboration with the Community Volunteers Foundation (TOG). The session was held as part of the University’s ongoing commitment to public education and social awareness, aiming to strengthen the culture of volunteering, civic participation, and collective responsibility among students and the broader community and public.

The lecture explored the concepts of social impact, volunteerism, and community engagement, offering participants new perspectives on how collective action can address inequalities and contribute to the creation of a more inclusive society. Through interactive discussion and case examples, the event also emphasized the importance of partnerships and civic collaboration in generating sustainable social change.

By opening its doors to the public for such lectures, Bahçeşehir University continues to foster awareness, empathy, and active citizenship, reinforcing its mission to connect higher education with the needs and values of society.

Sustainability and New Technologies in Creative Industries: 3D Printing Open Workshop



During the 2024–2025 academic year, Bahçeşehir University hosted the "3D Printing and Innovation" Open Workshop, which introduced participants to the fundamentals of 3D printing technology and its role in promoting sustainable production and design practices. Organized as part of the University's broader commitment to public education, innovation, and sustainability awareness, the workshop welcomed both BAU students and members of the wider community.

Participants explored the entire process of 3D printing—from digital design and modeling to the creation of tangible prototypes—using environmentally conscious methods and sustainable materials. Alongside hands-on sessions, expert-led discussions examined the industrial, engineering, and creative applications of 3D printing, emphasizing its potential to reduce waste, optimize resource use, and support circular economy principles.

By combining theory, practice, and sustainability, the workshop fostered learning, skill development, and environmental responsibility among participants. It also highlighted how technological innovation can serve as a catalyst for sustainable development and the future workforce.

BAU Radio Fest: Open Seminar on Animal Welfare in the Context of Sustainable Development Goals



During the 2024 BAU Radio Fest, held in the 2024–2025 academic year, Bahçeşehir University, in collaboration with CIFAL Istanbul, UNITAR and HAÇİKO – Association for the Protection of Animals from Desperation and Indifference, a prominent non-governmental organization dedicated to animal welfare, hosted an open and free-to-attend session titled "Animal Welfare in the Context of the SDGs." The event was designed to engage both BAU students and the wider public, reflecting the University's ongoing commitment to sustainability, ethics, and community engagement.

The session focused on the relationship between animal welfare and sustainable development, highlighting how compassion, ethical awareness, and collective social responsibility contribute to healthier and more livable urban environments. Discussions addressed the protection of stray animals' rights, the promotion of sustainable urban practices, and the role of public awareness and civic participation in advancing the United Nations Sustainable Development Goals, particularly SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land.

Bahcesehir University Innovation Focus Open Training Program 2024-2025









The 7th and 8th editions of the Bahcesehir University Innovation Focus Program, organized by the BAU Hub Incubation Center in collaboration with the BAU Technology Transfer Office (TTO) was held during the 2024 - 2025 Academic Year.

This free and open-access educational program aimed to raise awareness and share knowledge on entrepreneurship, innovation, project development, patent application processes, incentives, and available supports. Through informative presentations and experience-sharing sessions, participants gained valuable insights into the entrepreneurial ecosystem and innovation landscape.

The program took place between November 12, 2024, and November 26 2025, and was conducted across two interactive sessions designed to inspire participants to take their first steps into the world of projects, startups, and innovation.

In addition to these thematic sessions, the program also featured entrepreneurship training modules focusing on:

• How to find and validate innovative ideas

• How to design and write effective project proposals

• Fundamentals of entrepreneurship and business modeling

• Accessing funding, incentives, and patent registration processes

• Case studies and experience sharing from successful BAU entrepreneurs and alumni

The BAU Innovation Focus Program provided an inclusive learning environment for students, young professionals, and aspiring entrepreneurs, helping them to develop their entrepreneurial mindset and creative problem-solving skills.

Conducted in an open and completely free format, the program once again reflected Bahçeşehir University's commitment to innovation, entrepreneurship, and lifelong learning.

Netflix x BAU: Collaborative Pathways for Innovation in Communication and Media

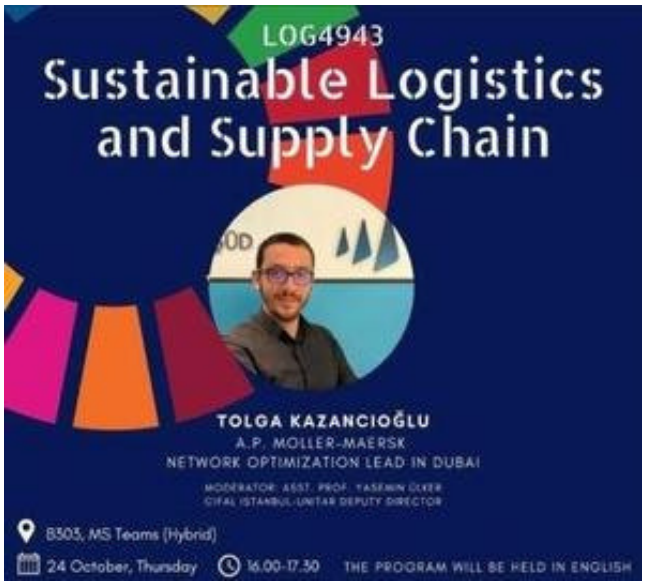


During the 2024–2025 academic year, this open lecture explored the growing importance of partnerships between universities and the communication industry, emphasizing how collaboration between academia and practice drives progress in the field. The discussion addressed the transformative role of emerging communication technologies, the integration of academic research with real-world applications, and how creative media content—such as television series and digital productions—can serve as powerful tools for learning and innovation.

Designed as a public and inclusive event, the session welcomed students, young professionals, and individuals seeking to develop their skills and careers in the communication industry. Participants had the opportunity to engage directly with experts, gain insights into sectoral trends, and explore pathways for personal and professional growth.

By fostering collaboration, innovation, and knowledge exchange, the event highlighted strategies to advance technological development, strengthen industry–university cooperation, and empower the next generation of communication professionals to contribute meaningfully to the evolving media landscape.

Sustainable Logistics and Supply Chain Open Panel



During the 2024–2025 academic year, the panel, organized by Bahçeşehir University in collaboration with CIFAL Istanbul, UNITAR, focused on the importance of sustainable practices in logistics and supply chain management. Discussions explored strategies to reduce carbon emissions, enhance resource efficiency, and promote innovative logistics solutions addressing key challenges in the sector.

Held as a public event open to external participants, the panel highlighted the essential role of logistics and supply chains in advancing responsible production, climate action, biodiversity protection, and sustainable infrastructure development.

This open session reflects Bahçeşehir University's strong commitment to the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action). Through academic engagement and industry collaboration, the University continues to advance sustainable industrial transformation and foster climate-conscious leadership in higher education.

Zero Tolerance for Violences Seminar Series





During the 2024–2025 academic year, the project "Zero Tolerance to Violence on My Campus", hosted by Bahçeşehir University (BAU) in collaboration with CIFAL Istanbul and UNITAR, and supported by the Yanındayız Association and the Consulate General of the Federal Republic of Germany in Istanbul, aimed to raise awareness about dating violence and to promote gender-sensitive approaches within higher education environments.

Held at Bahçeşehir University, the initiative consisted of three interactive sessions, including trainings, workshops, and a public panel open to all university students. These sessions created a participatory platform for developing concrete solutions, encouraging gender equality, reducing inequalities, and fostering cooperation across institutions and communities.





Politics and Society Seminar Series: Bridging Justice and Gender, Analyzing Organizational Dynamics In Istanbul's Local Governance Through Studying Up and Scorecard Analysis



Organized by Bahçeşehir University (BAU) during the 2024–2025 academic year, this open seminar focused on gender justice and the organizational dynamics within local governments, providing a learning platform for local government representatives and policy makers.

With BAU alumna Melis Arıksoy as guest speaker, the session explored the relationship between fairness in governance structures, gender equality, and the creation of inclusive decision-making environments. Discussions highlighted how equitable representation and transparent processes contribute to stronger democratic governance.

The seminar also emphasized the role of education, dialogue, and institutional capacity-building in advancing gender-sensitive policies at the local level. By engaging practitioners, academics, and public officials, the event aimed to strengthen awareness, promote cooperation, and encourage practical strategies for building inclusive and gender-responsive institutions.

Invisible Chains: Multidimensional Strategies To End Modern Slavery



Organized by Bahçeşehir University (BAU) in collaboration with the Social Equality Association during the 2024–2025 academic year, this training was held in recognition of the International Day for the Abolition of Slavery. The event addressed human trafficking and modern slavery from a multidimensional and policy-oriented perspective, bringing together students, academics, and policy makers for an open and educational discussion.

Speakers explored the global and local dimensions of these critical issues, emphasizing the importance of reducing inequalities, promoting peace and justice, and strengthening institutional frameworks to combat exploitation. The panel also provided participants with valuable educational insights into the social, economic, and legal aspects of modern slavery, fostering awareness and collaboration across sectors in the fight for human dignity and equality.

Politics and Society Seminar Series: A Second Trump Term, What It Means For The US and The World



Organized by Bahçeşehir University during the 2024–2025 academic year, this seminar examined the potential impacts of a second Trump administration on both domestic politics and international affairs. The event provided an analytical platform for discussing how a renewed U.S. leadership under Donald Trump could influence global governance, peace, and justice, as well as the broader dynamics shaping international stability.

Held as a free and public seminar open to all interested participants, the session encouraged open dialogue and critical reflection on contemporary political developments, fostering a deeper understanding of their implications for global order and democratic values.

Women's Human Rights and Participatory Democracy



During the 2024–2025 academic year, as part of Women's Rights Day, Bahçeşehir University (BAU), CIFAL Istanbul, UNITAR, the Gender Equality Monitoring Association (FEJUST), and BAU's Political Science and International Relations Club jointly organized the webinar "Women's Rights and Participatory Democracy."

The event explored the interconnections between women's rights and inclusive democratic participation, highlighting the importance of empowering women in civic and political life. Through engaging discussions and expert contributions, the webinar encouraged strategies to reduce inequalities, promote active citizenship, and strengthen democratic inclusion.

Held as a free and public event, the session fostered awareness and dialogue among students, academics, and professionals committed to advancing gender equality and participatory governance.

Sexual Health Talks – Session I: Media, Representation, and Social Awareness



During the 2024–2025 academic year, the first session of the Sexual Health Talks, organized by CIFAL Istanbul, UNITAR, and Bahçeşehir University's Faculty of Health Sciences, Department of Nursing, brought together Sociologist Songül Olağ Ercan and Lecturer Handan Eriten Tilaver for an insightful discussion on how sexuality is represented in media and advertising and how these portrayals influence social perceptions and behaviors.

The session emphasized the critical importance of accurate information, open dialogue, and comprehensive education in promoting sexual health and well-being. Participants explored the relationship between media narratives and public attitudes, discussing how education and awareness can challenge stereotypes and foster healthier perspectives on sexuality.

Held as a free and public event open to everyone, the session aimed to increase social awareness and understanding around sexual health, supporting inclusive education, public engagement, and community well-being in alignment with the United Nations' Sustainable Development Goals.

FEASS Research Seminars: Supervising In The Age Of AI, Navigating Student Use of ChatGPT In Graduate and Undergraduate Work



During the 2024–2025 academic year, the session explored the opportunities and challenges of integrating AI tools into academic advising, focusing on how emerging technologies can enhance learning experiences, streamline academic guidance, and foster innovative approaches in education and research.

Speakers discussed the transformative potential of artificial intelligence in higher education — from personalized learning and data-driven student support to the ethical considerations surrounding its use. Real-world examples illustrated how AI can serve as a bridge between technology and pedagogy, improving both accessibility and academic performance.

Held as a free and public session open to all students, the event aimed to raise awareness about responsible AI adoption in academia, encouraging participants to think critically about how technology can be harnessed to promote inclusion, creativity, and continuous learning.

Newton and the Global Legacy of Newtonianism



Bahçeşehir University hosted the international workshop “Newton and the Global Legacy of Newtonianism” during the 2024–2025 academic year at its Beşiktaş South Campus, Faculty of Law Building.

The event brought together approximately 15 international scholars from diverse disciplines to critically examine Eurocentric approaches to Newtonian studies and to explore global methodological perspectives emerging in the field.

Through presentations and discussions, participants reflected on the cultural, philosophical, and scientific dimensions of Newtonianism, highlighting its enduring influence across different world regions. The workshop demonstrated Bahçeşehir University’s commitment to fostering international academic dialogue and advancing inclusive, cross-cultural perspectives in the history of science.

Creative Drama Workshop in Education



Bahçeşehir University's Children's Club organized the "Creative Drama Workshop in Education" during the 2024–2025 academic year at the Beşiktaş South Campus.

The session, led by Utku Haser, focused on the use of creative drama as an innovative pedagogical method to enhance learning experiences and student engagement. The workshop provided participants with practical tools to integrate drama techniques into educational contexts, fostering creativity, communication, and emotional expression in teaching.

Expanding Access to Advanced Mathematical Education through Educational Outreach: ICAAM 2024 in Antalya

The image below portrays the official poster of ICAAM 2024:



Bahçeşehir University played a leading role in organizing the 7th International Conference on Analysis and Applied Mathematics (ICAAM 2024), held in Antalya, Türkiye, during the 2024–2025 academic year, extending its academic and educational activities beyond its Istanbul campuses. Organized in collaboration with the Institute of Mathematics and Mathematical Modeling in Kazakhstan and the Analysis & PDE Center at Ghent University in Belgium, the conference received support from the Scientific and Technological Research Council of Türkiye (TÜBİTAK) under its 2223-B Grant Programme and the Public Foundation "Galym Project" in Kazakhstan. Bringing together 214 participants from 21 countries, the event created an international learning environment where researchers, academics, graduate students, and mathematical science professionals could access advanced scientific knowledge, exchange research findings, and engage with developments in analysis and applied mathematics. By organizing the conference outside its own institutional setting, Bahçeşehir University expanded the geographical reach of its educational activities and facilitated knowledge exchange among participants from different universities and research institutions.

The conference represented an important example of university-led educational outreach through scientific knowledge dissemination and professional learning. Rather than limiting specialized mathematical discussions to Bahçeşehir University's enrolled students and academic staff, ICAAM 2024 provided a platform for a broader international academic community to benefit from research presentations, scientific discussions, and interdisciplinary learning opportunities. Its educational programme covered mathematical analysis, differential equations, numerical methods, mathematical modelling, and applications of mathematics in scientific and technological fields. Through direct engagement with international experts and exposure to contemporary research methodologies, participants had opportunities to deepen their subject knowledge, strengthen analytical thinking, and explore innovative approaches to mathematical problem-solving. This exchange supported continuing education and professional development within the mathematical sciences.

A particularly significant aspect of the initiative was its contribution to making advanced scientific knowledge available beyond the boundaries of a single higher education institution. By bringing together participants from 21 countries in Antalya, Bahçeşehir University facilitated cross-institutional learning and the exchange of specialized expertise among individuals from different academic and research backgrounds. The conference encouraged interaction between established scholars and emerging researchers, creating opportunities for academic mentoring, research-oriented learning, and the development of international professional networks. Its international structure also supported the circulation of mathematical knowledge across geographical boundaries, allowing participants to engage with diverse scientific perspectives and approaches that could inform their subsequent research and educational activities.

The educational reach of ICAAM 2024 extended beyond the conference through research dissemination and continuing international academic exchange. The ICAAM conference series has an established publication record through AIP Conference Proceedings, indexed in Scopus, alongside associated scholarly publication opportunities. The 2024 conference also produced an abstract book documenting scientific contributions and was linked to publication activities involving internationally recognized mathematical journals. These dissemination mechanisms support wider access to research findings for academics, students, and researchers who were not physically present at the event. The conference was also connected to Bahçeşehir University's broader international academic engagement through the Weekly Online Seminar on Analysis and Applied Mathematics, organized in cooperation with Ghent University and the Institute of Mathematics and Mathematical Modeling in Kazakhstan. This continuing seminar initiative provides an additional platform for sharing mathematical research, encouraging scientific dialogue, and supporting professional learning among researchers from different countries.

The initiative made a substantial contribution to SDG 4: Quality Education by extending opportunities for advanced scientific learning, promoting continuing professional education, and facilitating the exchange of research-based knowledge beyond Bahçeşehir University's own student and faculty community. Its educational outreach value was demonstrated through the organization of a major international academic event in Antalya, the participation of 214 individuals from 21 countries, and the dissemination of specialized mathematical knowledge through scientific presentations and publication activities. By connecting university expertise with a wider international research community, the conference supported lifelong learning, academic development, and the advancement of educational quality in mathematical sciences. Furthermore, ICAAM 2024 aligned with SDG 17: Partnerships for the Goals through sustained cooperation among international universities and research institutions, while also supporting SDG 9: Industry, Innovation and Infrastructure through the exchange of mathematical research relevant to scientific and technological innovation. Through this initiative, Bahçeşehir University demonstrated its commitment to expanding the reach of higher education, strengthening international knowledge-sharing networks, and contributing to the wider accessibility of advanced scientific education.



Bahçeşehir University and Oyak Renault Launch the Student Academy Certificate Program



In the 2024–2025 academic year, Bahçeşehir University (BAU), in collaboration with Oyak Renault, launched the Student Academy Certificate Program, an inclusive educational initiative open to engineering students from all universities across Türkiye.

The program offers young engineers the opportunity to gain hands-on experience in real industrial environments, combining academic knowledge with practical application in the automotive and manufacturing sectors. Designed to develop future skills and promote innovation, the program includes project-based learning, mentorship from industry professionals, and training sessions on both technical and personal development, with several modules delivered by Bahçeşehir University faculty members.

Participants work in interdisciplinary teams, developing competencies in digital transformation, problem-solving, leadership, and collaboration. The program concludes with a Factory Day, where students visit the Oyak Renault facility and present their final projects to industry experts. Upon successful completion, participants receive a joint certificate issued by Bahçeşehir University and Oyak Renault, recognizing their achievement and professional growth.

This initiative reflects the shared commitment of BAU and Oyak Renault to bridging academia and industry, enhancing employability, and supporting the United Nations Sustainable Development Goals (SDG 4: Quality Education and SDG 9: Industry, Innovation, and Infrastructure).

Bahçeşehir University & Abdi İbrahim Pharmaceuticals Collaboration: Young Ideas on the Brand Journey Program



During the 2024–2025 academic year, Bahçeşehir University, in collaboration with Abdi İbrahim Pharmaceuticals, organized the Young Ideas on the Brand Journey Program, focusing on marketing and brand management in the healthcare sector.

Throughout the program, participants engaged in sessions with leading industry professionals, gaining insights into pharmaceutical marketing strategies, regulatory frameworks, omnichannel communication, sustainability, and business ethics. The program concluded with a brand competition, where participants applied their knowledge to real-world challenges, fostering creativity, innovation, and professional development.

This collaboration reflects Bahçeşehir University's ongoing commitment to academia–industry partnerships, advancing sustainable, ethical, and innovative practices in business education and professional training.

Conference on Sustainability Awareness for High School Students by BAU





Assoc. Prof. Dr. Burçak Vatansever Durmaz, faculty member at Bahçeşehir University's Faculty of Economics, Administrative and Social Sciences, participated in a conference organized at Bakırköy Uğur Anatolian High School during the 2024–2025 academic year to promote sustainability awareness among young people. The session engaged around 60 high school students, focusing on environmental responsibility, conscious consumption, and the importance of adopting sustainable habits for the future.

Through interactive discussions and real-life examples, the conference encouraged students to recognize their role in building a more sustainable society. By linking sustainability with everyday choices and collective action, the program contributed to SDG 4 by expanding access to quality sustainability education, SDG 12 by fostering awareness of responsible consumption and production patterns, and SDG 13 by inspiring youth to take action against climate change through informed, responsible behavior.

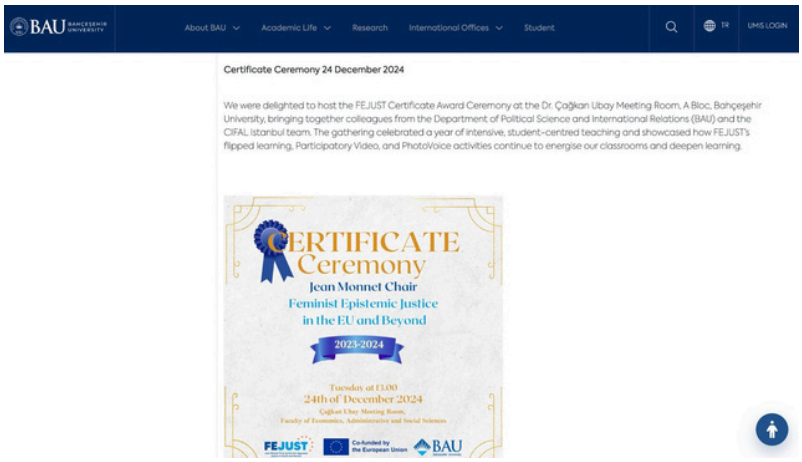
FEJUST Training Programme on Gender, Justice and Policy

Within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University launched the FEJUST Training Programme on Gender, Justice and Policy in 2022. The programme included certificate courses such as Gender in International Development, Gender in EU Politics (undergraduate level), Gender and Development, and Gender Politics in the EU Politics (postgraduate level), conducted between

October 2022 and July 2025, including the 2024-2025 academic year. These free and accessible courses were open to both university students and external participants, providing certificates co-funded by the European Union.

Through this initiative, Bahçeşehir University has strengthened its dedication to SDG 5 by advancing gender equality in education, promoting feminist perspectives in policymaking, and supporting women's participation in academic and policy-oriented fields. The training programme encouraged students to critically analyze gender dynamics within international and European political systems, fostering awareness of social justice and inclusive governance.

This initiative directly contributes to SDG 5: Gender Equality by empowering individuals with gender-sensitive knowledge and policy tools. It also supports SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions through its focus on inclusive education, equity, and institutional accountability.



FEJUST Mentorship and Research Support for Emerging Scholars

During the 2024-2025 academic year, within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Dr. Rahime Süleymanoğlu-Kürüm established mentoring and research-support mechanisms to enhance women's participation in academic publishing and EU studies. Undergraduate students Ceren Çolakoğlu and İbrahim Ekrem Sarı received close guidance in drafting policy papers, one later published in Academicus and another in Panorama Global Academy. This mentoring process enabled students to gain authorship experience and visibility in debates on gender and EU policy.

Through the Feminist Eleştiri Journal special issue, undergraduate contributors were mentored throughout the writing and review process, marking their first academic publication experience. Collectively, these efforts reflect Bahçeşehir University's sustained commitment to fostering gender-responsive research culture and supporting young scholars in their professional growth.

This initiative directly contributes to SDG 5: Gender Equality by advancing women's participation and leadership in academic research, and it also aligns with SDG 4: Quality Education and SDG 10: Reduced Inequalities through its inclusive approach to mentorship and scholarly collaboration.

FEJUST Research

Title	Authors	Link
FE Dergi Special Issue, "In Search for Epistemic Justice in the EU and Beyond"	Edited by Rahime Süleymanoğlu-Kürüm, Jean Monnet Chair	View
New Face of European Far-right: Femonationalism as a Tool for Anti-migration in EU and Beyond	İbrahim Ekrem Sarı, Ceren Orhan, Aybüke Ceren Çolakoğlu	View
Ecofeminist struggle for epistemic recognition beyond the EU? The case of Akbelen Forest in Turkey	Digdem Soyaltin-Colella, Defne Gönenç	View
Capturing Women's Standpoint in EU–Turkey Studies: The Evolution of Gendered Publication and Citation Patterns	Rahime Süleymanoğlu-Kürüm, Ebru Turhan	View
Alternative modernities and epistemic struggles for recognition in Turkish media: Deconstructing Eurocentrism?	Rahime Süleymanoğlu-Kürüm, Elif Gençkal-Eroler	View
The leader, the competitor, and the protector: tracing (neo)colonial and gendered logics in the European Green Deal	Mine Nur Küçük - Selin Türkeş-Kılıç	View
EU civil society funds in Turkey and Serbia: promoting inclusion, creating epistemic exclusion	Özge Zihnioğlu	View

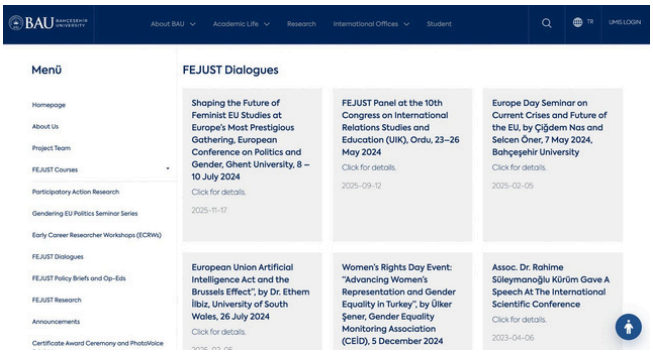
FEJUST Early Career Researcher Workshops and Dialogues

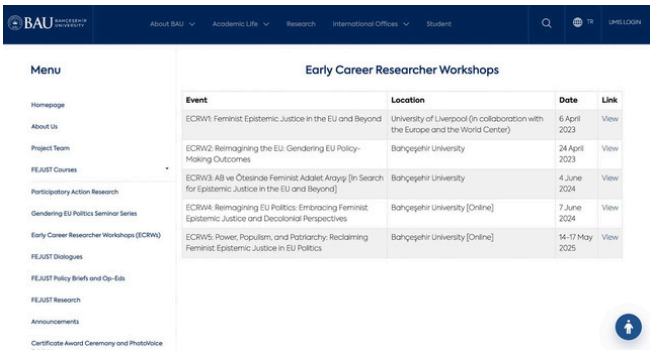
During the 2024–2025 academic year, under the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University launched a series of Early Career Researcher Workshops (ECRWs) and FEJUST Dialogues to strengthen gender equality and epistemic justice within EU studies. Organized in collaboration with the University of Liverpool's Europe and the World Centre, the ECRW series brought together emerging scholars from Turkey, the UK, and across Europe for mentoring, paper presentations, and structured academic feedback.

Each workshop served as an international capacity-building forum, where participants—many of them early-career women—received detailed guidance on research design, writing, and presentation. The FEJUST Dialogues extended this engagement to civil society through partnerships with organizations such as the Gender Equality Monitoring Association (CEİD), featuring events that marked Women's Rights Day and Europe Day.

Through these collaborative activities, Bahçeşehir University promoted inclusive knowledge production and cross-sectoral dialogue, helping embed feminist and participatory perspectives in both academic and policy contexts.

This initiative directly contributes to SDG 5: Gender Equality by empowering early-career women researchers and promoting inclusive research ecosystems. It also aligns with SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 17: Partnerships for the Goals, through its emphasis on equitable learning, diversity in academia, and international collaboration.





Embedding Equality through Participatory Research and FEJUST Policy Work

During the 2024–2025 academic year, under the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University integrated the principles of equality and anti-discrimination into both research design and publication processes. Students were trained in Participatory Action Research (PAR) methodologies—such as photovoice and video documentation—to capture lived experiences of gender, inclusion, and social justice.

The PAR Synthesis Reports (2024–2025), co-authored by Dr. Rahime Süleymanoğlu-Kürüm and her students, exemplify inclusive and non-hierarchical authorship by representing youth and women's perspectives equitably. Together with the FEJUST Policy Briefs on diversity and epistemic justice, these works demonstrate how Bahçeşehir University transforms equality principles into practice by giving visibility to marginalized voices within academic research and policy dialogue.

This initiative directly contributes to SDG 5: Gender Equality through participatory and inclusive research practices, and it also aligns with SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions by fostering equity, representation, and democratic knowledge production.

https://cdn.bau.edu.tr/content/q8eg2yqnip4v5-PAR%20Synthesis%20Report%203.pdf

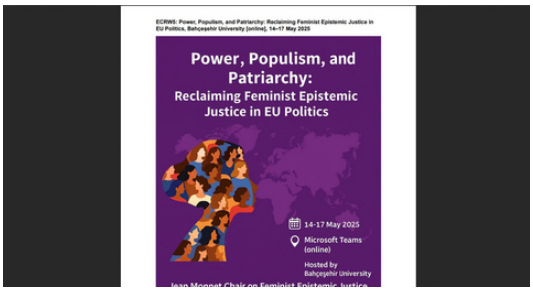


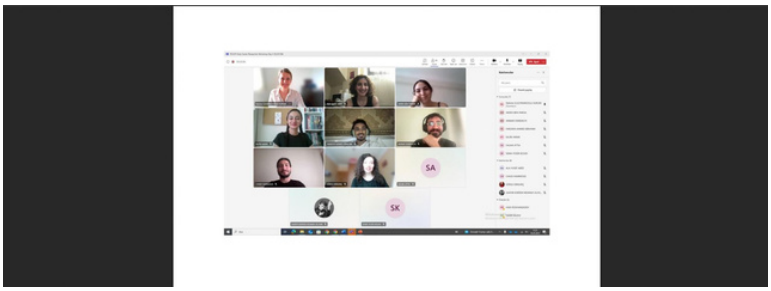
Mentoring Through FEJUST Teaching and Integrating Undergraduate and Postgraduate Students into Early Career Researcher Workshops

During the 2024–2025 academic year, within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University embedded mentoring into both teaching and research-development activities. In the undergraduate and postgraduate course Gender Politics in the EU, students followed a structured research and writing process resembling professional academic supervision. They developed individualized reading lists and two sequential term papers, receiving detailed feedback at each stage—from reading selection to final submission.

Students also presented their preliminary findings during the Early Career Researcher Workshop series, where they benefited from peer and expert commentary. This mentoring process enhanced research design, critical thinking, and academic writing competencies, while particularly supporting women students in pursuing independent research and postgraduate studies. Several mentees later published or presented their work in academic venues such as Academicus, Panorama Global Academy, and Feminist Eleştiri, illustrating the tangible outcomes of this mentoring model.

This initiative directly contributes to SDG 5: Gender Equality by strengthening women's participation and leadership in academic research, and it also aligns with SDG 4: Quality Education and SDG 10: Reduced Inequalities through its inclusive and supportive approach to higher education mentorship.





BAUGO: “Women and Technology: Discover Your Role and Enhance Your Potential”



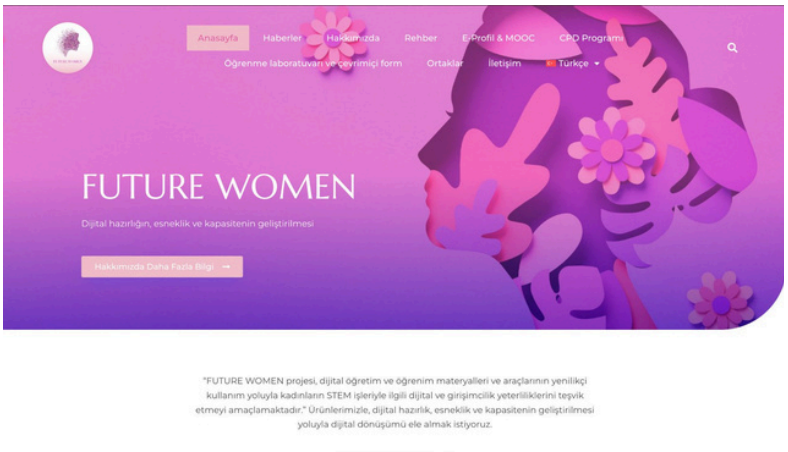
Conducted by Prof. Dr. Ebru Canan-Sokullu, this training focused on exploring women’s role in the technology field and strengthening their participation in an increasingly digital world. It emphasized that while women today are shaping technology as innovators, leaders, and creators, gender inequality and stereotypes continue to limit equal access and representation.

Based on modules such as historical perspectives on equality in technology, gender and equal opportunity, international approaches, statistical insights, and women’s contribution to science and technology in Türkiye, the training encouraged participants to reflect on challenges and strategies for achieving equality in tech. By promoting awareness and empowering women to take active roles in technological innovation, Bahçeşehir University highlighted its commitment to inclusive and equitable progress in this field.

This initiative directly contributes to SDG 5: Gender Equality by addressing gender disparities in technology and supporting women’s empowerment, and it also aligns with SDG 4: Quality Education and SDG 9: Industry, Innovation and Infrastructure through its focus on inclusive participation and knowledge-based development.

https://baugo.online/instructor/ebru-canan-sokullu

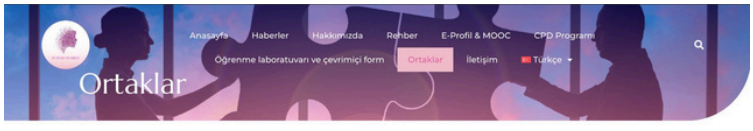
Future Women Project – Erasmus+ (2023–2025)



Bahçeşehir University is one of the partners of the Future Women Project, an Erasmus+ initiative funded by the European Union and implemented with eight institutions from six European countries. The project aims to strengthen women's participation in the digital economy by supporting female students and career counselors in developing advanced digital and entrepreneurial skills relevant to STEM careers.

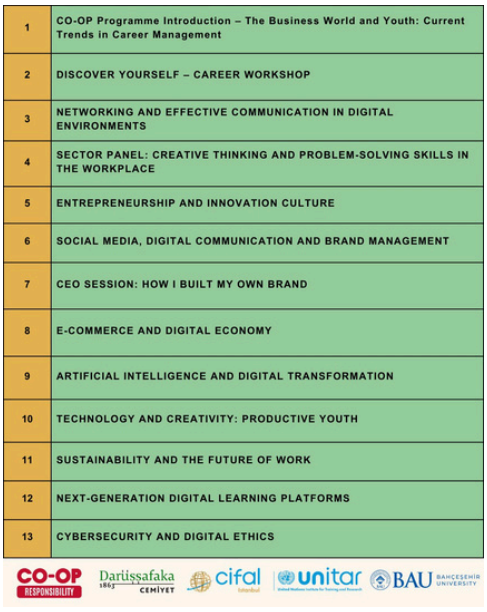
Through the creation of an innovative e-profile and MOOC platform, the project promotes digital literacy and identifies female role models in technology-driven careers. It also introduces a Continuing Professional Development (CPD) Programme designed to equip career counselors with new methods and tools to guide women toward opportunities in the digital economy. Furthermore, the Learning Laboratory and Online Forum foster the exchange of good practices, interactive learning, and collaboration among students, educators, and professionals through multilingual open-access resources.

By combining innovation, inclusion, and education, the Future Women Project bridges the gap between academic goals, labor market needs, and individual aspirations—empowering women to thrive in the evolving digital landscape. This initiative directly contributes to SDG 5: Gender Equality by advancing women's digital empowerment, and it also aligns with SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, and SDG 17: Partnerships for the Goals through its focus on inclusive learning, technological capacity-building, and international collaboration.



Empowering Future Generations: Darüşşafaka High School Students Career Development Programme – Collaboration Between Bahçeşehir University, CIFAL Istanbul–UNITAR, CO-OP, and Darüşşafaka Society





Originally launched in 2023, the program continued in the 2024-2025 Academic Year. The High School Students Career Development Programme has been led by Bahçeşehir University as a part of its CO-OP Responsibility initiative. The programme embodies Bahçeşehir University's commitment to ensuring equal opportunities in education and expanding access to quality learning experiences beyond the university campus.

Through interactive sessions such as "Artificial Intelligence and Digital Transformation," "Sustainability and the Future of Work," "Technology and Creativity," and "Cybersecurity and Digital Ethics," participants explored how innovation, ethics, and environmental responsibility shape modern professions. The program encouraged students to use technology as a means to create positive social and environmental impact, rather than merely as a career instrument.

By integrating personal development with global awareness, the initiative fostered the values of sustainability, inclusion, and lifelong learning, exemplifying the power of multi-stakeholder collaboration in education. Through this partnership between academia, international organizations, and a leading educational foundation, the program advanced SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 13 (Climate Action)—while embodying SDG 17 (Partnerships for the Goals) through its collective commitment to empowering future generations.


Darüşşafaka SOCIETY 1863 CO-OP RESPONSIBILITY cifal Istanbul unitar BAU Bahçeşehir University

CERTIFICATE OF PARTICIPATION

Olca Sena Açık

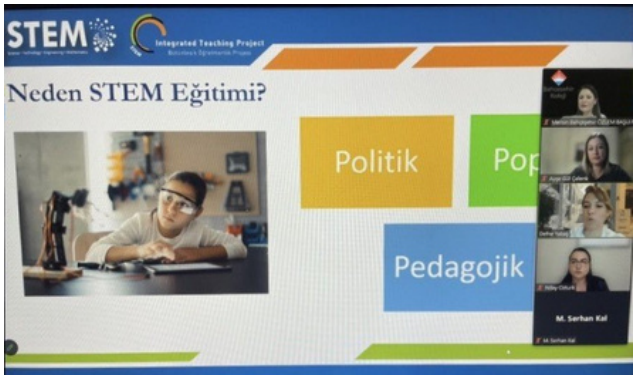
Has successfully participated in the
High School Students Career Development Program
24-25 Academic Year
with Darüşşafaka Society, CO-OP, CIFAL Istanbul,
UNITAR and Bahçeşehir University

Prof. Çisil Sohodol, Director, CIFAL Istanbul
Alex Mejia, Head, CIFAL Global Network, Director, Division for People and Social Inclusion, UNITAR
Bahri Toper, Director, CO-OP
Ebru Arpacı, General Manager of Darüşşafaka Educational Institutions



Bahçeşehir College STEM Lead Teacher Professional Development Program 2023–2024





The new term of the STEM Lead Teacher Professional Development Program for Bahçeşehir College teachers began on 2 October 2023, followed by an online synchronous meeting held on 10 October 2023. The session brought together science, mathematics, and information technologies teachers from Bahçeşehir College and the BAUSTEM Center. Moderated by Serhan Kal, Head of the STEM Department and Project Coordinator at Bahçeşehir College, the meeting served as an introductory session to the program's structure and resources. Through this initiative, Bahçeşehir University continues to empower educators with advanced pedagogical skills and strengthen its commitment to high-quality, inclusive, and innovative STEM education.

During the session, BAUSTEM Project Manager Ayşe Gül Çelenk presented the technical features of the itslearning LMS system used in the program and introduced the inteach.org portal as an additional learning resource. Dr. Defne Yabaş and Assoc. Prof. Dr. Nilay Öztürk, Deputy Directors of the BAUSTEM Center, discussed the theoretical foundations of the STEM approach and the importance of integrating socio-scientific issues into lesson plans. Lastly, Özlem Başlı, STEM Coordinator at Bahçeşehir College, shared updates on the program's first-quarter implementations. The event concluded with a Q&A session addressing teachers' questions and feedback. This activity also contributes to SDG 5 (Gender Equality) and SDG 9 (Industry, Innovation, and Infrastructure).

https://inteach.org/haberler/bahcesehir-koleji-stem-lider-ogretmen-mesleki-gelisim-programi-2023-2024/

Empowering Change: Higher Education's Role in Advancing Climate Action and the SDGs





Held during the 2024–2025 academic year at Bahçeşehir University's Senate Room, the round table meeting titled "Empowering Change: Higher Education's Impact on Driving SDGs Progress" brought together Bahçeşehir University (BAU), CIFAL Istanbul, and UNITAR to explore the transformative potential of higher education in advancing sustainable development. The event was moderated by Asst. Prof. Yasemin Ülker, Deputy Director of CIFAL Istanbul, and featured Dr. Ebru Canan-Sokullu, Associate Director at CIFAL Global Network, UNITAR, as the keynote speaker.

The session convened BAU academics and CIFAL Istanbul representatives from various disciplines conducting sustainability-oriented research to develop a shared vision for integrating the Sustainable Development Goals (SDGs) across education, research, and community engagement. Discussions focused on strengthening academic contributions to climate change mitigation, resilience building, and the transition toward sustainable societies through interdisciplinary collaboration.

In the context of SDG 13 (Climate Action), the round table emphasized the pivotal role of universities in generating science-based climate knowledge, shaping public awareness, and training future leaders who can translate academic research into actionable policies. Participants highlighted that higher education institutions not only educate but also serve as laboratories for climate innovation — fostering solutions that address carbon reduction, renewable energy adoption, and sustainable urban transformation. Through academic research, experiential learning, and partnerships with local and international organizations, universities like Bahçeşehir play a critical role in implementing climate adaptation and mitigation strategies at both institutional and societal levels.

This initiative further aligns with SDG 17 (Partnerships for the Goals) by reinforcing cooperation between academia, international organizations, and civil society, and contributes indirectly to SDG 4 (Quality Education) by integrating sustainability principles into educational frameworks. By fostering dialogue and collaborative vision-building, the meeting exemplified how higher education can become a driving force in achieving climate resilience and sustainable development.

Open Call for Academic Chapters: "Animation in Türkiye" Edited Volume

During the 2024–2025 academic year, the department launched an academic call for chapters for the forthcoming comprehensive volume Animation in Türkiye. By creating an open scholarly platform for documenting national animation history, pedagogical traditions, industrial practices, and critical media analyses, the initiative supports access to knowledge and contributes to the development of relevant academic learning opportunities within animation studies. It further strengthens local scholarly literature while enhancing the international visibility of research and knowledge production in the field.

This activity also contributes to SDG 9 (Industry, Innovation and Infrastructure) through its focus on the development and documentation of creative industries, and SDG 11 (Sustainable Cities and Communities) by preserving and promoting Türkiye's cultural and creative heritage.



Hero Firefighters Mascot Competition Award Night

During the 2024–2025 academic year, the award ceremony for the Hero Firefighters Mascot Competition, organized in collaboration with the Istanbul Fire Department, celebrated the creative achievements of participating students and community members. By providing an engaging platform for creative expression, peer learning, and participation, the initiative

supports inclusive learning opportunities and contributes to the development of relevant creative skills. The event also encouraged public engagement with animation and character design, strengthening connections between education, creativity, and the wider community.

This activity also contributes to SDG 11 (Sustainable Cities and Communities) by promoting community engagement and raising awareness around the role of firefighters in society.



MIFA Black Sea Animation Workshop - Open Call for Projects

Istanbul Animation Platform (ANIM.IST) partnered with the MIFA Black Sea Animation Workshop, inviting animators from all eligible countries to submit their projects during the 2024–2025 academic year. Selected participants took part in a five-day workshop with international mentors from France, directly contributing to SDG 4 by strengthening relevant creative and professional skills through hands-on learning, collaborative practice, and international knowledge exchange. The initiative also enabled participants to develop production-oriented, target-driven projects while gaining exposure to international animation practices.

This activity further contributes to SDG 17 (Partnerships for the Goals) by fostering international collaboration and cross-cultural exchange in animation education and professional development.



Büyük Umutlar Comic Magazine Online Launch

During the 2024–2025 academic year, the Büyük Umutlar comic magazine was made available online through ANİM.İST, showcasing students' creative work and expanding access to their digital content. In line with SDG 4, the initiative supports accessible and inclusive learning opportunities by enabling students to share their creative outputs, engage with digital platforms, and participate in knowledge and content dissemination beyond the classroom. The initiative also encouraged cross-platform learning and increased the visibility of student-produced work among a wider audience.

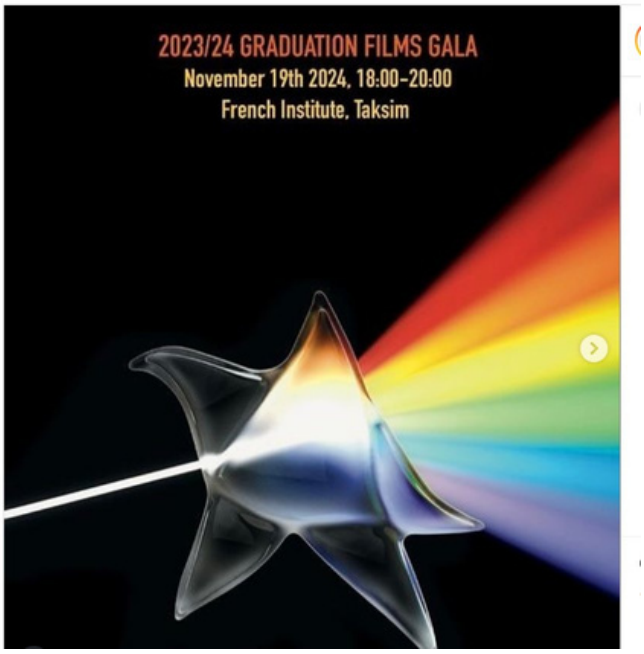
This activity also contributes to SDG 9 (Industry, Innovation and Infrastructure) through the use of digital platforms for creative content production and dissemination.



Graduation Animation Film Gala

During the 2024–2025 academic year, the department hosted the Graduation Animation Film Gala at the French Institute in Taksim, showcasing films produced by graduating students. In support of SDG 4, the event provided students with an opportunity to demonstrate and further develop relevant creative, storytelling, and technical production skills through public presentation and peer feedback. The screening also recognized students' academic achievements while connecting their learning outcomes with a wider public audience.

This activity also contributes to SDG 9 (Industry, Innovation and Infrastructure) by supporting innovation and skills development within the creative and digital media industries.



25th International İzmir Short Film Festival: Best National Animation Award - Cut from the Dead

During the 2024–2025 academic year, BAU Cartoon and Animation graduates Elif D. and Deniz K. received the Best National Animation Award at the İzmir Short Film Festival for their graduation film Cut from the Dead. This achievement reflects BAU's contribution to SDG 4 by supporting students in developing advanced creative, storytelling, and technical skills and by providing opportunities to demonstrate and apply their learning in professional and competitive settings. The recognition further highlights the department's role in preparing emerging animators for continued learning and professional development in the creative industries.

This achievement also contributes to SDG 9 (Industry, Innovation and Infrastructure) by supporting innovation, creativity, and professional development within the animation and digital media sector.



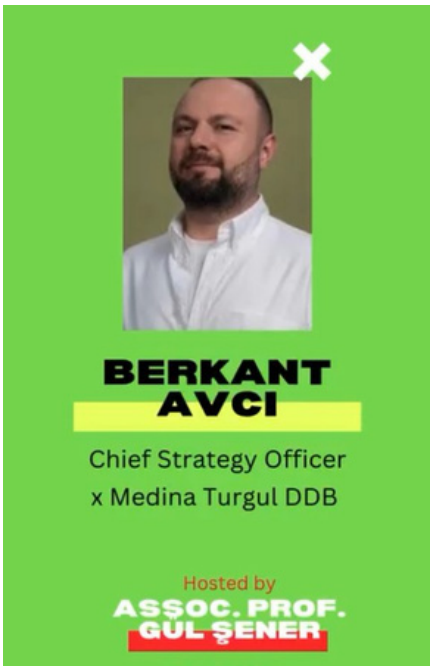
AdForce Advertising Training

During the 2024–2025 academic year, Bahçeşehir University hosted the AdForce Training Programme, organized in collaboration with the Advertising Foundation (Reklamcılık Vakfı). Led by advertising professional Haluk Erkmen with the participation of representatives from Flormar, the programme provided students with insights into the advertising industry and professional practices. Students also worked on a real brand brief, developed creative ideas, and presented their solutions as part of the programme.

By combining industry knowledge with experiential learning, Bahçeşehir University contributes to SDG 4: Quality Education by enabling students to develop and apply their creative and professional skills through a real-world advertising brief. The programme also supports SDG 17: Partnerships for the Goals by bringing together the university, the Advertising Foundation, and industry stakeholders in a collaborative educational setting.



Seminar on Creative Strategies Behind Cannes Lions 2025 Winners



During the 2024–2025 academic year, as part of the Advanced Copywriting course led by Assoc. Prof. Dr. Gül Şener, Bahçeşehir University hosted Berkant Avcı, Chief Strategy Officer at Medina Turgul DDB. During the session, Avcı discussed award-winning creative work from the Cannes Lions 2025 Festival with students and shared professional insights into the creative strategies behind successful advertising campaigns.

By integrating current industry expertise and international creative practices into advertising education, Bahçeşehir University contributes to SDG 4: Quality Education by connecting academic learning with contemporary professional knowledge and real-world advertising cases. The event also supports SDG 17: Partnerships for the Goals by strengthening knowledge exchange between academia and advertising industry professionals.

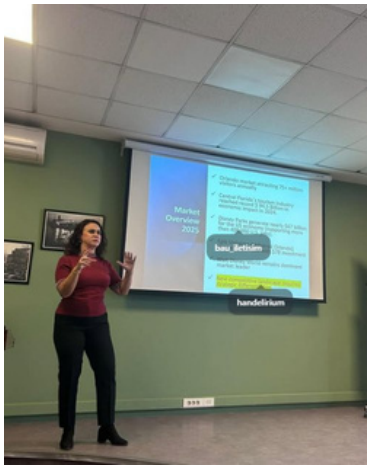
Open Seminar on Walt Disney World Orlando's 2025 Marketing Strategy

During the 2024–2025 academic year, as part of the BAU Advertising TADA Events, Assoc. Prof. Dr. Hande Bilsel hosted Dr. Ayşegül Gündüz Songur from the University of Central Florida – Rosen College of Hospitality Management in the Advertising and Popular Culture course.

During the guest lecture, Dr. Gündüz Songur shared insights into Walt Disney World Orlando's 2025 marketing strategy approach, providing students with an opportunity to explore contemporary marketing practices through a global industry example. The session contributed to students' understanding of the relationship between advertising, popular culture, tourism, and strategic marketing communication.

This public event contributed to SDG 4 – Quality Education by enriching students' learning experience through expert knowledge and practice-oriented insights, and to SDG 17 – Partnerships for the Goals by fostering international academic knowledge exchange between Bahçeşehir University and an academic from the University of Central Florida.





Bahçeşehir University Advances Academia by Supporting Emerging Scholars

Yağmur Çenberli graduated from BAU Cinema and Media Research, PhD program on 8 January 2025 and was appointed as Assistant Professor in the BAU New Media department on 23 October 2025. This appointment is related to SDG4: Quality Education, because Dr. Çenberli is a graduate of BAU Cinema and Media Research Doctorate Program and after graduation she was appointed as Assistant Professor in the New Media department. She also had been a research assistant in the New Media department between 2020 and 2025.



Sayın Yağmur ÇENBERLİ;

Üniversitemiz İletişim Fakültesi Yeni Medya Bölümü'nde 23.10.2025 tarihi itibariyle "Dr. Öğr. Üyesi" olarak atama işlemleriniz tamamlanmıştır.

Tebrik eder, görevinizde başarılar dileriz.

Saygılarımızla,

BAU Bahçeşehir University

İnsan Kaynakları Daire Başkanlığı
Bahçeşehir Üniversitesi
website: bau.edu.tr

Build Your PR Skills: PR Jam

On 16–17 May 2025, the Faculty of Communication at Bahçeşehir University organized a PR Jam event in collaboration with Indomie Turkey. During this intensive two-day creative communication workshop, students worked on a real communication brief provided by the brand and developed public relations and communication campaign ideas addressing an







industry-related challenge. The event enabled students to put the theoretical knowledge they had acquired in their courses into practice and gain experience in professional campaign development processes.

Throughout the programme, students worked in teams to develop campaign concepts, strategic communication ideas, and creative solutions. At the end of the two-day workshop, they presented their projects and received feedback from industry professionals. The event concluded with the presentation of certificates to participating students. Through this university–industry collaboration, students had the opportunity to experience professional working environments, industry expectations, and project-development processes based on a real brief firsthand.

By providing students with practical and experience-based learning opportunities, this event is directly associated with SDG 4: Quality Education, as it contributes to the development of their knowledge, skills, and professional competencies. It also supports SDG 8: Decent Work and Economic Growth by strengthening students' professional skills, teamwork competencies, and preparation for working life. Furthermore, the university–industry collaboration between Bahçeşehir University and Indomie Turkey is aligned with SDG 17: Partnerships for the Goals, as it promotes the sharing of knowledge and experience.

Site Visit to Film Festivals with BAU Students II

Between 14 and 22 August 2025, Bahçeşehir University facilitated the official festival accreditation and participation of 55 Faculty of Communication students at three major international film events: the 31st Sarajevo Film Festival, the 75th Berlinale, and the 78th Cannes Film Festival. In support of SDG 4, this initiative provided students with experiential and accessible learning opportunities beyond the classroom, enabling them to strengthen their professional knowledge and engage directly with international practices in the film industry. Through seminars, workshops, and international film screenings, students were able to connect their academic learning with professional and cultural experiences.

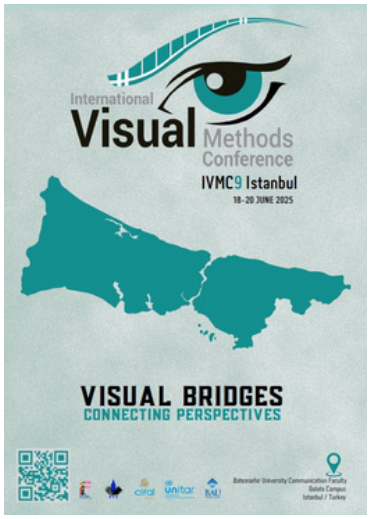






9th International Visual Methods Conference (IVMC9): "Visual Bridges: Connecting Perspectives"

The 9th International Visual Methods Conference (IVMC9) was hosted by Bahçeşehir University, Istanbul, between 18 - 20 June 2025, at the Galata Campus under the theme "Visual Bridges: Connecting Perspectives." The event brought together nearly 100 international academics, researchers, professionals, and artists from disciplines such as communication, sociology, anthropology, art history, architecture, and education. The conference featured parallel sessions, applied workshops, digital exhibitions, film screenings, and interactive panels on topics including urban studies, digital storytelling, feminist visual studies, data visualization, ecology, and climate. Keynote speakers included Prof. Dr. Dawn Mannay, Prof. Dr. Yasemin Giritli İnceoğlu, and Prof. Dr. Nermin Saybaşılı. As an open, public academic event, IVMC9 aimed to promote knowledge sharing, creative collaboration, and inclusive access to education and research. The official IVMC9 conference website and booklet include detailed information about the event program, participating institutions, session topics, and speakers. These documents demonstrate that Bahçeşehir University hosted an international, interdisciplinary conference open to the academic community and the public, contributing to lifelong learning and knowledge dissemination — in direct alignment with SDG 4.3.2 (Public Events for Lifelong Learning).

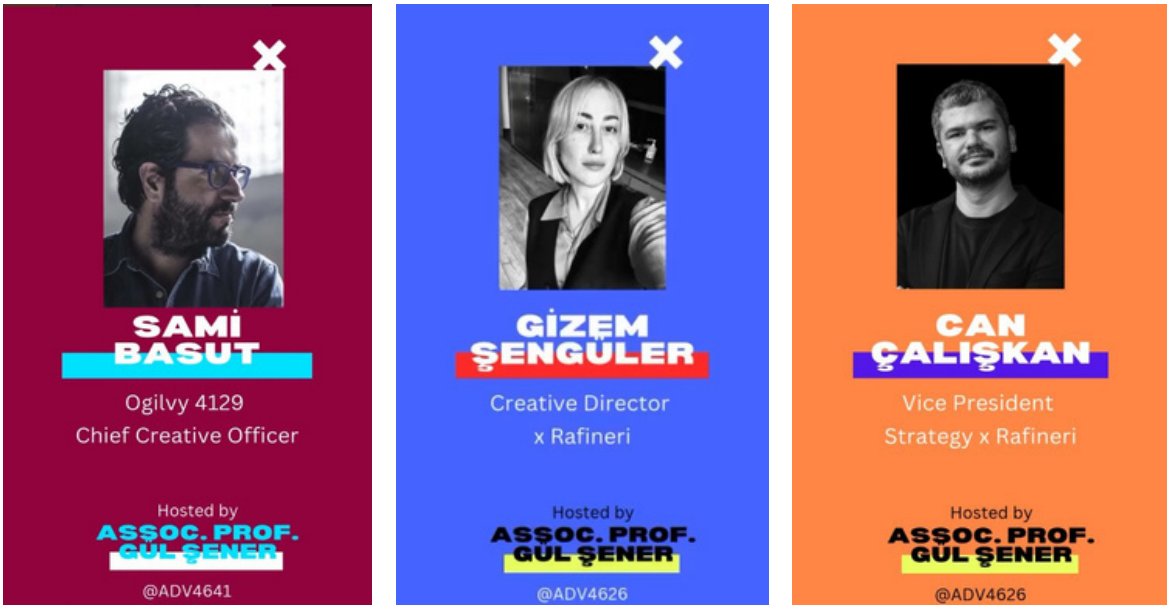


TADA Workshops (2025): Industry- Academia Knowledge Exchange in Advertising

Between 1 February and 1 June 2025, the TADA Workshops, organized by the BAU Advertising Department, brought advertising industry professionals together with students as part of their courses, creating opportunities to connect academic learning with current professional practices. Through sessions led by experts from different areas of the advertising industry, students gain first-hand insights into creative, strategic, and communication processes.

As part of the series, Sami Basut, Chief Creative Officer at Ogilvy 4129, shared the dynamics of developing persuasive brand stories within the Transmedia Storytelling course. Gizem Şengüler, Creative Director at Rafineri and a BAU Advertising alumna, discussed the elements of creating persuasive stories in the Advanced Copywriting course. Can Çalışkan, Strategy Vice President at Rafineri, introduced students to the strategic process of moving from observation and consumer insight to effective creative ideas.

By integrating professional expertise into the classroom, the TADA Workshops strengthen students' understanding of how advertising knowledge and creative skills are applied in professional contexts. The series contributes to SDG 4 – Quality Education by providing practice-oriented learning experiences that complement the academic curriculum. It also supports SDG 8 – Decent Work and Economic Growth by exposing students to professional roles, skills, and practices relevant to employment in the creative industries, and SDG 17 – Partnerships for the Goals by strengthening knowledge exchange and collaboration between the university, its alumni, and advertising industry professionals.



Student’s Film Recognition: "Milo" at Adana Golden Boll & National Festival Awards

On 6 September 2025, the BAU undergraduate graduation short film Milo, directed by Ege Tan Özdemir, İrem Sıla Fidalı, and Servan Satan, received national recognition at the 32nd International Adana Golden Boll Film Festival. Selected as an official finalist in the National Student Short Film Competition (Animation Category), the film was shortlisted among the top five animation entries from 220 applications nationwide. In support of SDG 4, this achievement demonstrates Bahçeşehir University’s commitment to developing students’ artistic, technical, and creative competencies while providing opportunities to apply their learning through independent production and competitive professional platforms. The recognition further highlights the department’s emphasis on experiential learning and high standards in student filmmaking.

This achievement also contributes to SDG 8 (Decent Work and Economic Growth) by strengthening students’ professional competencies and visibility within the creative industries.



Mağara Jam '25

BAU's Digital Game Design Department organized Mağara Jam '25, a game development marathon held in Istanbul on 18–21 September 2025 in collaboration with the independent game jam community MağaraJam. Over four days, 130 participants worked in teams to design, prototype, and complete original video games within a fixed time limit, applying game design theory, programming, and rapid prototyping skills in a hands-on, collaborative setting.

By providing a structured, practice-based learning environment that extends beyond the standard curriculum, the event strengthened participants' technical and creative competencies and supported experiential, lifelong learning in game development.

This initiative directly contributes to SDG 4: Quality Education by extending inclusive, practice-based learning opportunities beyond the classroom, and it also supports SDG 17: Partnerships for the Goals through its collaboration with an external game-development community (MağaraJam).



Student Challenge Game Jam

In collaboration with Games for Change Türkiye — the Turkish chapter of the international Games for Change network, which promotes games designed to address real-world social issues — the Digital Game Design Department hosted the Student Challenge Game Jam on 7–9 November 2025. Forty-five participants took part in a three-day, team-based development marathon in which students built games in response to a themed creative brief.

The event is connected to the annual Games for Change Student Challenge, an international initiative inviting young creators aged 10–25 to design games with real-world impact, linking BAU's game design education to a global movement connecting creativity with social purpose.

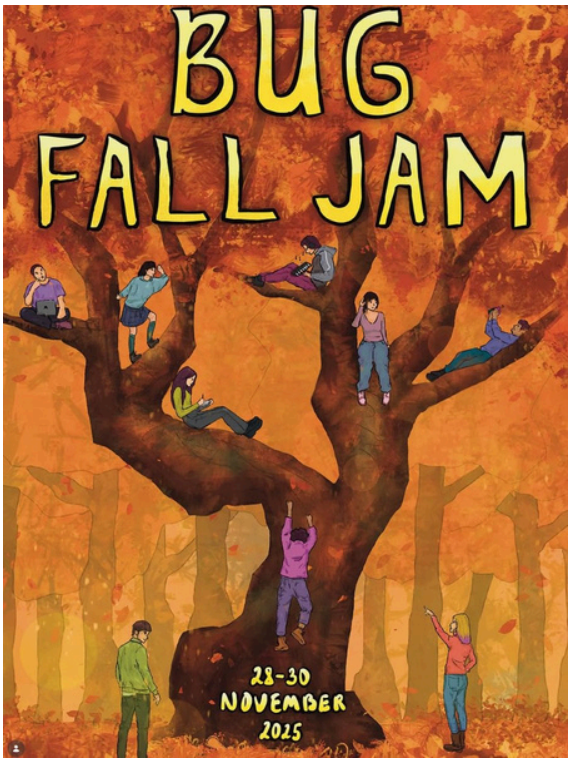
This initiative directly contributes to SDG 4: Quality Education through hands-on, project-based skill development, and it also supports SDG 17: Partnerships for the Goals through its collaboration with Games for Change Türkiye and the wider international Games for Change network.



BUG Fall Jam'25: Public Game Jam

Held on 28–30 November 2025, BUG Fall Jam'25 was a 48-hour, BAU-owned game development marathon organized for undergraduate and graduate Digital Game Design students from all universities, with 200 participants including 30 international students representing five countries. Teams designed and built playable game prototypes from concept to completion, applying design, programming, art, and production skills under real project constraints.

This initiative directly contributes to SDG 4: Quality Education by offering an intensive, skills-based learning experience that complements formal coursework and strengthens students' practical readiness for the game industry.



Sustainability and New Technologies in Creative Industries: 3D Printing Workshop

Pictocity examined structural and social impasses of urban life through unconventional pictogram designs. The collaborative project brought together students from the Department of Visual Communication Design at TOBB University of Economics and Technology, the Graphic Design Department at Bilkent University, and the Department of Visual Communication Design at Bahçeşehir University. Led by TOBB University of Economics and Technology lecturers Zeynep Dağlı Curalı and Mert Aslan, the project resulted in printed, three-dimensional, and animated works. These outcomes were exhibited at CerModern Hub Art Space from 2 to 8 December 2025, supporting inter-university exchange and the public presentation of student work.



BrandLab Idea & Design Competition



On 11 December 2025, the Department of Visual Communication Design of Bahçeşehir University co-organized the BrandLab Idea & Design Competition with the BAU Startup student club. BrandLab was a fast-paced creative challenge in which students selected a concept and a brand and developed a fresh advertising idea within a limited time. The competition created a practice-based learning environment that encouraged rapid ideation, visual communication, and creative problem-solving, with prizes awarded to the participants.

Creative Futures: Motion Graphics and Digital Transformation in Music Video Production

On 15–16 December 2025, Hayalsu Altınordu came to Bahçeşehir University and joined the course VCD2131 Moving Image as a guest lecturer for the session “Creative Futures: Motion Graphics and Digital Transformation in Music Video Production.” At the time, students were developing motion-graphics music video projects. Drawing on Altınordu’s international music-industry practice, where sound, image, and technology continuously reshape one another, the session offered students a direct look at contemporary workflows and the infrastructures behind music and music-video production. The activity connected course learning with current industry practices and digital transformation.



Seminar on Advertising that is Offensive to Chinese Consumers

On 23 December 2025, as part of the AMONG US Guest Speaker Series, organized by Bahçeşehir University Faculty of Communication and the Creative Industries Center, Prof. Dr. Kara Chan from the School of Communication at Hong Kong Baptist University met with students to discuss cultural perspectives on advertising and consumer responses.

In her talk, titled "What Kinds of Advertising Are Offensive to Chinese Consumers?", Prof. Dr. Chan shared insights into how Chinese consumers perceive potentially offensive advertising, highlighting the importance of cultural values and sensitivities in advertising communication. The session provided students with an international and cross-cultural perspective on consumer behavior and encouraged them to consider how advertising messages may be interpreted differently across cultural contexts.

The event contributed to SDG 4 – Quality Education by enriching students' learning through international academic expertise and cross-cultural knowledge beyond the regular curriculum. It also supported SDG 17 – Partnerships for the Goals by promoting international academic exchange and knowledge sharing between Bahçeşehir University and a scholar from Hong Kong Baptist University.



Sustainability and Social Inclusion Certificate Program

Organized by the BAU Department of Business Administration under the leadership of BAU scholar Assoc. Prof. Dr. Burçak Vatansever Durmaz, this certificate program was launched in spring 2025 to equip participants with actionable insights into sustainability frameworks, inclusive societal structures, and diversity management. Open to external participants and students, the modules analyzed equitable growth models and community-driven social impact practices, thereby expanding access to high-quality tertiary-level lifelong education.

By delivering specialized training on inclusive community practices and equitable development, the Sustainability and Social Inclusion Certificate Program directly advances SDG 4 (Quality Education) by broadening access to sustainability-focused lifelong learning, SDG 10 (Reduced Inequalities) by empowering disadvantaged groups and promoting social equity, and SDG 11 (Sustainable Cities and Communities) by cultivating the expertise needed to build inclusive, resilient, and human-centered urban environments.



Strategic Transformation, Artificial Intelligence, and Corporate Sustainability in Global Economies: EkoIQ Columns Written by Prof. Ahu Ergen

During the 2024–2025 academic year, BAU Scholar Prof. Dr. Ahu Ergen addressed the critical intersection of sustainable economic models, corporate strategy, and technological innovation through a series of expert articles published in ekoIQ between November 2024 and March 2025. In her article titled "Strong Sustainability Performance Makes Brands Valuable" (November 4, 2024), Prof. Ergen evaluated how robust sustainability performance enhances brand value and long-term economic viability. This was followed by "Strategic Transformation is Essential in Sustainability" (published in late 2024/early 2025), which emphasized that maintaining traditional production and consumption models is economically and environmentally untenable, necessitating comprehensive strategic shifts. Most recently, in "Stepping into a Sustainable Future with Artificial Intelligence" (March 3, 2025), Prof. Ergen explored how artificial intelligence serves as a key driver for economic growth, resource efficiency, and sustainable business models.

These analytical contributions directly align with SDG 8 (Decent Work and Economic Growth by examining sustainable economic productivity, innovation-driven business transformation, and resilient corporate practices required for sustainable economic development.







Public Educational Seminar: Legal Protection Mechanisms in Combating Modern Slavery

On December 4, 2025, Bahçeşehir University (BAU), through BAU TOSAM, in collaboration with CIFAL Istanbul and the United Nations Institute for Training and Research (UNITAR), organized a public educational seminar titled "Legal Protection Mechanisms in Combating Modern Slavery." The event provided an opportunity to engage with important legal, social, and human rights issues, extending access to specialized knowledge beyond formal university education.

Moderated by Prof. Dr. Nilüfer Narlı, the seminar featured attorney Vildan Yirmibeşoğlu, who shared her expertise on legal protection mechanisms, human trafficking, victim rights, and the prevention of modern slavery. The discussion examined the legal and institutional frameworks designed to protect vulnerable individuals from exploitation, highlighting both existing safeguards and challenges in their implementation.

Particular attention was given to victim protection, access to justice, human trafficking legislation, and gaps in existing policies. Through expert perspectives and practical legal considerations, participants gained a deeper understanding of the relationship between human rights, legal accountability, and the institutional responsibilities involved in preventing exploitation and forced labour.

The seminar also included an interactive question-and-answer session, allowing participants to engage directly with the speaker, raise questions about legal challenges, and explore possible responses to contemporary forms of exploitation. This interactive format encouraged critical discussion and promoted greater public awareness of the legal mechanisms available to protect individuals and uphold fundamental rights.

As a publicly accessible educational event, the seminar reflected Bahçeşehir University's commitment to sharing academic and professional expertise with the wider community. By bringing together university-based knowledge, legal expertise, and international institutional perspectives, the initiative contributed to public legal literacy, human rights awareness, and lifelong learning beyond the traditional classroom.

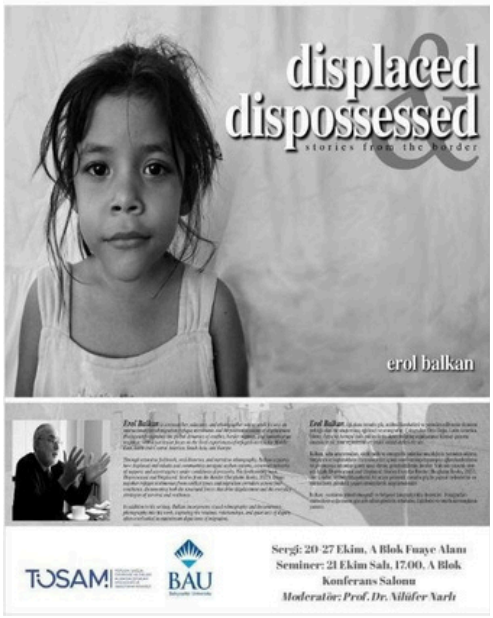
The event directly supports SDG 4 (Quality Education) by expanding access to public educational activities on legal rights, social justice, and human rights protection. It also contributes to SDG 16 (Peace, Justice and Strong Institutions) by promoting awareness of legal safeguards and access to justice, SDG 8 (Decent Work and Economic Growth) through its focus on combating forced labour and exploitation, and SDG 17 (Partnerships for the Goals) through institutional collaboration.





Public Seminar and Documentary Photography Exhibition: Displaced & Dispossessed – Stories from the Border

On 21 October 2025, Bahçeşehir University hosted a seminar and documentary photography exhibition exploring forced migration, displacement and life at the border through personal stories. Moderated by Professor Nilüfer Narlı, the seminar featured Professor Erol Balkan's ethnographic research and photographs documenting migrants' experiences along the dangerous route known as La Bestia. The discussion considered how climate pressures, gang violence and threats to human security contribute to migration from Central America. By drawing attention to the inequalities faced by displaced people, the event supported SDG 10 (Reduced Inequalities). Its discussion of climate-related displacement and violence was also relevant to SDG 13 (Climate Action) and SDG 16 (Peace, Justice and Strong Institutions).



Transforming Consumption Culture: Sustainable Choices and Impacts

The BAU Department of International Trade and Business organized the panel titled "Transforming Consumption Culture: Sustainable Choices and Impacts" on March 20, 2025. Moderated by Prof. Dr. Ahu Ergen, the event featured presentations and a discussion session with speakers Prof. Dr. Yılmaz Esmer and Prof. Dr. Meltem Nurtanış Velioğlu. Attended by university students, the session addressed sustainable consumption, culture, societal values, and their long-term implications for human and environmental well-being.

This initiative directly contributes to SDG 4 (Quality Education) by supporting education for sustainable development and raising awareness regarding sustainable consumption and ethical choices among students. Furthermore, by emphasizing the role of conscious consumption in societal health and long-term quality of life, the panel aligns with SDG 3 (Good Health and Well-being). Through academic engagement and structured discussions, it fostered student learning outcomes concerning environmental, health, and social responsibility within global frameworks.





Recognising the Signs of Cyberviolence

During the 2024–2025 academic year, BAU TOSAM organised an educational event on recognising cyberviolence in cooperation with the Boğaziçi and Ataköy Soroptimist Clubs of the Turkish Soroptimist Federation and the Toplumsal Eşitlik Association. The event created a learning space where participants could better understand the psychological, social, and legal dimensions of online abuse, while gaining practical awareness of warning signs, prevention methods, and available response mechanisms. By translating expert knowledge into accessible public learning, the activity contributed directly to SDG 4 by strengthening digital literacy, rights awareness, and lifelong learning around safe participation in online environments.

The event also reflected Bahçeşehir University's broader role in supporting education that responds to contemporary social risks. Its focus on the mental health consequences of abuse linked the activity to SDG 3, while its attention to gender-based violence and unequal exposure to online harm supported SDG 5 and SDG 10. Through this intersectional approach, the event positioned quality education not only as classroom-based learning, but also as a tool for empowering individuals to recognise, prevent, and respond to emerging forms of violence in digital life.





Workshop on Emotional Labour and Gender in Academia

On 26 December 2025, Bahçeşehir University hosted the closing workshop of a research project supported by the TÜBİTAK 3501 Career Development Programme, bringing together 15 academics from eight universities to share findings and perspectives on academic and emotional labour. The workshop provided an academic learning environment where participants could exchange research, compare methodological approaches, and discuss how visible and invisible forms of labour shape higher education institutions. By supporting interdisciplinary knowledge production and scholarly dialogue, the event contributed to SDG 4 by strengthening research-based learning, academic capacity, and critical discussion within the higher education community.

The workshop also addressed the gendered dimensions of academic work, particularly by making emotional labour and often overlooked responsibilities in academia more visible. In this respect, its contribution to SDG 4 was closely linked with SDG 5, as the discussions connected quality education with more equitable academic environments and a deeper understanding of gender inequalities in knowledge production. Through hosting this research-focused workshop, Bahçeşehir University supported a form of education that extends beyond formal teaching and promotes reflection, collaboration, and institutional awareness in academia.



Open Panel: "War and Women: Examining Human Rights Violations in the Syrian Civil War"



Held at Bahçeşehir University Faculty of Law during the 2024–2025 academic year and jointly organized by BAU TOSAM (Center for Health, Society, Behavior, and Prevention Studies) and ULMER-HLO (Human Rights and Law Organization), this open public panel examined the gendered dimensions of human rights violations during the Syrian Civil War. Moderated by Prof. Dr. Esra Albayrakoğlu, the event convened experts, academics, and practitioners to discuss the systemic effects of war on women's rights and wellbeing.

Prof. Dr. Nilüfer Narlı presented an analysis of human rights violations against women during forced displacement, exploring the physical, psychological, and social impacts of armed conflict. Hayrunnisa Çiçek complemented this perspective with insights drawn from field research, shedding light on issues such as sexual violence, forced migration, and the long-term social marginalization of affected women.

By fostering an evidence-based dialogue on protection, justice, and empowerment, the panel directly contributed to SDG 5 by advocating for women's rights and equality in conflict settings, SDG 10 by addressing the vulnerabilities and disparities faced by displaced populations, and SDG 16 by promoting human rights, accountability, and peacebuilding efforts through interdisciplinary collaboration and policy engagement

Career Planning and Guidance Seminar – Mudanya University

In the fall semester of the 2025–2026 academic year, Prof. Dr. Erdoğan Koç conducted an external career planning seminar for undergraduate students at Mudanya University in Bursa. The seminar focused on career competencies, industry expectations, ethical business conduct, and lifelong skill acquisition necessary for the evolving global economy.

By equipping participants with essential professional skills and strategic career pathways, the Career Planning and Guidance Seminar directly supports SDG 4 (Quality Education) by enhancing workforce-oriented lifelong learning, advances SDG 8 (Decent Work and Economic Growth) by preparing job-ready individuals for meaningful employment and productive career trajectories, and reflects SDG 17 (Partnerships for the Goals) by building vital bridges between academia, industry practitioners, and future professionals.





TEP104: Political Economy of the Middle East Seminar

TEP104: Political Economy of the Middle East is an academic seminar course offered in Bahçeşehir University as part of the Middle East Basic Training Program, coordinated by the Afrika Vakfı and the Ortadoğu Vakfı. Taught by Dr. Deena Saleh Şahin, the course introduced participants to key debates on post-colonial economic transformation, rentier state models, resource governance, and the socio-economic dynamics shaping developments across the MENA region. By making region-specific political economy knowledge accessible through a structured seminar format, the course contributed to SDG 4 by supporting lifelong learning, critical inquiry, and interdisciplinary education beyond conventional classroom settings.

The course also strengthened participants' ability to analyse contemporary regional issues through historical, economic, and institutional perspectives. Its focus on resource governance, development trajectories, and socio-economic inequalities connected SDG 4 with SDG 8, SDG 10, and SDG 16, particularly by encouraging informed discussion on inclusive development, governance, and social structures in the Middle East. Through this academic seminar, Bahçeşehir University supported knowledge exchange on complex global and regional challenges while contributing to broader educational capacity in international and area studies.





Seminar Sessions: How to Publish SSCI-Indexed Journals?

Organized by the BAU Department of Business Administration during the 2024–2025 academic year, academic publishing processes were addressed through a series of structured seminars. As part of these activities, seminars and sessions held at Bandırma Onyedi Eylül University, within the scope of the International Balıkesir Applied Sciences Congress hosted by Balıkesir University in Burhaniye, at Esenyurt University (Istanbul), online for Nahchivan State University, and during the International Tourism and Cultural Research Congress in Didim covered article writing, academic publishing methods, and publication processes in journals indexed in international indexes such as SSCI, SCI-Expanded, and AHCI.

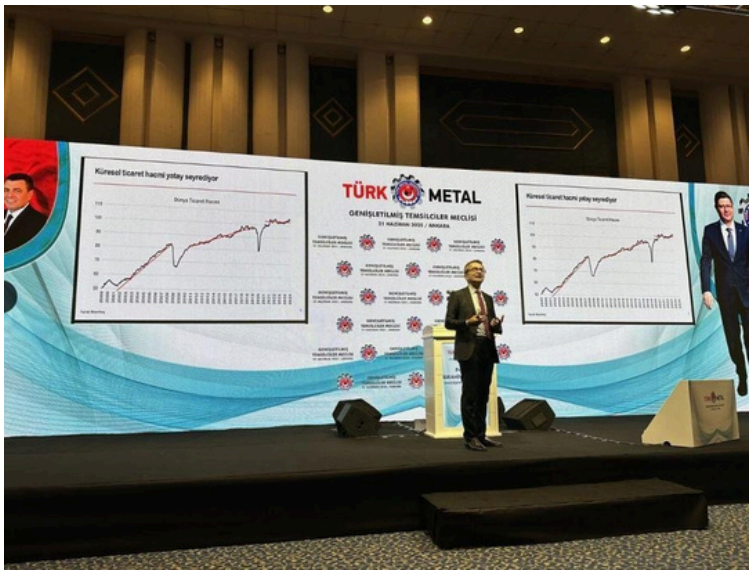
These academic initiatives contribute to quality education and academic capacity building by enhancing researchers' competencies, while being evaluated under SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals) since their primary focus is academic publishing, research capacity enhancement, and inter-institutional networking.





Recent Developments in the Turkish Economy, the Global Economy and the Metal Industry Macroeconomic Outlook at the Turkish Metal Workers' Union Representatives' Council

On 21 June 2025, BAU Professor İbrahim Ünalmış of Bahçeşehir University's Department of Economics and Finance delivered a "Macroeconomic Outlook" presentation at the Turkish Metal Workers' Union's Extended Representatives' Council in Ankara. The meeting brought together more than 900 union officials and workplace representatives ahead of collective bargaining preparations. His presentation examined economic developments globally, in Türkiye and in the metal industry, helping representatives assess the conditions affecting workers and the sector. The activity contributes to SDG 8 (Decent Work and Economic Growth) by bringing academic economic analysis into discussions concerning work and collective representation. It also supports SDG 4 (Quality Education) through knowledge sharing beyond the university.



The Direction of Investment: From Risk to Opportunity Online Public Panel

BAU Professor İbrahim Ünalmış had a session in "The Direction of Investment: From Risk to Opportunity," an online public panel held on 6 September 2025 during the ninth World Investor Week in Türkiye. This open panel addressed how individuals and institutions can approach investment decisions under risk and uncertainty, offering participants accessible insight into financial reasoning, market conditions, and the interpretation of economic challenges. By contributing academic expertise to a public learning platform, the event supported SDG 4 by expanding financial literacy and strengthening opportunities for lifelong learning beyond formal education settings.

The discussion also connected financial education with broader questions of economic resilience and informed participation in markets. In this respect, the panel contributed to SDG 8 by helping participants better understand investment-related risks, opportunities, and decision-making processes that shape economic activity. Through this engagement, Bahçeşehir University helped make specialized financial knowledge more publicly available, reinforcing the role of higher education institutions in building practical competencies for contemporary economic life.



Children's Agency in Turkey's Educational Landscape: Confronting the Illusion of Participation

Ayşe Yılmaz presented this work at the Education in Türkiye: Actors and Practice conference held at Galatasaray University on 10 October 2025, contributing to academic discussions on how children participate in educational environments. The presentation examined the distinction between meaningful participation and forms of participation that exist only in appearance, drawing attention to the importance of recognising children as active agents in learning processes. By bringing a child-centred perspective into debates on educational practice, the contribution supported SDG 4 by promoting more inclusive, participatory, and learner-responsive approaches to quality education.

The presentation also highlighted the need to evaluate educational settings not only through access and outcomes, but also through the quality of participation and the extent to which children's voices are genuinely considered. This focus connected SDG 4 with broader concerns around equality, rights, and institutional practice, particularly by encouraging educators and researchers to reflect on how learning environments can become more democratic and responsive to children's experiences. Through this academic contribution, Bahçeşehir University supported knowledge exchange on improving educational quality and strengthening child-centred approaches in Türkiye.



The Book 'Anatomy of Crises' Written by BAU Scholar Prof. Reha Yolalan and Mahmut Karayel

Co-authored by Bahçeşehir University Professor Reha Yolalan and Mahmut Karayel, Anatomy of Crises draws on the authors' extensive academic and professional experience to examine the evolution of financial systems and the forces that generate economic instability. Moving from the Industrial Revolution, globalisation and financialisation to inflation, market volatility and corporate risk management, the book analyses major crises in Türkiye and the United States and distils lessons for financial professionals, policymakers and long-term investors. By making complex financial concepts and historical experience accessible to a wider readership, it strengthens the financial literacy and risk-awareness needed to support resilient institutions, responsible investment and sustainable economic growth.

The book contributes particularly to SDG 8 by demonstrating how effective financial systems, prudent risk management and preparedness for economic shocks can help protect productive activity, employment and social welfare. Its discussion of fintech, artificial intelligence and the future of banking also equips young professionals to understand the technological transformation of financial work and the emerging competencies required in a rapidly changing labour market. At the same time, its attention to financial inclusion, unequal wealth distribution and the public purpose of finance connects the publication with SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure) and SDG 10 (Reduced Inequalities). Through Professor Yolalan's contribution, Bahçeşehir University supports the transfer of accumulated knowledge across generations and encourages a more informed, inclusive and resilient approach to economic development.



International Symposium on Social Justice in English Language Teaching





Held at Bahçeşehir University during the 2023–2024 academic year, the International Symposium on Social Justice in English Language Teaching brought together language educators, researchers, and scholars to discuss how social justice, diversity, and equity can be integrated into English language education. The symposium created an academic learning platform for examining inclusive curriculum design, critical pedagogy, and pedagogical innovations that respond to the needs of diverse learner groups. By supporting educators' professional development and encouraging more equitable teaching practices, the event directly contributed to SDG 4 by strengthening inclusive and quality education in language learning contexts.

The symposium also emphasized the role of language classrooms as spaces where barriers to participation can be questioned and reduced. Its focus on diversity, learner empowerment, and socially responsive curricula connected SDG 4 with SDG 10, while its attention to justice-oriented pedagogy and democratic classroom practices also aligned with SDG 16. Through this international academic gathering, Bahçeşehir University supported knowledge exchange on how education can promote both linguistic competence and a stronger culture of equity, inclusion, and social responsibility.

Advancing Quality Language Education through GlobELT 2024 Conference Participation

During the 2024-2025 academic year, faculty members participated in GlobELT 2024: An International Conference on Teaching English as an Additional Language, an international ELT conference bringing together educators, researchers, and applied linguists to discuss contemporary approaches in English language teaching. The conference provided a scholarly platform for exchanging research-based insights on language acquisition, curriculum innovation, classroom practices, and teacher education. By supporting academic engagement with advanced pedagogies and current instructional methods, this participation contributed directly to SDG 4 by strengthening educators' professional development and improving the quality of language education.

The conference also encouraged international knowledge exchange on how English can be taught more effectively and inclusively as an additional language. Its focus on evidence-based teaching practices, learner-centred methodologies, and curriculum development aligned with SDG 4's emphasis on quality, inclusive, and lifelong learning. Through this academic participation, Bahçeşehir University supported the continuous development of teaching expertise and contributed to broader discussions on improving educational quality in language learning contexts.





Advancing the Future of Language Education through ULEAD 2024 Annual Congress Participation

Held at Ankara Hacı Bayram Veli University School of Foreign Languages during the 2024–2025 academic year, the ULEAD 2024 Annual Congress convened international scholars under the theme “Navigating the Future of Language Education.” The congress brought together three major scientific meetings: the 18th International Congress of Research in Education, the 8th International Conference on Research in Applied Linguistics, and the 13th International ELT Research Conference. By engaging with a broad academic platform focused on educational research, applied linguistics, and English language teaching, the participation contributed to SDG 4 by supporting continuous professional learning and strengthening the quality of language education.

The gathering provided a forum to examine contemporary pedagogical developments, future directions in language instruction, and empirical research in educational sciences. Its focus on research-informed teaching, curriculum development, and the evolving needs of language learners aligned closely with SDG 4’s emphasis on inclusive, equitable, and quality education. Through participation in this international congress, Bahçeşehir University supported scholarly exchange on how language education can respond to future educational challenges and improve teaching practices across diverse learning contexts.



International Symposium on New Trends in Language Studies 2

Organized by Ankara Social Sciences University Faculty of Foreign Languages, the 2nd International Symposium on New Trends in Language Studies was held in Ankara during the 2024–2025 academic year and brought together scholars, researchers, and practitioners working in linguistics and foreign language education. The symposium provided an academic setting to discuss contemporary methodologies, emerging pedagogical paradigms, and current trends shaping language studies. By engaging with new approaches to language teaching and learning, the participation contributed to SDG 4 by supporting continuous professional development and the advancement of quality education in foreign language instruction.

The gathering also created a structured platform for exchanging ideas on innovative teaching practices, curriculum improvement, and quality standards in language learning. Its focus on research-informed pedagogy and the modernization of language education aligned with SDG 4's emphasis on inclusive, equitable, and effective learning opportunities. Through participation in this symposium, Bahçeşehir University supported academic dialogue on how language education can adapt to changing learner needs and strengthen educational quality across diverse contexts.



Developing Lifelong Learning Skills through “Learning to Learn” Sessions

Assoc. Prof. Dr. Seda Saraç delivered “Learning to Learn” sessions as part of the Brain Coaching Programme on 24 October 2024, 11 June 2025, and 9 September 2025. The training series focused on self-regulation, learning strategies, and the ways participants can take a more active role in their own learning processes. By helping participants understand how they learn and how they can adapt their strategies across educational, professional, and daily-life contexts, the sessions contributed directly to SDG 4 by strengthening lifelong learning and independent learning skills.

The programme also supported a broader understanding of quality education as the development of transferable competencies rather than only subject-specific knowledge. Through its emphasis on reflection, self-directed learning, and practical learning strategies, the series helped participants build the capacity to continue learning beyond formal educational settings. In this respect, the “Learning to Learn” sessions aligned closely with SDG 4’s aim of promoting inclusive and lifelong learning opportunities for all.







MIXAP Teacher Workshops and Co-Design Session







Between July and December 2025, Bahçeşehir University hosted a series of teacher workshops and a co-design session within the Erasmus+ MIXAP – Augmented Pedagogy project. The activities brought educators together to explore how mixed reality (MR) can be used to create interactive learning experiences. Teachers tested tools, developed ideas for educational activities, and shared feedback based on their classroom experience.

The workshops gave teachers space to examine the practical and pedagogical decisions behind MR activities. Participants considered whether proposed designs would work in classrooms, how the tools could support student attention and collaboration, and what changes would make them more useful for teaching. Their questions and feedback helped guide the continued refinement of the MIXAP tools.

During the international co-design session at Bahçeşehir University on, educators continued this work after a corresponding session in France. Figen Köksalan Sanchezpena, Tuğçe Aybikem Kıran, and Leila Jedi shared the MIXAP activities they had developed. Tuğçe Aybikem Kıran and Leila Jedi received Best Learning Activity certificates, and participating educators received MIXAP Pioneer Teacher mugs in recognition of their involvement.

Together, these activities contribute to SDG 4: Quality Education by supporting teachers' professional learning and involving them directly in the design of educational activities. The development and testing of MR tools also relates to SDG 9: Industry, Innovation and Infrastructure. As part of an international Erasmus+ project built on collaboration among educators and project partners, the activities additionally support SDG 17: Partnerships for the Goals.

Making the Voice of Literature Heard in Children's Literature Publishing Seminar at the Children's Literature Summit'25





Bahçeşehir University played a leading role in planning and developing the content of the Children's Literature Summit, held on 14 December 2025 and hosted by the Beşiktaş District Directorate of National Education and MEF Schools. The summit brought together prominent children's literature researchers and authors, including Gülten Dayıoğlu, Mustafa Ruhi Şirin, Gürsel Korat, Selahattin Dilidüzgün, and Esra Yazdıç Demir. Discussions explored ways to strengthen children's reading habits in a rapidly changing world, the evolving role of children's literature in contemporary education, and strategies to enhance the educational and cultural influence of literary texts.

The initiative contributed to SDG 4: Quality Education by promoting literacy development, encouraging lifelong reading habits, and emphasizing the importance of literature in children's intellectual, emotional, and social development. Through collaboration with local educational authorities and schools, Bahçeşehir University also supported knowledge exchange between academic experts and educational stakeholders, reinforcing SDG 17: Partnerships for the Goals and demonstrating the value of institutional cooperation in advancing quality education.

Global Competencies and New Horizons for Learning in the Age of AI

Dr. Sezin Eşfer Öndünç represented Bahçeşehir University as a panelist in the session titled "Global Competencies and New Horizons for Learning in the Age of AI," held as part of the 10th Education Technologies Platform (ETP) Conference at Yeditepe University in Istanbul on 29 November 2025. Moderated by Prof. Dr. Diler Öner, the panel brought together academics to explore the transformative impact of artificial intelligence on education, emerging global competencies, and the evolving skills required for learners to succeed in an increasingly technology-driven world.

The panel contributed to SDG 4: Quality Education by encouraging academic dialogue on innovative teaching approaches, digital literacy, and the responsible integration of artificial intelligence into educational practices. Through its academic participation, Bahçeşehir University supported knowledge exchange on the future of learning, emphasizing the importance of adapting educational strategies to technological developments and equipping learners with the competencies needed for lifelong learning and participation in a rapidly changing global environment.

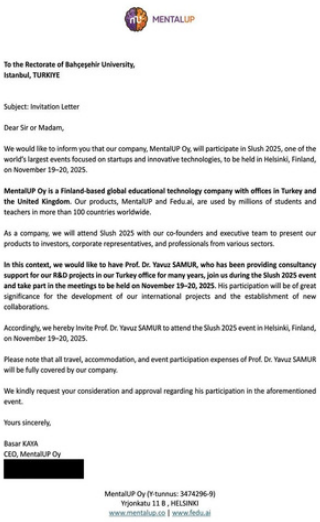


MentalUP Participation in Slush 2025: Advancing Educational Technology and Innovation

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, participated in Slush 2025, an international startup and technology event held in Helsinki, Finland, on 19–20 November 2025, representing MentalUP, an educational technology initiative focused on supporting children's cognitive development through interactive digital learning experiences. His participation highlighted the intersection of academic expertise, educational entrepreneurship, and technological innovation, providing an opportunity to engage with the international innovation ecosystem and explore emerging developments in technology-enhanced learning.

This participation contributed to SDG 4: Quality Education by promoting innovative digital learning solutions that support children's cognitive skills, educational engagement, and access to interactive learning opportunities. It also aligned with SDG 9: Industry, Innovation and Infrastructure by highlighting the role of educational technology entrepreneurship in developing scalable, technology-driven approaches to learning. Through Prof. Dr. Samur's

involvement, Bahçeşehir University demonstrated its engagement with international discussions on educational innovation and the potential of digital technologies to enhance learning experiences.



MENTALUP

To the Rectorate of Bahçeşehir University,
Istanbul, TURKIYE

Subject: Invitation Letter

Dear Sir or Madam,

We would like to inform you that our company, MentalUP Oy, will participate in Slush 2025, one of the world's largest events focused on startups and innovative technologies, to be held in Helsinki, Finland, on November 19–20, 2025.

MentalUP Oy is a Finland-based global educational technology company with offices in Turkey and the United Kingdom. Our products, MentalUP and Fedu.ai, are used by millions of students and teachers in more than 100 countries worldwide.

As a company, we will attend Slush 2025 with our co-founders and executive team to present our products to investors, corporate representatives, and professionals from various sectors.

In this context, we would like to have Prof. Dr. Yavuz SAMUR, who has been providing consultancy support for our R&D projects in our Turkey office for many years, join us during the Slush 2025 event and take part in the meetings to be held on November 19–20, 2025. His participation will be of great significance for the development of our international projects and the establishment of new collaborations.

Accordingly, we hereby invite Prof. Dr. Yavuz SAMUR to attend the Slush 2025 event in Helsinki, Finland, on November 19–20, 2025.

Please note that all travel, accommodation, and event participation expenses of Prof. Dr. Yavuz SAMUR will be fully covered by our company.

We kindly request your consideration and approval regarding his participation in the aforementioned event.

Yours sincerely,

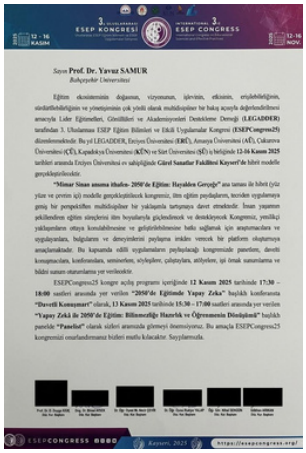
Basar KAYA
CEO, MentalUP Oy
[redacted]

MentalUP Oy (Y-tunnus: 3474296-9)
Yrjönkatu 11 B , HELSINKI
www.mentalup.co | www.fedu.ai

Artificial Intelligence in Education in 2050: Preparedness and the Transformation of Learning

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, was invited as a panelist to the session titled “Artificial Intelligence in Education in 2050: Preparedness and the Transformation of Learning,” held as part of the Third International ESEP Congress at Erciyes University in Kayseri, Türkiye, on 13 November 2025 in a hybrid format. The panel explored the future of education in an increasingly AI-driven world, focusing on how educational institutions, educators, and learners can prepare for technological transformations and adapt teaching and learning approaches to emerging developments in artificial intelligence.

The initiative contributed to SDG 4: Quality Education by fostering academic dialogue on future-oriented educational strategies, digital competencies, and the potential of artificial intelligence to enhance teaching effectiveness and learning experiences. It also supported SDG 9: Industry, Innovation and Infrastructure by encouraging discussions on technological innovation and the integration of emerging technologies into educational systems. Through Prof. Dr. Samur's participation, Bahçeşehir University contributed academic expertise to international discussions on preparing education for future challenges and opportunities.



ESEP KONGRESİ
ESEP CONGRESS

Sayın **Prof. Dr. Yavuz SAMUR**
Bahçeşehir Üniversitesi

Eğitim ekosisteminin doğasının, vizyonunun, işlevinin, etkisinin, erişilebilirliğinin, sürdürülebilirliğinin ve yönetişiminin çok yönlü olarak multidisipliner bir bakış açısıyla değerlendirilmesi amacıyla Lider Eğitimciler, Gönüllüler ve Akademisyenleri Destekleme Derneği (**LEGADDER**) tarafından 3. Uluslararası ESEP Eğitim Bilimleri ve Etkili Uygulamalar Kongresi (**ESEPCongress25**) düzenlenmektedir. Bu yıl LEGADDER, Erciyes Üniversitesi (**ERÜ**), Amasya Üniversitesi (**AÜ**), Cukurova Üniversitesi (**ÇÜ**), Kapadokya Üniversitesi (**KÜN**) ve Sivas Üniversitesi (**SİÜ**) iş birliğinde **12-16 Kasım 2025** tarihleri arasında Erciyes Üniversitesi ev sahipliğinde **Güzel Sanatlar Fakültesi Kayseri'de** hibrit modelde gerçekleştirilecektir.

"Mimar Sinan anısına ithafen- 2050'de Eğitim: Hayalden Gerçeğe" ana teması ile hibrit (yüz yüze ve çevrim içi) modelde gerçekleştirilecek kongremiz, tüm eğitim paydaşlarını, teoriden uygulamaya geniş bir perspektifen multidisipliner bir yaklaşımla tartışmaya davet etmektedir. İnsan yaşamını şekillendiren eğitim süreçlerini tüm boyutlarıyla güçlendirecek ve destekleyecek Kongremiz, yenilikçi yaklaşımların ortaya konulabilmesine ve geliştirilebilmesine katkı sağlamak için araştırmacılara ve uygulayıcılara, bulgularını ve deneyimlerini paylaşma imkânı vermek bir platform oluşturmayı amaçlamaktadır. Bu kapsamda edilli uygulamalarını paylaşılacağı kongremizde panelists, davetli konuşmacıların, konferansların, seminerlerin, sözlerin, çalıştaylara, atölyelere, işi örnek sunumlarına ve bildiri sunum oturumlarına yer verilecektir.

ESEPCongress25 kongre açılış programı içerisinde **12 Kasım 2025** tarihinde **17:30 – 18:00** saatleri arasında yer verilen **"2050'de Eğitimde Yapay Zeka"** başlıklı konferansına **"Davetli Konuşmacı"** olarak, **13 Kasım 2025** tarihinde **15:30 – 17:00** saatleri arasında yer verilen **"Yapay Zekâ ile 2050'de Eğitim: Bilinmezliğe Hazırlık ve Öğrenmenin Dönüşümü"** başlıklı panelde **"Panelist"** olarak sözleri aramızda görmeyi önemsiyoruz. Bu amaçla ESEPCongress25 kongremizi onurlandırmanız bizleri mutlu kılacaktır. Saygılarımızla.

[redacted]

ESEPCONGRESS
Kasım 2025
https://esepcongress.org/

TÜBİTAK 4008 Project – Preparation of AI-Supported Teaching Materials for Initial Reading and Writing Instruction in Special Education





On 22 October 2025, Asst. Prof. Dr. Zeynep Cömert from Bahçeşehir University participated as an instructor in the TÜBİTAK 4008 project titled “Preparation of AI-Supported Teaching Materials for Initial Reading and Writing Instruction in Special Education,” implemented under the Inclusive Society Practices Support Program for Individuals with Special Needs. As part of the project, she delivered a training session titled “Artificial Intelligence Tools for Initial Reading and Writing Processes,” focusing on the use of AI technologies to develop accessible and adaptable instructional materials for students with special educational needs. The training aimed to strengthen educators' competencies in AI-assisted material development while exploring innovative approaches to addressing diverse learning requirements in early literacy education.

The initiative directly contributed to SDG 4: Quality Education by supporting inclusive teaching practices, strengthening educators' professional capacities, and promoting equitable access to quality literacy instruction for learners with special needs. It also aligned with SDG 10: Reduced Inequalities by addressing educational barriers experienced by students with disabilities and encouraging the development of learning materials tailored to individual needs. Additionally, the integration of artificial intelligence into special education supported SDG 9: Industry, Innovation and Infrastructure, highlighting the potential of emerging technologies to advance accessible and innovative educational solutions.

Advancing AI-Enhanced Game-Based Learning at the 19th European Conference on Games Based Learning

Asst. Prof. Dr. Zeynep Cömert from Bahçeşehir University presented the research paper titled “Designing AI-Enhanced Educational Digital Escape Room Games: A Framework for Teacher Implementation” at the 19th European Conference on Games Based Learning (ECGBL 2025), held at Nord University in Levanger, Norway, on 1–3 October 2025. Co-authored by Merve Kara, Zeynep Cömert, and Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, the study explored a practical framework for integrating artificial intelligence into educational digital escape room games. By combining AI technologies, game-based learning methodologies, and interactive digital environments, the research focused on empowering educators to design engaging, technology-supported learning experiences that encourage student participation, problem-solving, and critical thinking.

The research contributed to SDG 4: Quality Education by advancing innovative teaching methodologies and supporting educators' capacity to integrate emerging technologies into classroom practices. It also aligned with SDG 9: Industry, Innovation and Infrastructure through its exploration of AI-driven educational tools and digital learning innovations. Furthermore, presenting the study at an international scientific conference supported SDG 17: Partnerships for the Goals by facilitating cross-border academic dialogue, research dissemination, and knowledge exchange in educational technology and game-based learning.



Exploring Artificial Intelligence in English Language Teaching: Guest Speaker for the Academic Panel

Asst. Dr. Zeynep Cömert from Bahçeşehir University participated as an invited speaker in an academic panel on Artificial Intelligence in English Language Teaching (ELT), organized by Yeditepe University in Istanbul on 10 September 2025. The panel explored the integration of generative AI and AI-supported tools into foreign language education, highlighting their potential to enhance teaching methodologies, personalize learning experiences, and support language acquisition. Discussions also addressed the opportunities and challenges associated with AI adoption, emphasizing the importance of pedagogically appropriate and responsible technology use by educators and students.

The initiative contributed to SDG 4: Quality Education by promoting innovative language teaching practices, strengthening digital competencies, and encouraging the effective integration of emerging technologies into educational environments. It is also aligned with SDG 9: Industry, Innovation and Infrastructure by exploring technological advancements in language education and SDG 17: Partnerships for the Goals by facilitating academic knowledge exchange and collaboration between higher education institutions. Through this contribution, Bahçeşehir University supported the advancement of technology-enhanced language education and the professional development of educators.



Advancing Entrepreneurship-Integrated STEAM Education through the Erasmus+ STE^{2}AM Project



Bahçeşehir University actively participated in the EU-funded Erasmus+ project "Defining Standards in STE^{2}AM (Entrepreneurship) Education: Fueling Future Leaders with STEAM+E" (Project No: 2022-1-TR01-KA220-HED-000088047), supported by the European Union and the Turkish National Agency. Representing the university, Asst. Prof. Dr. Rukiye Özlem Öztürk, Asst. Prof. Dr. Ali Öztüfekçi, Asst. Prof. Dr. Gürsu Aşık, and Asst. Prof. Dr. Meltem Özmutlu participated in international consortium meetings and teacher-training workshops hosted by Gaziantep University Faculty of Education. The project aims to develop a standardized, practitioner-friendly framework integrating entrepreneurship into Science, Technology, Engineering, Arts, and Mathematics (STEAM) education. The teacher-training activities focused on strengthening educators' capacity to design interdisciplinary lessons, incorporate entrepreneurial thinking into classroom activities, and apply student-centered teaching methods that encourage creativity, analytical reasoning, and collaborative problem-solving.

The project's teacher-training component contributes to SDG 4: Quality Education by providing educators with practical pedagogical approaches and instructional strategies for implementing entrepreneurship-integrated STEAM education. Its intended outcomes include improved

teacher preparedness, greater confidence in designing innovation-oriented learning activities, and enhanced capacity to foster students' critical thinking, entrepreneurial awareness, and problem-solving skills. By promoting transferable teaching methodologies and inclusive instructional practices, the initiative supports the professional development of educators and the quality of learning environments. Additionally, the project aligns with SDG 9: Industry, Innovation and Infrastructure through its emphasis on innovation and entrepreneurial competencies, and SDG 17: Partnerships for the Goals through international cooperation and the exchange of educational expertise.

Advancing Climate Literacy Education: Bahçeşehir University at the ESERA 2025 Conference

On 26 August 2025, Assoc. Prof. Dr. Nilay Öztürk, faculty member at Bahçeşehir University's Faculty of Educational Sciences and Director of the ÖGAM–BAUSTEM Center, presented the research paper "Examining Middle School Students' Climate Literacy in Terms of Demographic Variables: Preliminary Findings from a Climate Change Education Project" at the 16th European Science Education Research Association (ESERA) Conference, held in Copenhagen, Denmark, on 25–29 August 2025. The presentation shared preliminary findings from the SOBİD project, which focuses on developing a climate change education module using a socioscientific issues approach. By examining the relationship between students' demographic characteristics and climate literacy, the research aimed to inform the development of educational strategies that address diverse learning needs and strengthen students' understanding of climate-related challenges.

The research contributed to SDG 4: Quality Education by supporting evidence-based science education, promoting environmental literacy, and informing the development of inclusive and effective climate change teaching approaches. It is also directly aligned with SDG 13: Climate Action, particularly Target 13.3, which emphasizes improving education, awareness, and institutional capacity regarding climate change mitigation and adaptation. Through its participation in this international scientific conference, Bahçeşehir University contributed to global academic knowledge exchange on sustainability education and the integration of climate literacy into school curricula.





1790

Examining middle school students' climate literacy in terms of demographic variables: Preliminary findings from a climate change education project

Nilay Ozturk[1], Naz Fulya Cibik[2], Selen Ilgen[1], Ayse Gul Celenk[1], Ferah Topal Arslan[1], Nazmiye Ertugrul[3], Zeynep Aydin[3], Damla Kaya[1], Yasemin Ozdem-Yilmaz[2], Gaye Defne Ceyhan[3]

TÜBİTAK 1001 Research Project on Cyberbullying and Adolescent Bystanders

Bahçeşehir University's research project titled “A Field Study on the Effect of Perceived Legitimization of Cyberbullying on Adolescents’ Cyber Bystander Roles,” led by Seda Gökçe Turan, was awarded funding under the TÜBİTAK 1001 Scientific and Technological Research Projects Funding Programme in August 2025. Planned to run for 13 months, the project

investigates how adolescents' perceptions of cyberbullying as acceptable or justified influence their responses when witnessing harmful online behavior. By examining the factors that shape young people's roles as digital bystanders, the research seeks to generate evidence that can inform cyberbullying prevention strategies, digital citizenship education, and interventions promoting responsible online behavior among adolescents.

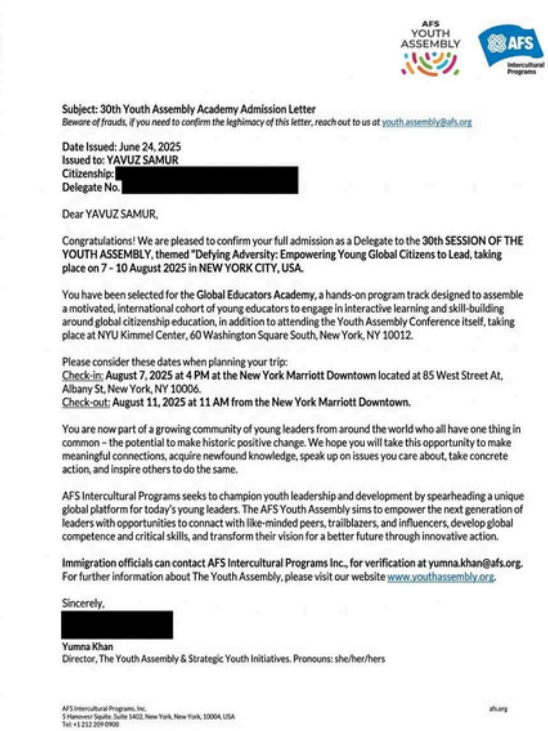
The project contributes to SDG 4: Quality Education by supporting research aimed at creating safer, more inclusive learning environments and strengthening students' digital awareness, social responsibility, and understanding of online harassment. It also aligns with SDG 3: Good Health and Well-Being by addressing cyberbullying, a significant risk factor for adolescents' psychological well-being and emotional development. Furthermore, the initiative supports SDG 16: Peace, Justice and Strong Institutions by promoting nonviolence and responsible behavior in digital communities, while contributing to SDG 10: Reduced Inequalities through its potential to inform educational strategies that reduce online victimization, social exclusion, and discriminatory behavior among young people.



Advancing Global Citizenship Education: Participation in the Global Educators Academy at the 30th Youth Assembly

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, was selected as a delegate for the Global Educators Academy, held as part of the 30th Youth Assembly at New York University's Kimmel Center in New York, United States, on 7–12 August 2025. The academy brought together educators from different countries to engage in interactive learning, professional development, and international knowledge exchange, with a particular emphasis on global citizenship education. Through its focus on developing educators' competencies in global awareness, intercultural understanding, and innovative teaching approaches, the programme provided a platform for exploring educational practices that prepare learners to engage with complex global challenges.

This participation contributed to SDG 4: Quality Education, particularly Target 4.7, which emphasizes education for sustainable development, global citizenship, cultural diversity, and the promotion of peaceful and inclusive societies. By encouraging international professional learning and the exchange of educational perspectives, the initiative supported the development of globally oriented teaching practices and educators' capacity to foster responsible global citizenship among students. It also aligned with SDG 17: Partnerships for the Goals by facilitating international networking, cross-cultural dialogue, and opportunities for educational cooperation among participants from diverse institutional and national backgrounds.



AFS YOUTH ASSEMBLY

AFS Intercultural Programs

Subject: 30th Youth Assembly Academy Admission Letter
Beware of frauds, if you need to confirm the legitimacy of this letter, reach out to us at youth.assembly@afs.org

Date Issued: June 24, 2025
Issued to: YAVUZ SAMUR
Citizenship: [redacted]
Delegate No. [redacted]

Dear YAVUZ SAMUR,

Congratulations! We are pleased to confirm your full admission as a Delegate to the **30th SESSION OF THE YOUTH ASSEMBLY, themed "Defying Adversity: Empowering Young Global Citizens to Lead, taking place on 7 - 10 August 2025 in NEW YORK CITY, USA.**

You have been selected for the **Global Educators Academy**, a hands-on program track designed to assemble a motivated, international cohort of young educators to engage in interactive learning and skill-building around global citizenship education, in addition to attending the Youth Assembly Conference itself, taking place at NYU Kimmel Center, 60 Washington Square South, New York, NY 10012.

Please consider these dates when planning your trip:
Check-in: **August 7, 2025 at 4 PM at the New York Marriott Downtown** located at 85 West Street At, Albany St, New York, NY 10006.
Check-out: **August 11, 2025 at 11 AM from the New York Marriott Downtown.**

You are now part of a growing community of young leaders from around the world who all have one thing in common – the potential to make historic positive change. We hope you will take this opportunity to make meaningful connections, acquire newfound knowledge, speak up on issues you care about, take concrete action, and inspire others to do the same.

AFS Intercultural Programs seeks to champion youth leadership and development by spearheading a unique global platform for today's young leaders. The AFS Youth Assembly sims to empower the next generation of leaders with opportunities to connect with like-minded peers, trailblazers, and influencers, develop global competence and critical skills, and transform their vision for a better future through innovative action.

Immigration officials can contact AFS Intercultural Programs Inc., for verification at yumna.khan@afs.org.
For further information about The Youth Assembly, please visit our website www.youthassembly.org.

Sincerely,
[redacted]
Yumna Khan
Director, The Youth Assembly & Strategic Youth Initiatives. Pronouns: she/her/hers

AFS Intercultural Programs, Inc.
5 Hanover Squ. Suite 1402, New York, New York, 10004, USA
Tel: +1 212 209 0900

afs.org

Advancing Educational Innovation through the Horizon Europe EdTech Talents Project

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, was invited as a workshop leader to "EdTech Synergy: Leveraging Stakeholder Expertise for Educational Transformation," held at Johannes Kepler University in Linz, Austria, on 23–27 June 2025, under the Horizon Europe EdTech Talents project. His proposed workshop, titled "Game-Changing Education: Harnessing the Potential of Innovative Methodologies with EdTech," focused on exploring innovative teaching methodologies and the potential of educational technologies to transform learning experiences. The event brought together researchers, educational technology start-ups, academic institutions, and industry stakeholders to exchange expertise, explore emerging educational solutions, and identify opportunities for collaboration in technology-enhanced education.

The initiative contributed to SDG 4: Quality Education by promoting innovative pedagogical approaches, strengthening knowledge exchange on digital learning methodologies, and encouraging the integration of educational technologies into teaching practices. It also aligned with SDG 9: Industry, Innovation and Infrastructure by supporting educational technology innovation and fostering connections between academic research and entrepreneurial initiatives. Furthermore, the event advanced SDG 17: Partnerships for the Goals by facilitating international cooperation between universities, researchers, and industry representatives, highlighting the importance of cross-sector partnerships in developing future-oriented educational solutions.



Evrak Tarih ve Sayısı: 29.04.2025-E.77

JKU
JOHANNES KEPLER UNIVERSITY LINZ

21 March 2025

Univ-Prof. Dr. Zsolt Lavicza
Department of STEM Education
Linz School of Education
P [redacted]

Office:
Daniela Reidinger
Tel. [redacted]

Letter of Invitation for Prof. Yavuz Samur

Dear Prof. Dr. Yavuz Samur,

We are delighted to extend a formal invitation to you to visit the **JKU Linz School of Education, Department of STEM Education**, and participate in the **European Education Technology Start-up Support Event** under the **EdTech Talents Project** (supported by HORIZON-WIDERA-2022-TALENTS-03, Project Number 101119689). This 4-year Horizon Europe project aims to strengthen the EdTech ecosystem by fostering cross-border and cross-sector collaboration, supporting innovation, and building sustainable partnerships between academia and industry. For more information, please visit our website: https://edtechtalents.eu/.

The event, titled **"EdTech Synergy: Leveraging Stakeholder Expertise for Educational Transformation,"** will bring together researchers, start-ups, and business organisations to create a dynamic platform for EdTech companies to showcase their innovations and for stakeholders to exchange ideas on driving educational transformation. It will take place at the **JKU Open Innovation Centre** in Linz, Austria, from **23 to 27 June 2025.**

We would be delighted if you could accept our invitation to lead a workshop titled **"Game-Changing Education: Harnessing the Potential of Innovative Methodologies with EdTech."** Your expertise and insights would greatly contribute to the event's mission of fostering collaboration and innovation in the field of educational technology.

We sincerely hope you can join us for this exciting opportunity to shape the future of education through technology and collaboration. Please let us know if you require any further information or assistance regarding your participation.

Thank you for considering this opportunity, and we look forward to your positive response.

Sincerely yours,

[redacted]
Univ-Prof. Dr. Zsolt Lavicza

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Evrak Tarih ve Sayısı: 22.07.2025-E.130

BAU

T.C.
BAHÇEŞEHİR ÜNİVERSİTESİ

YURT İÇİ VE YURT DIŞI GÖREVLENDİRME FORMU

Tarih: 21.07.2025 14:50:49

KİŞİSEL BİLGİLER

T.C. KİMLİK NO	[redacted]
PASAPORT NO	[redacted]
ADI SOYADI	Yavuz SAMUR
KADRO TÜRÜ	Akademik Personel
ÜNVANI	Dekan
BÖLÜM	Bilgisayar ve Öğretim Teknolojileri Bölümü
FAKÜLTE	Eğitim Bilimleri Fakültesi Dekanlığı
KİŞİSEL E-POSTA ADRESİ	[redacted]
KURUMSAL E-POSTA ADRESİ	[redacted]
GSM NUMARASI	[redacted]

ETKİNLİK İLE İLGİLİ BİLGİLER

ETKİNLİĞİN TAM ADI	30th AFS Youth Assembly Academy themed "Defying Adversity. Empowering Young Global Citizens to Lead"
ETKİNLİĞİ YAPAN KURUM	Friendship Ambassadors Foundation (FAF), a not-for-profit organization with a history that dates back to 1958. FAF and its flagship program, the Youth Assembly, are now a part of AFS Intercultural Programs.AFS Intercultural Programs is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world. Find out more at afs.org.
ETKİNLİĞİN TÜRÜ	The AFS Youth Assembly is a unique platform that cultivates a global network of young leaders and changemakers through exchange, education, action and impact. It empowers the next generation of leaders with opportunities to connect with like-minded peers, trailblazers, and

Enhancing STEM Learning Outcomes through Virtual Experiments: Erasmus+ STexperiMents Project

As part of the Erasmus+ KA220 STexperiMents Project, coordinated by Assoc. Prof. Dr. Nilay Öztürk from Bahçeşehir University, two virtual STEM experiments focusing on acceleration and acids and bases were implemented with high school students at Uğur Schools' Bakırköy Campus in Istanbul on 17 June 2025. Dr. Sezin Eşfer also contributed to the project as a researcher. The initiative focuses on developing and evaluating innovative virtual experiments designed for pre-service teacher education programmes in STEM disciplines. By introducing these digital experiments into a classroom environment, the activity provided students with opportunities to explore scientific concepts through interactive learning experiences, apply theoretical knowledge to simulated experiments, and develop scientific reasoning, observation, and analytical thinking skills.

The initiative directly contributed to SDG 4: Quality Education by supporting the development of essential STEM competencies, strengthening students' conceptual understanding of physics and chemistry, and encouraging inquiry-based, experiential learning. The virtual experiments were designed to promote active student participation, scientific problem-solving, and digital

literacy while providing educators with practical examples of technology-supported instructional methods. By connecting pre-service teacher education with real classroom applications, the project also supported the development of effective teaching practices and innovative learning materials that can be adapted to diverse educational settings. Furthermore, the collaboration between Bahçeşehir University and Uğur Schools aligned with SDG 17: Partnerships for the Goals, demonstrating the value of university–school cooperation in advancing educational quality and translating academic research into classroom practice.







Strengthening Teachers' AI Literacy through the TÜBİTAK 4004 Education Programme

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, was invited as a project instructor to the TÜBİTAK 4004 programme titled "Preparing the Classrooms of the Future: Artificial Intelligence Literacy for Teachers," organized in Mersin, Türkiye, on 16–20 June 2025. The programme focused on strengthening teachers' understanding of artificial intelligence and developing their capacity to integrate AI-supported technologies into educational practices. Through its emphasis on AI literacy and technology-enhanced teaching, the initiative aimed to equip educators with the knowledge and practical competencies needed to adapt their instructional approaches to emerging digital developments and create more innovative learning environments.

The initiative directly contributed to SDG 4: Quality Education, particularly Target 4.c, which emphasizes increasing the availability of qualified teachers through professional development and training. By supporting educators' AI literacy, digital competencies, and preparedness to incorporate emerging technologies into classroom instruction, the programme promoted continuous professional learning and more effective technology-supported teaching practices. It also aligned with SDG 9: Industry, Innovation and Infrastructure by encouraging the adoption of innovative digital technologies in education. Through Prof. Dr. Samur's contribution, Bahçeşehir University supported teacher capacity-building and the development of future-ready educational practices.

Strengthening Climate Change Education through the TÜBİTAK SOBİD Teacher Workshop

Assoc. Prof. Dr. Nilay Öztürk from Bahçeşehir University participated in an in-person teacher workshop organized in Istanbul on 31 May 2025 as part of the TÜBİTAK 3501 Career Development Programme-supported SOBİD Project, titled "Design and Implementation of a Climate Change Teaching Module Using a Socioscientific Issues-Based Approach." The workshop brought together science and social studies teachers from Uğur Schools Bakırköy Campus, alongside Campus Principal Elvan Ekinci and early STEM&STEM Department Head Gözde Yılmaz. During the session, the project's educational outputs and climate change teaching module were shared with educators, emphasizing the integration of socioscientific issues into classroom instruction. The approach encourages teachers to connect scientific knowledge with real-world environmental challenges while fostering students' critical thinking, evidence-based reasoning, and informed decision-making.

The initiative directly contributed to SDG 4: Quality Education by supporting teachers' professional development, strengthening interdisciplinary teaching competencies, and promoting research-based instructional approaches to sustainability education. By introducing educators to teaching materials and methodologies that address climate change through scientific and social perspectives, the workshop supported their capacity to design engaging learning experiences that develop students' environmental literacy and analytical skills. It also aligned with SDG 13: Climate Action, particularly Target 13.3, by advancing climate change education, awareness, and capacity-building. The collaboration between Bahçeşehir University and Uğur Schools further demonstrated the value of connecting academic research with school-level teaching practices.





Advancing Educational Research and Pedagogical Innovation at the II EPAC International Congress



Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, participated in the II EPAC International Congress on Pedagogical Research in Education, held in Belek, Antalya, Türkiye, on 20–23 May 2025. The international congress brought together academics, researchers, and education professionals to exchange knowledge, discuss contemporary developments in educational research, and explore approaches to improving teaching and learning practices. Prof. Dr. Samur's participation reflected Bahçeşehir University's engagement with academic discussions on pedagogical development and the importance of connecting educational research with practical teaching methodologies.

The participation contributed to SDG 4: Quality Education by supporting the dissemination of educational research, encouraging evidence-based teaching practices, and facilitating academic dialogue on improving learning quality and educational effectiveness. International scientific gatherings such as the EPAC Congress provide opportunities for educators and

researchers to share perspectives on emerging pedagogical challenges and innovative instructional approaches. The activity also aligned with SDG 17: Partnerships for the Goals by fostering international academic networking and opportunities for knowledge exchange among educational institutions and researchers.

AI-Supported Professional Development Ecosystems in Measurement and Assessment

Asst. Prof. Dr. Gürsu Aşık from Bahçeşehir University delivered a presentation titled "AI-Supported Professional Development Ecosystems in Measurement and Assessment" at the Teacher Well-Being in the Age of Artificial Intelligence Symposium, hosted by Maltepe University in Istanbul on 21 May 2025. The presentation explored the potential of artificial intelligence to support teachers' continuous professional development, particularly in educational measurement and assessment practices. By examining AI-supported professional learning ecosystems, the session highlighted opportunities to strengthen educators' assessment literacy, encourage technology-enhanced evaluation methods, and support teachers in adapting to evolving educational demands while considering their professional well-being.

The initiative directly contributed to SDG 4: Quality Education by promoting teacher professional development, strengthening educators' digital competencies, and encouraging innovative, evidence-informed approaches to educational assessment. Its emphasis on AI-supported professional learning highlighted the importance of equipping teachers with the knowledge and skills needed to develop more effective, responsive, and student-centered assessment practices. Furthermore, the symposium aligned with SDG 17: Partnerships for the Goals by facilitating academic knowledge exchange and dialogue among education professionals, supporting the sharing of expertise on the responsible integration of artificial intelligence into teaching and assessment.



Strengthening Pre-Service Teacher Education through Virtual STEM Experiments: Erasmus+ STexperiMents Project

As part of the EU-funded Erasmus+ KA220 STexperiMents Project, titled “Preparation and Evaluation of Experiments Suitable for Pre-Service Teacher Training Programs in STEM Disciplines,” Bahçeşehir University organized a workshop involving virtual STEM experiment implementations with pre-service teachers on 20 May 2025. Coordinated by Assoc. Prof. Dr. Nilay Öztürk and Dr. Sezin Eşfer, the activity introduced prospective educators to two interactive virtual experiments focusing on acceleration and acid-base concepts. The workshop provided hands-on experience with digital science learning environments, allowing participants to explore how virtual experimentation can support conceptual understanding, scientific inquiry, and the practical application of STEM knowledge in educational settings.

The initiative directly contributed to SDG 4: Quality Education by strengthening pre-service teachers' digital literacy, pedagogical competencies, and preparedness to integrate innovative STEM teaching methods into their future classrooms. Through practical engagement with virtual experiments, prospective teachers gained opportunities to develop technology-supported instructional strategies, encourage inquiry-based learning, and design more interactive and accessible science education experiences. The project also aligned with SDG 9: Industry, Innovation and Infrastructure by promoting the educational application of digital technologies and SDG 17: Partnerships for the Goals through international cooperation under the Erasmus+ programme, supporting the development and exchange of innovative teacher-training practices.






Strengthening Pre-Service Science Teacher Training through STEM Experiment Implementations: Erasmus+ STexperiMents Project

As part of the EU-funded Erasmus+ KA220 STexperiMents Project, titled “Preparation and Evaluation of Experiments Suitable for Pre-Service Teacher Training Programs in STEM Disciplines,” Bahçeşehir University conducted an in-person workshop on 13 May 2025, involving pre-service science teachers from Marmara University. Coordinated by Assoc. Prof. Dr. Nilay Öztürk, with Dr. Sezin Eşfer contributing as a researcher, the workshop focused on two STEM experiments addressing thermal insulation and friction force. Through practical experimentation, prospective teachers had the opportunity to explore scientific concepts, engage in inquiry-based learning, and examine how experimental activities can be integrated into classroom instruction to strengthen students' conceptual understanding and scientific reasoning.

The initiative directly contributed to SDG 4: Quality Education by supporting the professional and pedagogical development of future science teachers, strengthening their experimental teaching competencies, and encouraging the use of hands-on, student-centered STEM learning approaches. By connecting theoretical knowledge with practical instructional experiences, the workshop supported participants' preparedness to design engaging science lessons, facilitate scientific inquiry, and foster problem-solving and critical thinking skills among future learners. Furthermore, the collaboration between Bahçeşehir University and Marmara University, together with the project's Erasmus+ framework, aligned with SDG 17: Partnerships for the Goals by promoting interinstitutional cooperation and knowledge exchange in teacher education.





Personalized Approaches to Mathematics Teaching: Understanding Metatips at FMGTEK 2025

Asst. Prof. Dr. Gürsu Aşık from Bahçeşehir University participated in the workshop titled “Personalized Approaches to Teaching Mathematics: Understanding Metatips,” held during the 5th International Congress on Science, Mathematics, Entrepreneurship and Technology Education (FMGTEK 2025) in Burhaniye, Balıkesir, Türkiye, on 17–19 May 2025. The workshop explored personalized approaches to mathematics instruction, focusing on Metatips and their relevance to understanding individual learning characteristics and adapting teaching strategies accordingly. The activity provided an opportunity to examine differentiated instructional methods and discuss how mathematics education can become more responsive to students' diverse learning needs, abilities, and educational backgrounds.

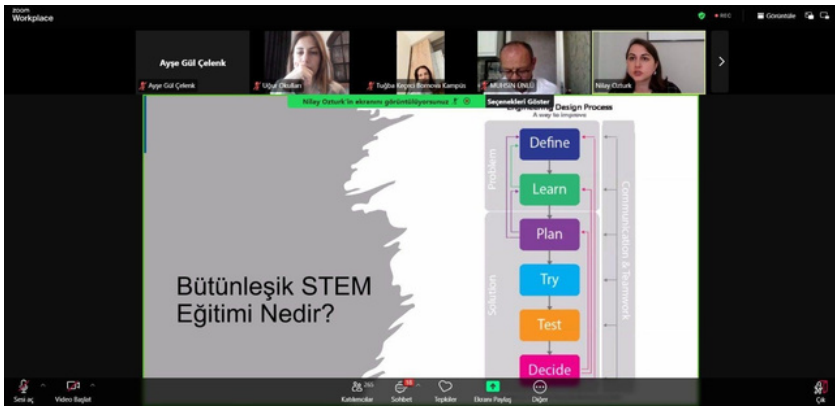
The initiative contributed to SDG 4: Quality Education by promoting learner-centered mathematics education, encouraging differentiated teaching practices, and supporting educators' professional development in personalized instruction. Its emphasis on adapting educational approaches to individual learning needs highlighted the importance of creating more inclusive and effective mathematics learning environments that support student engagement, conceptual understanding, and mathematical reasoning. Furthermore, participation in the international congress aligned with SDG 17: Partnerships for the Goals by facilitating academic knowledge exchange and the sharing of innovative educational practices among researchers and educators.



Advancing Early STEM and Climate Change Education through Teacher Professional Development

Assoc. Prof. Dr. Nilay Öztürk, Director of Bahçeşehir University's ÖGAM-BAUSTEM Center, delivered the opening presentation titled “An Interdisciplinary Approach to Climate Change Education” at Uğur Schools' Second-Term Early STEM Workshop, held online on 15 February 2025. The workshop brought together preschool and primary school teachers from across Türkiye to explore early STEM activities planned for the second half of the 2024–2025 academic year. Following the opening presentation, participants engaged with age-appropriate STEM activities and a question-and-answer session, providing opportunities to exchange teaching experiences and discuss the integration of interdisciplinary learning approaches into early childhood and primary education.

The initiative directly contributed to SDG 4: Quality Education by supporting teachers' professional development, strengthening their capacity to implement age-appropriate STEM activities, and promoting inquiry-based, interdisciplinary learning from an early age. By connecting scientific concepts with real-world environmental challenges, the workshop encouraged educational approaches that can foster children's curiosity, critical thinking, problem-solving skills, and environmental awareness. It also aligned with SDG 13: Climate Action by emphasizing the importance of integrating climate change education into early learning experiences and equipping educators with perspectives for introducing sustainability-related topics to young learners.





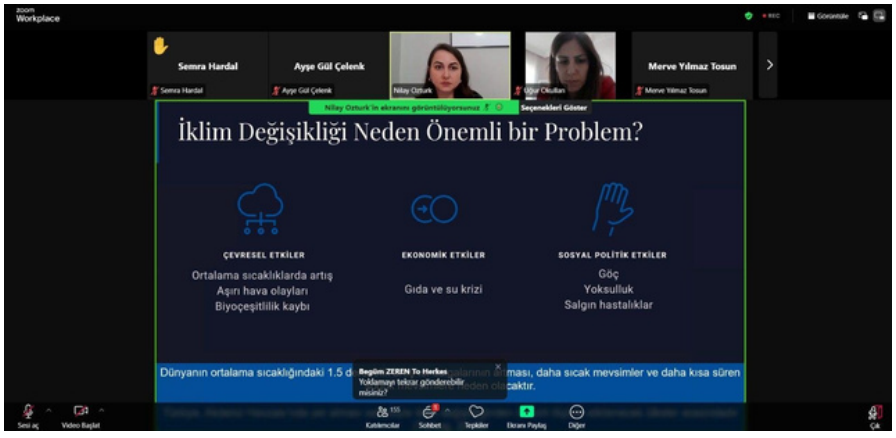
Strengthening Interdisciplinary STEM Teaching and Climate Change Education: Uğur Schools Teacher Workshop

Assoc. Prof. Dr. Nilay Öztürk, Director of Bahçeşehir University's ÖGAM-BAUSTEM Center, delivered the opening presentation titled “An Interdisciplinary Approach to Climate Change Education” at Uğur Schools' Second-Term STEM Workshop, held online on 14 February 2025. The workshop brought together science, mathematics, biology, physics, chemistry, and information technology teachers from across Türkiye to discuss STEM activities planned for the second half of the 2024–2025 academic year. The opening presentation emphasized the importance of integrating climate change education across different STEM disciplines, encouraging educators to connect scientific knowledge with environmental challenges and explore interdisciplinary approaches to teaching sustainability-related concepts.

The initiative directly contributed to SDG 4: Quality Education by supporting teachers' professional development, strengthening interdisciplinary STEM teaching competencies, and encouraging the integration of real-world environmental issues into classroom instruction. By promoting collaboration across subject areas, the workshop supported educators' capacity to design learning experiences that foster students' scientific literacy, critical thinking, and

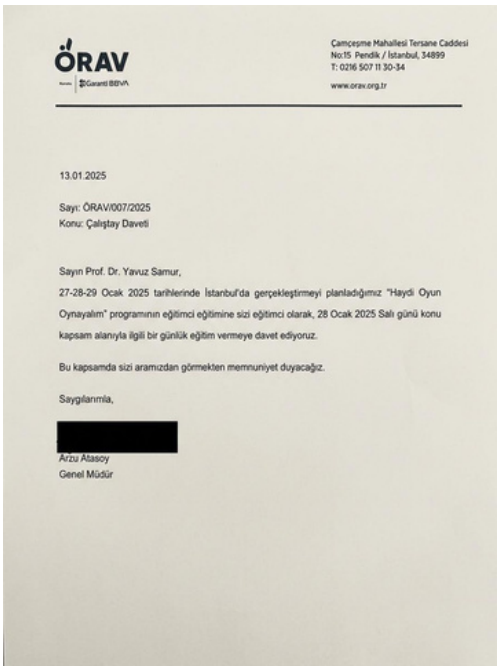
problem-solving skills. Furthermore, the emphasis on climate change education aligned with SDG 13: Climate Action, highlighting the role of educators in developing students' environmental awareness and understanding of climate-related challenges through quality STEM education.





Strengthening Educator Competencies through the ÖRAV "Let's Play Games" Train-the-Trainer Programme

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, served as an instructor in the "Let's Play Games" (Oyun Oynayalım) Train-the-Trainer Programme organized by the Teacher Academy Foundation (ÖRAV) in Istanbul on 27–29 January 2025. The programme focused on strengthening educators' capacity to integrate play-based learning methodologies into educational settings through a train-the-trainer approach. Drawing on his academic expertise in educational technologies and game-based learning, Prof. Dr. Samur provided training on the educational potential of games and their application in teaching practices. The programme aimed to equip participating educators with practical knowledge and instructional strategies that could subsequently be transferred to other teachers, extending the potential reach of innovative teaching methodologies.



ÖRAV

Çamçeşme Mahallesi Tersane Caddesi
No:15 Pendik / İstanbul, 34899
T: 0216 507 11 30-34
www.orav.org.tr

13.01.2025

Sayı: ÖRAV/007/2025
Konu: Çalıştay Daveti

Sayın Prof. Dr. Yavuz Samur,

27-28-29 Ocak 2025 tarihlerinde İstanbul'da gerçekleştirmeyi planladığımız "Haydi Oyun Oynayalım" programının eğitimci eğitimine sizi eğitimci olarak, 28 Ocak 2025 Salı günü konu kapsam alanıyla ilgili bir günlük eğitim vermeye davet ediyoruz.

Bu kapsamda sizi aramızdan görmekten memnuniyet duyacağız.

Saygılarımla,

[redacted]
Arzu Atasoy
Genel Müdür

The initiative directly contributed to SDG 4: Quality Education by supporting teacher professional development, promoting interactive and student-centered learning approaches, and strengthening educators' competencies in game-based instruction. Its train-the-trainer model was particularly significant in fostering a multiplier effect, enabling trained educators to share acquired knowledge and teaching strategies with wider educational communities. By encouraging the integration of play into classroom practices, the programme supported approaches designed to enhance student engagement, motivation, creativity, and collaborative learning. Through this contribution, Bahçeşehir University supported educational capacity-building beyond its own institution and the dissemination of innovative pedagogical practices across the teaching profession.

Supporting Parent Education and Child Development: Generation Alpha Seminar

Assoc. Prof. Nihal Yurtseven from Bahçeşehir University delivered a parent education seminar titled "Generation Alpha: Reflections on Motherhood and Fatherhood" at Bahçeşehir College Denizli Campus on 15 January 2025. The seminar focused on understanding the developmental characteristics, educational needs, and changing experiences of children belonging to Generation Alpha, particularly in the context of evolving family dynamics and contemporary parenting practices. By bringing academic perspectives on child development and education to parents, the session provided an opportunity to reflect on parenting approaches, parent-child communication, and the role of families in supporting children's learning and personal development.





The initiative contributed to SDG 4: Quality Education by extending educational knowledge beyond formal classroom settings and promoting parental awareness of children's developmental and learning needs. By encouraging informed parenting practices and strengthening the connection between family involvement and children's educational experiences, the seminar supported lifelong learning opportunities for parents and highlighted their important role in creating supportive home learning environments. Through this community-oriented educational activity, Bahçeşehir University contributed to the dissemination of academic knowledge and the promotion of family engagement in children's education.

Advancing STEM Teacher Education through International Collaboration: Erasmus+ STExperiMents Project Meeting

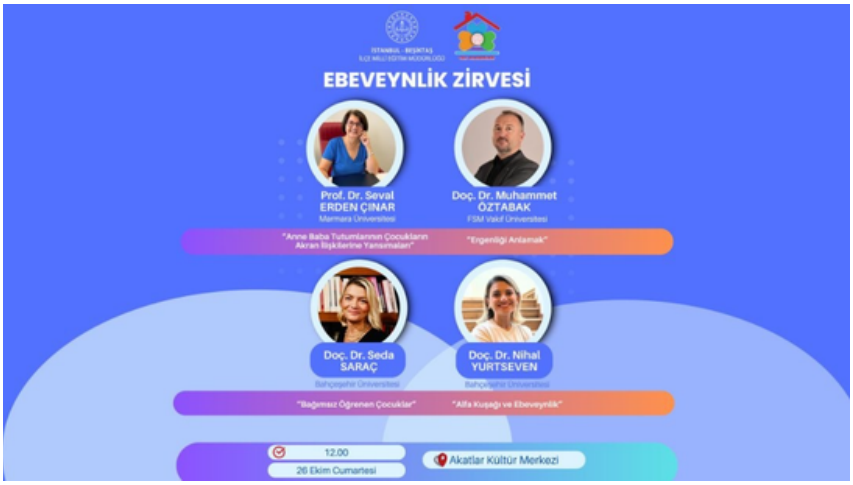
Bahçeşehir University hosted an international project meeting of the Erasmus+ KA220 STExperiMents Project, which focuses on developing and evaluating innovative experiments for pre-service teacher education in STEM disciplines. Held at Bahçeşehir University in Istanbul during the 2024–2025 academic year, the meeting brought together university representatives, including Assoc. Prof. Dr. Nilay Öztürk, Asst. Prof. Dr. Sezin Eşfer Öndünç, and ÖGAM-BAUSTEM Project Manager Ayşe Gül Çelenk, alongside academic partners from Charles University in Czechia, Johannes Kepler University in Austria, and the University of Jyväskylä in Finland. Opening at the university's B Maker Lab, the meeting provided a platform for reviewing project progress, exchanging expertise on experience-based and experiment-based STEM education, and developing a shared pedagogical framework. Participants also discussed the design, implementation, and evaluation of STEAM experiments, establishing a coordinated plan for the project's subsequent stages.

The initiative directly contributed to SDG 4: Quality Education by supporting the development of research-informed STEM teaching materials, strengthening the pedagogical foundations of experimental learning, and advancing practical training opportunities for future educators. Its emphasis on designing and evaluating innovative STEM experiments highlighted the importance of equipping pre-service teachers with effective instructional strategies that foster scientific inquiry, critical thinking, and problem-solving skills. Furthermore, the project strongly aligned with SDG 17: Partnerships for the Goals by facilitating sustained international cooperation among universities from four countries, promoting the exchange of educational expertise and the collaborative development of teaching methodologies that can support quality teacher education across different institutional contexts.





Strengthening Parent Education and Children's Learning Development: Beşiktaş Parenting Summit



Assoc. Prof. Dr. Nihal Yurtseven and Assoc. Prof. Seda Saraç from Bahçeşehir University contributed as speakers to the Beşiktaş Parenting Summit, organized by the Beşiktaş District Directorate of National Education under its Parent Academies programme. Held at Akatlar Cultural Centre in Istanbul during the 2024–2025 academic year, the summit brought together academics and families to explore contemporary approaches to parenting, child development, and learning. Assoc. Prof. Dr. Yurtseven addressed "Generation Alpha and Parenting," examining the evolving needs and characteristics of younger generations, while Assoc. Prof. Dr. Saraç presented "Children as Independent Learners," emphasizing the importance of fostering children's autonomy and active engagement in learning. Additional sessions explored the influence of parenting attitudes on peer relationships and approaches to understanding adolescence.

The initiative directly contributed to SDG 4: Quality Education by extending educational opportunities beyond formal schooling, strengthening parents' understanding of children's developmental and learning needs, and promoting family involvement in education. Through accessible academic discussions, the summit encouraged parents to adopt informed approaches that support children's independence, motivation, and lifelong learning skills. It also highlighted the importance of cooperation between universities, educational authorities, and families in creating supportive learning environments. By sharing academic expertise with the wider community, Bahçeşehir University reinforced its commitment to community education, parental engagement, and the dissemination of knowledge that supports children's educational development.

Exploring the Future of Educational Assessment in the Age of Artificial Intelligence

Asst. Prof. Dr. Gürsu Aşık from Bahçeşehir University participated as a speaker in a panel addressing the future of measurement and assessment in the age of artificial intelligence, held at Yeditepe University in Istanbul on 26 April 2025. The session took place within the framework of the 10th Education Technologies Platform, themed "A Magical Touch in Education: Opportunity, Concern, Transformation," supported by the IT Commission of the Turkish Private Schools Association. The panel explored the implications of artificial intelligence for educational assessment, highlighting opportunities and challenges associated with integrating emerging technologies into evaluation processes. Discussions focused on the evolving role of assessment in technology-supported learning environments and the importance of adapting educational practices to digital transformation.

The initiative contributed to SDG 4: Quality Education by encouraging academic dialogue on innovative assessment methodologies, strengthening awareness of AI-supported educational practices, and promoting approaches to more effective and responsive evaluation of student learning. Its focus on the transformation of measurement and assessment highlighted the importance of equipping educators with the knowledge and competencies needed to navigate technological developments while maintaining educational quality. Furthermore, the event aligned with SDG 17: Partnerships for the Goals by facilitating professional knowledge exchange among academics, educational institutions, and technology specialists, supporting collaborative discussions on the future of education.



Promoting Culturally Inclusive English Language Education: Research Presentations at TESOL 2025 and AAAL 2025

Asst. Prof. Dr. Ufuk Keleş from Bahçeşehir University, in collaboration with Nisa Nur Özütler from Istanbul Aydın University, conducted an empirical study titled "EFL Teachers' Agency Regarding an International Coursebook's Cultural Representations," which was accepted for presentation at two international academic conferences: the TESOL 2025 International

Convention & English Language Expo in Long Beach, California, and the American Association of Applied Linguistics (AAAL 2025) Conference in Denver, Colorado, held between 18 and 26 March 2025. Drawing on Kachru's World Englishes model and cultural representation frameworks, the research examined how English as a Foreign Language (EFL) teachers interpret, negotiate, and adapt cultural content presented in international English coursebooks. Through multimodal critical discourse analysis, classroom observations, teacher reflections, and interviews, the study highlighted how educators' cultural backgrounds and professional agency can contribute to more diverse and balanced representations in language teaching materials.

The research directly contributed to SDG 4: Quality Education by promoting culturally responsive teaching practices, strengthening intercultural awareness, and emphasizing the importance of integrating World Englishes perspectives into pre-service and in-service teacher education. Its findings highlighted the potential of teacher agency to challenge narrow cultural representations and create more inclusive language learning environments that acknowledge diverse linguistic and cultural identities. The study also aligned with SDG 10: Reduced Inequalities by addressing cultural representation and inclusion in educational materials, while supporting SDG 17: Partnerships for the Goals through interinstitutional research collaboration and international academic knowledge exchange.

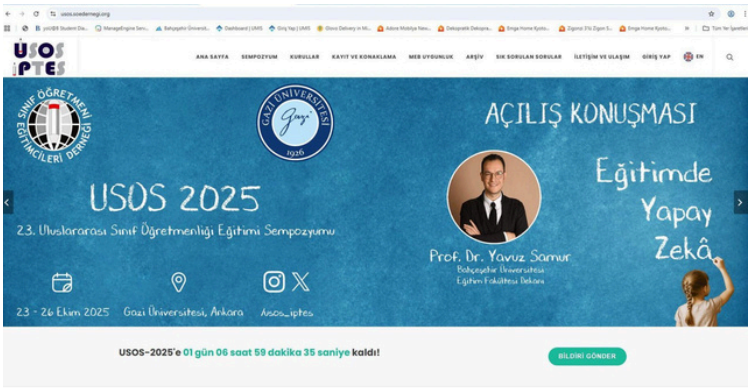




Opening Address on Artificial Intelligence in Education at the 23rd International Primary School Teacher Education Symposium

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, delivered the opening address titled “Artificial Intelligence in Education” at the 23rd International Primary School Teacher Education Symposium, organized in cooperation with Gazi University and the Classroom Teacher Educators' Association in Ankara, Türkiye, on 23–24 October 2025. His speech addressed the growing role of artificial intelligence in teaching and teacher education, highlighting the importance of preparing educators for technological transformation and integrating innovative digital tools into educational practices.

The contribution directly supported SDG 4: Quality Education by promoting AI literacy, strengthening awareness of technology-enhanced teaching methodologies, and encouraging continuous professional development among educators. Through this opening address, Bahçeşehir University contributed to academic knowledge exchange on the future of primary education and the development of more innovative, adaptable, and effective learning environments.



Supporting Teacher Professional Development in the Digital Age: Hatay Teacher Academies

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, participated as a speaker in the opening programme of the Hatay Teacher Academies, held in Hatay, Türkiye, during the 2024–2025 academic year. His session, titled "Guidance for Teachers in the Digital Age," addressed the evolving professional needs of educators in an increasingly technology-driven educational environment. The presentation highlighted the importance of digital competencies, adaptability, and continuous professional learning in helping teachers respond to technological developments and changing classroom expectations.

The initiative directly contributed to SDG 4: Quality Education by supporting teacher professional development, promoting digital literacy among educators, and encouraging the effective integration of technology into teaching practices. By sharing academic expertise with teachers beyond the university setting, Bahçeşehir University supported educational capacity-building and the dissemination of innovative pedagogical approaches, contributing to more adaptable and future-oriented learning environments.



Panel by Bahçeşehir University Scholars: "Is Anyone Listening?: Relationship Violence, Trauma, and Suicide Among Youth"

As part of the 12th Psychological Counseling and Guidance in Higher Education Congress (XII. Yükseköğretimde Psikolojik Danışma ve Rehberlik Kongresi), held on 15–17 October 2025, the panel "Is Anyone Listening?: Relationship Violence, Trauma, and Suicide Among Youth" brought together Prof. Dr. Azize Nilgün Canel as moderator and speaker, alongside BAU Scholars Prof. Dr. Özlem Karaırmak and Prof. Dr. Ayten Zara. The session addressed relationship violence, trauma, and suicide risk among university youth, drawing attention to the need for early recognition, preventive guidance, and accessible support systems in higher education settings.

The panel contributed directly to SDG 5: Gender Equality by focusing on relationship-based violence, a form of harm closely linked to unequal power relations, gender norms, and the need for safer interpersonal environments. By discussing how violence affects young people's mental health, sense of safety, and capacity to participate fully in university life, the session highlighted the importance of institutional awareness and survivor-sensitive approaches.

The event also related to SDG 3: Good Health and Well-being through its emphasis on trauma, suicide prevention, and psychological support, and to SDG 4: Quality Education by underlining the role of universities in creating safe, informed, and responsive learning environments. Through this contribution, Bahçeşehir University supported dialogue on preventing relationship violence and strengthening the protective structures needed for young people's well-being and equality.



Advancing AI-Enhanced Game-Based Learning through International Research Publication

Prof. Dr. Yavuz Samur, Dean of the Faculty of Educational Sciences at Bahçeşehir University, contributed as a co-author to the research paper titled "Designing AI-Enhanced Educational Digital Escape Room Games: A Framework for Teacher Implementation," published in the proceedings of the 19th European Conference on Games Based Learning (ECGBL 2025), held in Levanger, Norway, on 1–3 October 2025. Co-authored with Merve Kara and Zeynep Cömert, the study presented a framework for designing and implementing AI-supported educational digital escape room games. By combining artificial intelligence, game-based learning, and interactive digital technologies, the research explored practical approaches to helping educators develop engaging learning activities that encourage student participation, critical thinking, and problem-solving.

The publication directly contributed to SDG 4: Quality Education by disseminating research-based teaching methodologies and providing a framework to support teachers in integrating AI-enhanced educational games into classroom practices. Its emphasis on teacher implementation highlighted the potential of digital game-based learning to strengthen instructional innovation and create more interactive, student-centered learning environments. The study also aligned with SDG 9: Industry, Innovation and Infrastructure through its exploration of AI-driven educational technologies and SDG 17: Partnerships for the Goals by contributing to international academic knowledge exchange and the dissemination of educational research.



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17 September 2025

Dear Yavuz and Zeynep,

I am pleased to inform you that your abstract entitled **AI-Designed vs. Human-Designed Educational Games: A Systematic Literature Review** to be presented by **Yavuz Samur and Zeynep Cömert, Bahçeşehir University, Turkeyhas** been selected for presentation at **19th European Conference on Games Based Learning (ECGBL 2025)** hosted by **Nord University, Norway** on **01 - 03 October 2025.**

The conference programme including your presentation details is available to view here: https://www.academic-conferences.org/conferences/ecgbl/ecgbl-programme/

Yours sincerely,

[redacted]

Louise

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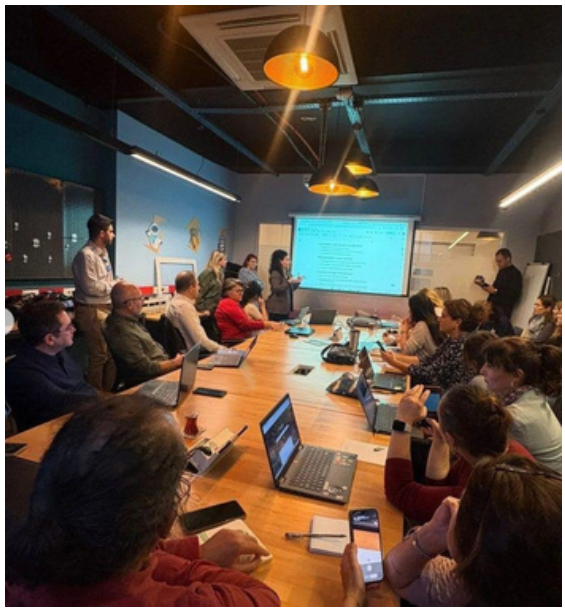
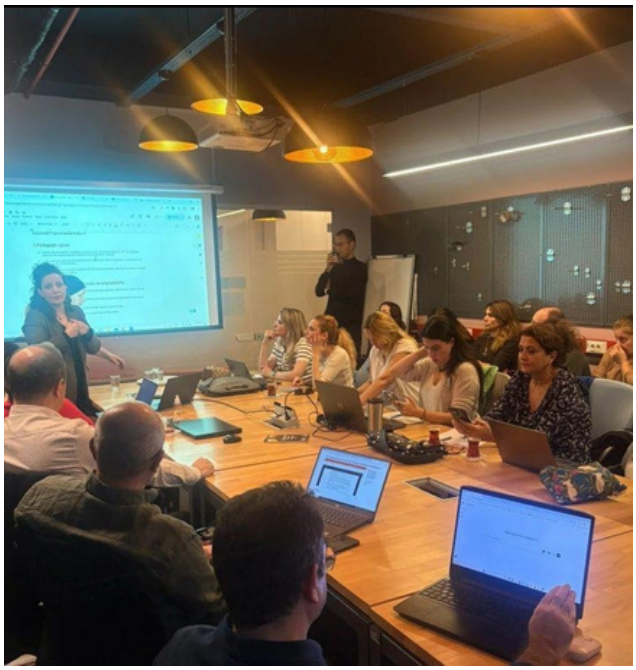


Empowering Faculty Members through AI-Enhanced Course Design: CourseGPT Workshop at Bahçeşehir University

Bahçeşehir University's Faculty of Educational Sciences organized a hands-on CourseGPT Workshop on 3 November 2025 in collaboration with OpenAI, the AI Competency Unit, and the Center for Learning and Teaching (CLT). Led by Dr. Sezin Eşfer Öndünç, Dr. Meltem Özmutlu, and Dr. Zeynep Cömert, the workshop brought together 30 faculty members to strengthen their competencies in integrating artificial intelligence into higher education teaching practices. The initiative focused on moving beyond theoretical discussions of AI by providing educators with practical experience in designing and customizing AI-powered teaching assistants tailored to the specific objectives, content, and learning needs of their courses.

During the workshop, participants used OpenAI tools to develop interactive and customizable CourseGPT assistants, exploring how generative AI can support course planning, instructional content development, student engagement, and personalized learning experiences. These AI-supported tools offered opportunities to make course materials more accessible, provide additional learning guidance, and accommodate diverse student needs and learning preferences. By enabling faculty members to create course-specific digital assistants, the workshop encouraged educators to take an active role in educational technology development while considering how AI can be integrated meaningfully into their teaching methodologies. The practical training also supported the exchange of experiences among faculty members and encouraged experimentation with innovative, student-centered instructional approaches.

The initiative made a significant contribution to SDG 4: Quality Education by investing directly in faculty professional development, strengthening AI literacy and digital pedagogical competencies, and supporting the creation of more accessible, inclusive, and responsive higher education learning environments. It also aligned with SDG 9: Industry, Innovation and Infrastructure by promoting the practical application of emerging AI technologies in educational innovation. Importantly, the workshop represented the first phase of a planned university-wide professional development series, with additional faculty-specific training sessions intended to extend these competencies across Bahçeşehir University. This approach demonstrated the university's commitment to building institutional capacity for responsible AI integration and promoting continuous improvement in teaching and learning through sustainable faculty development initiatives.



Erasmus+ DigiSET Project: Strengthening Digitally Sustainable Teacher Education through European Collaboration

Bahçeşehir University secured Erasmus+ funding for the international Teacher Academies project titled "The Academy of Digitally Sustainable European Teacher (DigiSET)," led at the university by Dr. Sezin Eşfer Öndünç. Officially announced by the Bahçeşehir University Technology Transfer Office (BAUTTO) in December 2025, the project received a dedicated BAU budget of €58,118 and is planned to run for three years. The initiative focuses on strengthening teachers' professional competencies in digitally sustainable education by integrating digital transformation, innovative pedagogical approaches, and sustainability principles into teacher education. Through European cooperation, the project aims to establish opportunities for cross-border knowledge exchange, collaborative professional development, and the advancement of teaching practices that respond to evolving technological and educational needs.

The DigiSET project contributes to SDG 4: Quality Education by supporting the professional development of educators, strengthening digital pedagogical competencies, and promoting sustainable, inclusive, and future-oriented teaching methodologies. Its emphasis on digitally sustainable education highlights the importance of preparing teachers to use emerging technologies effectively while considering their long-term educational and environmental

implications. Furthermore, the initiative strongly aligns with SDG 17: Partnerships for the Goals by fostering international collaboration among European educational stakeholders and facilitating the exchange of expertise in teacher education. It also supports SDG 9: Industry, Innovation and Infrastructure through its focus on digital innovation and the integration of technology into educational practices. By securing international funding and participating in a multi-year European initiative, Bahçeşehir University reinforces its institutional commitment to advancing teacher education and developing sustainable approaches to educational transformation.



Lifelong Learning and Teacher Professional Development Seminars by YEGAM

Throughout the 2024-2025 academic period, Bahçeşehir University's Innovative Education Development and Research Center (YEGAM) delivered an extensive series of training seminars and workshops aimed at elevating pedagogical standards and fostering modern educational competencies across Türkiye. Led by distinguished academic experts, these initiatives targeted K-12 educators, school counselors, administrative staff, and parents across diverse regions. The programs comprehensively addressed core 21st-century educational themes.

Through this expansive outreach, Bahçeşehir University has reinforced its commitment to SDG 4 by supporting inclusive, equitable, and forward-looking education, building local teacher capacities, and bridging academic expertise with community-level practice. By empowering educators with innovative tools and actively engaging parents in modern developmental frameworks, YEGAM's training initiatives enhance learning environments and promote continuous professional and personal development.

This comprehensive initiative directly contributes to SDG 4: Quality Education. It also supports SDG 17: Partnerships for the Goals by maintaining strong educational collaborations between university centers, schools, and local educational stakeholders.

List of Educational Activities & Training Sessions:

18 December 2024 – Understanding Adolescents (Arzu Buyruk Genç) – Tuzla Uğur Schools

18 January 2025 – Game-Friendly School, Game-Friendly Teacher (Assoc. Prof. Dr. Yavuz Samur) – Odak College

6 February 2025 – Game, Gamification and Educational Game Design in Education (Assoc. Prof. Dr. Yavuz Samur) – Bahçeşehir College İzmir South Campus

19 February 2025 – Raising Children in the Digital Age (Assoc. Prof. Dr. Yavuz Samur) – Bahçeşehir College Konya Campus

30 May 2025 – Game-Friendly School, Game-Friendly Parent (Assoc. Prof. Dr. Yavuz Samur) – Van Bil College

31 May 2025 – Game-Friendly School, Game-Friendly Teacher (Assoc. Prof. Dr. Yavuz Samur) – Van Bil College

29 August 2025 – Independent Learning Skills (Seda Saraç) – Bahçeşehir College In-Service Trainings

3 September 2025 – Game, Gamification and Educational Game Design in Education (Assoc. Prof. Dr. Yavuz Samur) – Bahçeşehir College In-Service Trainings

12 September 2025 – Game-Friendly School, Game-Friendly Parent (Assoc. Prof. Dr. Yavuz Samur) – Çağ College

13 September 2025 – Game-Friendly School, Game-Friendly Teacher (Assoc. Prof. Dr. Yavuz Samur) – Çağ College

1 December 2025 – Being School Counselors in the Age of Artificial Intelligence (Assoc. Prof. Dr. Yavuz Samur) – Uğur Schools Samsun İlkadım Campus

5 December 2025 – Game-Friendly School, Game-Friendly Parent (Assoc. Prof. Dr. Yavuz Samur) – Bahçeşehir College Alanya Campus

6 December 2025 – Game-Friendly School, Game-Friendly Teacher (Assoc. Prof. Dr. Yavuz Samur) – Bahçeşehir College Alanya Campus



Advancing Responsible AI Integration in Education: Academic Partnership between Bahçeşehir University and Hisar Schools



In the 2024-2025 academic year, Bahçeşehir University's Faculty of Educational Sciences, through its Department of Computer Education and Instructional Technology (BÖTE), established an official academic cooperation protocol with Hisar Schools to advance the responsible and sustainable integration of artificial intelligence into education. The partnership aims to bridge university-level academic expertise with K–12 educational practice through joint scientific research, collaborative educational projects, and academic knowledge exchange. Particular emphasis is placed on exploring the ethical and pedagogically appropriate use of AI

technologies, supporting educators in adopting innovative digital teaching methods, and developing learning environments that respond to the evolving needs of students. By connecting academic research with school-level implementation, the collaboration seeks to strengthen teachers' professional competencies and promote informed, responsible engagement with artificial intelligence among educators and learners.

The initiative directly contributes to SDG 4: Quality Education by promoting research-informed teaching practices, strengthening digital and AI literacy, and supporting the development of inclusive, innovative, and future-oriented learning environments. Its focus on responsible AI integration highlights the importance of equipping teachers and students with essential digital competencies while maintaining educational quality, accessibility, and ethical standards. Furthermore, the partnership strongly aligns with SDG 17: Partnerships for the Goals by establishing a formal framework for sustained cooperation between higher education and K–12 institutions. Through this collaboration, Bahçeşehir University supports the transfer of academic knowledge into educational practice and the collaborative development of sustainable approaches to technology-enhanced learning.



Faculty Orientation and Professional Development Training Programme by BAU CLT





In the 2024-2025 academic year, organized by Bahçeşehir University's Centre for Learning and Teaching (CLT), the Faculty Orientation and Professional Development Programme serves as an institutional mechanism designed both to onboard newly appointed academic staff and to advance the continuous pedagogical and professional competencies of current faculty members across all disciplines. Through these regular, multi-tiered training series, Bahçeşehir University actively reinforces its commitment to SDG 4: Quality Education. By integrating evidence-based teaching tools, emerging AI competencies, and educator wellness into faculty development, the programme also fosters interdisciplinary synergy that directly supports SDG 3: Good Health and Well-being.



Bahçeşehir Üniversitesi
2024 - 2025 Akademik Yılı "Bahar Dönemi" Oryantasyon ve Eğitim Programı
3 Şubat 2025 Tanışma Toplantısı – YÜZ YÜZE
4 – 7 Şubat 2025 Eğitimler - ONLINE

Katılım için lütfen başvuru formunu doldurunuz.
Başvuru Formu için TIKLAYINIZ!
**Eğitim linkleri başvuru sonrası tarafınıza iletilecektir.*

Eğitimler minimum 5 katılımcı olması durumunda gerçekleştirilecektir.

Saat	Oturum	Eğitmen	Derslik/Salon
3 Şubat 2025, Pazartesi			
11.00 – 12.30	BAU'ya Hoş Geldiniz! (Tanışma & Yeniden Buluşma)	Rektörlük ve üst düzey yöneticilerin katılımı ile tüm akademik personelimiz için gerçekleştirilecektir.	Rektörlük Katı Senato Odası
4 Şubat 2025, Salı			
10.00 – 12.00	İzlence Tasarımı ve Kullanımı	Doç. Dr. Nihal Yurtseven	ONLINE
13.00 – 15.00	Nitelikli Ölçme Araçlarının Kullanımı	Dr. Gürsu Aşık	ONLINE
5 Şubat 2025, Çarşamba			
10.00 – 12.00	Nitel Araştırmaya Genel Bakış	Dr. Sabiha Dulay	ONLINE
13.00 – 15.00	Dijital Materyal Tasarımı	Dr. Güneş Akça	ONLINE
6 Şubat 2025, Perşembe			
10.00 – 12.00	Eğitimde Yapay Zeka Kullanımı	Dr. Meltem Özmutlu	ONLINE
13.00 – 15.00	Eğitimde Oyunlaştırma	Dr. Zeynep Cömert	ONLINE
7 Şubat 2025, Cuma			
10.00 – 12.00	Eğitimde Drama	Doç.Dr. Bülent Sezgin	ONLINE



Bahçeşehir Üniversitesi
2023 - 2024 Akademik Yılı Eğitim Programı
19 - 27 Eylül 2023 - Yüzyüze

Katılım için lütfen başvuru formunu doldurunuz. Başvuru Formu için TIKLAYINIZ!
Eğitimler minimum 5 katılımcı olması durumunda gerçekleştirilecektir.

Saat	Oturum	Eğitmen	Derslik
19 Eylül 2023, Salı – Konu Alanı: Tasarım			
10.00 – 12.00	İzlence Tasarımı ve Kullanımı	Doç. Dr. Nihal Yurtseven	BAUGÖ Binası
12.30 – 14.30	Yaratıcı İçerik Tasarımı	Doç. Dr. Ayşin Kaplan Sayı	BAUGÖ Binası
15.00 – 17.00	Nitelikli Ölçme Araçlarının Tasarımı	Dr. Gürsu Aşık	BAUGÖ Binası
20 Eylül 2023, Çarşamba – Konu Alanı: İletişim			
09.30 – 11.30	Diksiyon ve Hitabet	Dr. Ömer Vatanartıran	BAUGÖ Binası
12.30 – 14.30	Eğitimde Değişen Kuşaklar	Prof. Dr. Hatice Necla Keleş	BAUGÖ Binası
15.00 – 17.00	Derslerde Konuşma Performansınız	Banu Şahin	BAUGÖ Binası
21 Eylül 2023, Perşembe – Konu Alanı: Öğretim			
09.30 – 11.30	Eğitimde Oyun ve Oyunlaştırma	Doç. Dr. Yavuz Samur	BAUGÖ Binası
12.30 – 14.30	Farklı Öğrenme Ortamlarında Sınıf Yönetimi	Öğr. Gör. Neşe Uyanık	BAUGÖ Binası
15.00 – 17.00	Eğitimde Drama	Doç. Dr. Bülent Sezgin	BAUGÖ Binası
22 Eylül 2023, Cuma – Konu Alanı: Teknoloji			
12.30 – 14.30	Çevrimiçi İşbirlikli Öğrenme	Dr. Ayşegül Liman Kaban	BAUGÖ Binası
15.00 – 17.00	Eğitimde Yapay Zekâ Kullanımı	Dr. Meltem Özmutlu	BAUGÖ Binası

“Reach Out: Empowering Teachers to Become Trauma-Sensitive Schools” Project

Held during the 2024-2025 academic year, the “REACH OUT: Empowering Teachers to Become Trauma-Sensitive Schools” project addresses the critical psychological, emotional, and social repercussions of natural disasters on K–12 school communities. Beyond acute physical damage, natural disasters often leave deep psychological scars on children and youth. Recognizing that schools serve as vital protective hubs, the project aims to enhance teachers’ knowledge, preparedness, and psychosocial intervention capabilities to support affected students and strengthen social cohesion in post-disaster recovery periods.

Through comprehensive, lesson-based psychosocial support curricula, comparative analysis reports, and teacher training guides, REACH OUT empowers educators not only as academic instructors but also as vital first-line psychosocial guides. Key dimensions of the project include equipping teachers with psychological first aid (PFA) and post-disaster crisis management skills, enhancing educators’ own emotional resilience and healthy coping strategies, and fostering multi-stakeholder collaboration among families, counselors, and community networks. Furthermore, the project establishes systematic referral mechanisms to identify students experiencing prolonged distress and direct them toward specialized mental health care.

This cross-border initiative directly contributes to SDG 4: Quality Education. It substantially advances SDG 3: Good Health and Well-being. In addition, the project aligns with SDG 11: Sustainable Cities and Communities and SDG 17: Partnerships for the Goals through transnational collaboration among educational institutions, civil society partners, and national agencies across Europe.

https://reachoutproject.eu/en/about-the-project/



Executive Speaker Series in GEP1301 Innovative Career Development Course (Prof. Dr. Hatice Necla Keleş)

During the 2024-2025 academic year, as part of Bahçeşehir University's core curriculum, the "GEP1301 Innovative Career Development" course hosted a high-impact Executive Speaker Series throughout the academic term, designed to prepare undergraduate students for the fast-evolving dynamics of the global labor market. The course brought together students from diverse departments with prominent business leaders, talent directors, and industry executives from leading global and national enterprises, including Adidas, Trendyol, ASELSAN, and Yemeksepeti. Through these interactive seminars, students gained first-hand exposure to executive-level perspectives on corporate sustainability, multinational retail operations, digital platform economies, agile engineering management, and high-tech R&D ecosystems, directly linking classroom theory with real-world practice.

By creating a direct dialogue between academia and corporate frontrunners, Bahçeşehir University has strengthened its dedication to fostering youth employability, equal career access, and industry-aligned higher education.

This initiative directly contributes to SDG 4: Quality Education by equipping students with essential technical and transferable skills for employment, and SDG 8: Decent Work and Economic Growth by enhancing graduate employability and fostering productive, sustainable career pathways. It also supports SDG 10: Reduced Inequalities by ensuring equitable access to high-level corporate mentorship and aligns with SDG 17: Partnerships for the Goals through institutionalized knowledge-exchange networks established between higher education and diverse industrial sectors.



Brain Based Preschool Education Program: Developing Design Principles and Program

Accepted in August 2025, this research project focuses on developing and evaluating an innovative preschool education programme using a design-based research approach and the ADDIE instructional design model. Drawing on Ned Herrmann's Whole Brain Model, the project aims to establish a structured educational framework that considers diverse approaches to thinking and learning in early childhood education. The research process begins with a comprehensive needs analysis, followed by the development of instructional design principles and a preschool education programme. The programme will undergo implementation and evaluation using the study's proposed measures of children's brain dominance, with findings informing subsequent revisions. A second implementation phase will further refine the educational framework and support the development of the final programme.

The initiative contributes to SDG 4: Quality Education by advancing research-informed approaches to early childhood education and supporting the development of structured, adaptable, and developmentally appropriate preschool learning experiences. Through its iterative design, implementation, and evaluation process, the project seeks to strengthen the quality of preschool education and provide educators with a research-based framework for improving instructional practices. By emphasizing continuous evaluation and refinement, the initiative highlights the importance of educational research and innovation in supporting children's early learning and development.



Supporting Access to International Graduate Education: Graduate Study Programmes in the United States

Bahçeşehir University's Faculty of Educational Sciences organized an online information session titled “Graduate Study Programmes in the United States” on 7 May 2025, featuring Asst. Prof. Dr. Ufuk Keleş. Conducted via Microsoft Teams, the session aimed to guide students interested in pursuing master's and doctoral degrees in the United States by providing information on postgraduate education opportunities, scholarship programmes, university application procedures, and academic life abroad. The interactive format also offered participants an opportunity to ask questions, explore potential academic pathways, and gain insights into the practical considerations of international graduate study.

The initiative contributed to SDG 4: Quality Education by promoting awareness of international higher education opportunities, improving students' access to information about postgraduate study and financial support, and encouraging lifelong learning and academic development. By helping students navigate graduate admissions and scholarship opportunities, the session supported more informed educational decision-making and strengthened their preparedness for advanced academic study. Through this activity, Bahçeşehir University demonstrated its commitment to supporting students' educational progression and expanding their awareness of international academic opportunities.



Promoting Creative Writing Skills and Lifelong Learning: BAU PRO Fiction Writing Certificate Programme

On 18 February 2025, Bahçeşehir University's Professional Development Center (BAU PRO) announced a 42-hour, in-person Fiction Writing Certificate Programme designed to strengthen participants' creative writing, storytelling, and literary expression skills. The programme brought together academics, authors, and creative professionals, including Assoc. Prof. Dr. Tuğba Çelik Korat from Bahçeşehir University, Eylül Görmüş, Saadet Özen, Yüksel Aksu, Gürsel Korat, Deniz Barut, Nilay Özer, Filiz Özdem, and Haydar Ergülen. Through structured training in character development, plot construction, and narrative techniques, the programme aimed to provide participants with practical knowledge and creative tools for developing original fictional works while encouraging critical reading, imagination, and effective written communication.

The initiative contributed to SDG 4: Quality Education by promoting lifelong learning, supporting the development of creative and literary competencies, and providing structured educational opportunities beyond traditional degree programmes. By combining academic expertise with the professional experiences of established writers and creative practitioners, the programme encouraged interdisciplinary knowledge exchange and skills-based learning. Through this certificate programme, Bahçeşehir University reinforced its commitment to continuing education and the development of artistic, intellectual, and communication skills among individuals seeking personal and professional growth.



Strengthening Teachers' Digital Competencies through AI and Gamification Training

During the 2024–2025 academic year, Asst. Prof. Dr. Zeynep Cömert from Bahçeşehir University served as an instructor in the four-day “Artificial Intelligence and Gamification in Education” training programme, organized by the Tekirdağ Provincial Directorate of National Education with support from the Trakya Development Agency's 2024 Technical Support Programme. The training focused on enhancing teachers' knowledge and practical competencies in artificial intelligence technologies and gamification-based instructional approaches. By exploring the pedagogically effective integration of AI tools and game-based learning strategies into classroom practices, the programme aimed to equip educators with innovative teaching methodologies that encourage student engagement, interactive learning, and the development of technology-supported educational environments.

The initiative directly contributed to SDG 4: Quality Education by supporting teacher professional development, strengthening digital literacy, and improving educators' capacity to design effective, student-centered learning experiences. Through its emphasis on AI integration and gamification, the programme promoted the development of instructional strategies that can foster creativity, motivation, critical thinking, and active participation among students. It also aligned with SDG 9: Industry, Innovation and Infrastructure by encouraging the adoption of emerging digital technologies in education. Through Asst. Prof. Dr. Cömert's contribution, Bahçeşehir University supported the dissemination of innovative pedagogical practices and the continuous professional development of teachers.





Advancing Digital Transformation and Academic Collaboration: Participation in the 3rd Informatics Council

Asst. Prof. Zeynep Cömert from Bahçeşehir University participated in the 3rd Informatics Council, held in Ankara during the 2024–2025 academic year, upon the invitation of the Presidency of the Republic of Türkiye Digital Transformation Office. Representing Bahçeşehir University, she contributed to an interdisciplinary platform bringing together representatives from public institutions, academia, and technology-related sectors to discuss developments in digital transformation, information technologies, and national technology policies. The council provided opportunities to exchange knowledge and perspectives on emerging technologies, digital innovation, and the development of Türkiye's informatics ecosystem, highlighting the importance of cooperation between academic institutions and public stakeholders.

The participation is primarily aligned with SDG 9: Industry, Innovation and Infrastructure by supporting knowledge exchange on technological innovation, digital transformation, and the development of digital infrastructure. It also contributed to SDG 17: Partnerships for the Goals by encouraging dialogue and cooperation among universities, government institutions, and technology stakeholders. From an educational perspective, the initiative was also relevant to SDG 4: Quality Education, as discussions on digital transformation and emerging technologies can inform the development of digital competencies, technology-enhanced educational practices, and future-oriented learning environments. Through this participation, Bahçeşehir University strengthened its engagement with national discussions on technological advancement and the role of academic expertise in digital transformation.



Connecting Theory with Practice in Early Childhood Education: Educational Visit to Her Çocuk Bir Evren Kindergarten

Students from Bahçeşehir University's Early Childhood Education Department participated in an educational visit to Her Çocuk Bir Evren Kindergarten during the 2024–2025 academic year to observe the practical implementation of the Waldorf educational approach. The visit provided prospective educators with an opportunity to explore how nature-based activities, artistic expression, creativity, and child-centered learning are integrated into early childhood education environments. By observing the kindergarten's daily educational practices, students gained insights into alternative pedagogical approaches and the importance of creating developmentally appropriate learning experiences that support children's holistic development.

The initiative directly contributed to SDG 4: Quality Education by strengthening pre-service teachers' practical understanding of early childhood education, connecting theoretical knowledge with real-world classroom practices, and encouraging reflection on diverse teaching methodologies. Through experiential learning and direct observation, the activity supported students' professional preparation and their ability to evaluate educational approaches that foster creativity, independence, and active learning in young children. The visit also highlighted the value of cooperation between higher education institutions and early childhood education providers in preparing qualified future educators.





Advancing Educational Technology Research at the 17th International Computer and Instructional Technologies Symposium

Asst. Prof. Zeynep Cömert from Bahçeşehir University participated as a presenting researcher in the 17th International Computer and Instructional Technologies Symposium (ICITS 2024), held in Kastamonu, Türkiye, during the 2024–2025 academic year. With full institutional support, she presented a scientific paper in the field of educational technology, contributing to academic discussions on the integration of digital technologies into teaching and learning. The symposium brought together national and international researchers to share current findings on digital learning environments, technology-enhanced education, and innovative instructional methodologies, providing opportunities for scientific knowledge exchange and academic collaboration.

The participation directly contributed to SDG 4: Quality Education by supporting the dissemination of educational technology research, encouraging evidence-based teaching practices, and advancing academic dialogue on improving learning experiences through digital innovation. It also aligned with SDG 9: Industry, Innovation and Infrastructure by promoting research on emerging educational technologies and their potential applications in learning environments. Furthermore, the international symposium supported SDG 17: Partnerships for the Goals by facilitating academic networking and knowledge exchange among researchers and educational institutions, reinforcing Bahçeşehir University's engagement in educational research and technological advancement.

https://icits2024.kastamonu.edu.tr/index.php/en/component/content/article/icits-2024-full-text-book-published?catid=12&Itemid=259



Promoting Inclusive Learning through Educational Game Design: TÜBİTAK 4008 Training Programme

Asst. Prof. Dr. Zeynep Cömert from Bahçeşehir University served as an instructor in the "Educational Game Design" training held in Istanbul during the 2024–2025 academic year as part of a TÜBİTAK 4008 project implemented in collaboration with Acıbadem University and Kartal Science and Art Center (BİLSEM). The training focused on introducing participants to the fundamental principles of game-based learning and the design of educational games that respond to diverse learning needs. Through practical activities, participants explored how interactive, game-based teaching methods can be incorporated into educational settings to strengthen student engagement, motivation, and active participation while considering accessibility and inclusivity in instructional design.

The initiative directly contributed to SDG 4: Quality Education by promoting innovative, student-centered teaching methodologies and strengthening participants' competencies in designing inclusive educational experiences. Its emphasis on adapting game-based learning activities to different abilities and learning requirements also aligned with SDG 10: Reduced Inequalities, particularly by supporting educational approaches that address barriers faced by learners with special needs. Furthermore, the collaboration between Bahçeşehir University, Acıbadem University, and Kartal BİLSEM supported SDG 17: Partnerships for the Goals through interinstitutional knowledge exchange and cooperation in developing more accessible and effective educational practices.



Strengthening Trauma-Sensitive Educational Practices: TÖZÖK Academy Training

Prof. Dr. Özlem Karaırmak from Bahçeşehir University delivered an open-access webinar titled “Trauma-Sensitive School System” on 20 March 2025 as part of the TÖZÖK Academy Training Programme, organized in collaboration with the Association of Turkish Private Schools (TÖZÖK). Broadcast live on YouTube, the training provided professional development opportunities for school principals, teachers, and other educational personnel, focusing on the importance of recognizing and responding to trauma-related needs within school environments. The session emphasized trauma-informed educational approaches, supportive school practices, and the role of educators in fostering emotionally safe, inclusive, and resilient learning environments.

The initiative directly contributed to SDG 4: Quality Education by strengthening educators' professional competencies, promoting inclusive teaching practices, and supporting the development of safe and supportive educational environments that respond to students' psychological and emotional needs. It also aligned with SDG 3: Good Health and Well-Being by raising awareness of trauma and its potential effects on students' mental health and learning experiences. Through its freely accessible online format and collaboration with TÖZÖK, Bahçeşehir University supported the wider dissemination of specialized educational knowledge and encouraged the adoption of trauma-sensitive approaches across school communities.



Strengthening Preschool Teacher Competencies through Blended Professional Development: Research on Children's Self-Regulation

The research article titled “Learning to Support Self-Regulation: Empowering Preschool Teachers through Understanding by Design and Blended Learning,” authored by Seda Saraç, Hülya Gülay Ogelman, Nihal Yurtseven, and Ergün Akgün, was published during the 2024–2025 academic year in the international academic journal Teacher Development, Volume 29, Issue 3, pages 510–532. The study evaluated a blended professional development programme designed to strengthen preschool teachers' capacity to support children's self-regulation skills. Involving 68 preschool teachers from 26 cities across Türkiye, the programme combined the Understanding by Design instructional framework with blended learning methodologies and addressed essential aspects of self-regulation, including executive functions, metacognition, emotional regulation, and motivational regulation. The findings indicated increased use of metacognitive and emotional–motivational regulation practices among participating educators, demonstrating the programme's potential to strengthen classroom approaches supporting children's learning and development.

The publication directly contributed to SDG 4: Quality Education by providing research-based evidence on effective teacher professional development and promoting educational practices that support children's cognitive, emotional, and behavioral development during early childhood. By strengthening educators' understanding of self-regulation and encouraging the application of evidence-informed instructional strategies, the study highlighted the importance of qualified teachers in creating supportive, developmentally appropriate preschool learning environments. Furthermore, its blended professional development model demonstrated the potential of flexible training approaches to reach educators across different geographical regions, supporting the wider dissemination of effective early childhood teaching practices.



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Learning to support self-regulation: empowering preschool teachers through understanding by design and blended learning

Seda Saraç, Hülya Gülay Ogelman, Nihal Yurtseven and Ergün Akgün

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ABSTRACT

In this study, preschool teachers' self-regulation knowledge and practices were improved through a professional development program. The program was crafted using the Understanding by Design framework to facilitate the transfer of learned concepts into the classroom. A blended learning approach with synchronous and asynchronous components was used to accommodate time and location constraints. The program covered executive functions, metacognition, emotion regulation, and motivation regulation in five modules. Program effectiveness was assessed using a nested mixed-method design. The study included 68 preschool teachers from 26 Turkish cities. Pre- and post-tests were used to collect quantitative data, while electronic survey forms and focus group interviews were used to collect qualitative data. The program significantly increased teachers' use of metacognition and emotional-motivational regulation practices. Teachers' belief in children's control potential improved, resulting in significant shifts in their understanding and application of self-regulation.

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Self-regulation; preschool teachers; teacher professional development; blended learning

Introduction

Our ability to self-regulate, which is regarded as a crucial aspect of early childhood development (Shonkoff and Phillips 2000), emerges shortly after birth and undergoes rapid development during infancy and the preschool period, persisting even beyond adolescence (Best and Miller 2010; Saraç, Karakelle, and Whitebread 2019). The level of a child's self-regulation (SR) skills has a profound impact on their learning abilities (Huang, Geng, and Siraj 2023; Jeong and Frye 2020), as well as social outcomes. Children who possess effective SR skills are more likely to demonstrate attentive listening and patient behavior (McClelland et al. 2007), while being less likely to engage in aggressive or impulsive actions (McQuade et al. 2013).

Research into the neurobiology of SR suggests that the preschool years are a critical period for the maturation of the prefrontal cortex, leading to significant developmental changes in SR (Blair and Raver 2015). Many children spend a substantial portion of their

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Advancing Early Childhood Education Quality through Research on Teacher–Child Interactions and Developmental Progress

The research article titled “Examining Concept Development Classroom Interaction Quality and Children’s Developmental Progress in State Pre-K/Head Start Programs,” co-authored by Hatice Zeynep Inan, Melissa Jozwiak, Yavuz Selim Inan, and Seda Saraç from Bahçeşehir University, was published in the international academic journal Acta Psychologica, Volume 245, Article 104201, in the 2024-2025 academic year. Drawing on data from 171 early childhood classrooms and developmental assessments of 2,514 children, the study investigated the quality of teacher–child interactions, with particular attention to concept development and instructional support in preschool learning environments. The findings identified areas where instructional support could be strengthened, highlighting opportunities for improving teaching practices in early childhood education. However, the analysis did not establish a statistically significant relationship between the measured interaction quality and children's developmental progress, emphasizing the complexity of factors influencing early learning outcomes.

The publication directly contributed to SDG 4: Quality Education by generating empirical evidence to inform the evaluation and improvement of early childhood education quality. By examining instructional interactions and children's developmental outcomes across a large sample of classrooms, the research provided insights relevant to teacher professional development, classroom quality assessment, and evidence-based educational planning. Its findings highlighted the importance of critically evaluating teaching practices and using research evidence to identify areas for improvement, supporting ongoing efforts to develop more effective and developmentally appropriate preschool learning environments.

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Examining concept development classroom interaction quality and children's developmental progress in state pre-K/head start programs using pre-K CLASS and LAP-3*

Hatice Zeynep Inan *, Melissa Jozwiak *, Yavuz Selim Inan *, Seda Saraç *

ARTICLE INFO

ABSTRACT

1. Introduction

Strengthening Teacher Professional Development through Research on Emotions and Self-Regulation

The research article titled “Teacher Emotions and Teacher Self-Regulation: Insights from Teachers’ Perspectives,” authored by Nihal Yurtseven and Seda Saraç from Bahçeşehir University, was published during the 2024–2025 academic year in the International Electronic Journal of Elementary Education, Volume 16, Issue 5, pages 561–571. The study examined the relationship between teachers' emotional experiences and their capacity for professional self-regulation, drawing on survey data from 403 elementary school teachers and focus group discussions with eight educators. The findings revealed that positive professional emotions, particularly pride and love for teaching, were associated with teacher self-regulation, although they explained only a limited proportion of its variation. Qualitative findings further highlighted the influence of external working conditions and individual characteristics on teachers' emotional experiences, emphasizing the complexity of emotional and behavioral regulation within educational environments.

The publication directly contributed to SDG 4: Quality Education by providing research-based insights into the psychological and professional factors influencing teachers' educational practices and development needs. By examining the relationship between emotions, self-regulation, and teaching experiences, the study highlighted the importance of supporting educators' emotional awareness, reflective practices, and professional well-being as part of efforts to improve educational quality. Its findings can inform teacher professional development programmes and institutional support strategies that recognize the role of emotional and contextual factors in creating effective and sustainable teaching environments. The research also relates to SDG 3: Good Health and Well-Being through its consideration of teachers' emotional experiences and professional well-being.

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iejee International Electronic Journal of Elementary Education

Teacher Emotions and Teacher Self-Regulation: Insights from Teachers' Perspectives

Nihal Yurtseven[a], Seda Saraç[b]

Abstract

Introduction

Promoting Accessible Diplomacy Education and Lifelong Learning: Bahçeşehir University School of Diplomacy Certificate Programme

Bahçeşehir University's International Leadership Practice and Research Center (ULMER), operating under the Government Leadership School, continues to cultivate future leaders through the Diplomat School Programme, a pioneering educational initiative in Türkiye distinguished by its unique format, content, and interdisciplinary approach. Over the years, the programme has hosted ministers, ambassadors, members of parliament, scholars, and prominent thought leaders, providing participants with direct insights into diplomacy, international relations, global governance, and international decision-making processes. Held for the 15th time during the 2024–2025 academic year, the programme took place between 23 September and 23 December, featuring a renewed curriculum reflecting contemporary diplomatic developments and global challenges.

A defining feature of the Diplomat School is its open-access educational approach, extending learning opportunities beyond Bahçeşehir University's enrolled students and academic community. The programme welcomes individuals of all ages, educational backgrounds, and professional experiences, including students, professionals, policymakers, and members of the general public interested in diplomacy, international relations, and leadership development. Participation is open to anyone interested in the programme through a registration process, without requiring enrollment at Bahçeşehir University or a specific academic qualification. Hosted at Bahçeşehir University's South Campus, the programme provides an inclusive learning environment where participants can engage with experienced diplomats, policymakers, and academics, gaining both theoretical knowledge and practical perspectives on international affairs.

The programme combines academic learning with firsthand professional experience, encouraging participants to develop a deeper understanding of diplomatic institutions, international cooperation, negotiation processes, and contemporary global challenges. Its interdisciplinary structure supports critical thinking, intercultural awareness, analytical reasoning, and informed engagement with international affairs. Participants who attend at least 75% of the sessions and successfully complete the final assessment receive a Certificate of Achievement, while those fulfilling the attendance requirement are eligible for a Certificate of Participation. This structured certification model provides formal recognition of learning achievements and encourages continuous personal and professional development.

The initiative directly contributes to SDG 4: Quality Education by expanding access to specialized educational opportunities, promoting lifelong learning, and making university-level academic expertise available to the wider public. Its open-registration model demonstrates Bahçeşehir University's commitment to providing educational opportunities beyond conventional degree programmes and supporting individuals from diverse backgrounds in developing knowledge and competencies related to diplomacy and global affairs. Furthermore, the programme aligns with SDG 16: Peace, Justice and Strong Institutions by strengthening public understanding of diplomacy, governance, peaceful international relations, and institutional decision-making. It also supports SDG 17: Partnerships for the Goals by encouraging dialogue, international cooperation, and knowledge exchange among individuals and institutions involved in global affairs. Through the Diplomat School, Bahçeşehir University reinforces its role in fostering informed global citizenship, accessible education, and the development of future leaders.



BAU Conservatory Open Classes

The images below show the official schedule poster for the BAU Conservatory Open Classes, indicating the dates and times of the sessions.



As part of its mission to make arts and culture accessible to the wider community, Bahcsehir University Conservatory (BAU Conservatory) continued to organize its Open Classes in 2025, inviting high school students to experience professional performing arts education firsthand.

The initiative aims to promote artistic awareness and public engagement in culture and the performing arts, while offering participants the opportunity to explore university-level conservatory training in a real stage environment. In 2025, the number and scope of open classes were further expanded to include a broader range of disciplines within the Department of Performing Arts.

During the 2025 Spring Term, the Conservatory hosted several open sessions at the BAU Pera Campus, including:

• Acting Art led by Assoc. Prof. Uluç Esen,

• Shakespeare Theatre led by Assoc. Prof. Dr. Elif Baş, and

• Musical Theatre led by Lecturer Adnan Ata Yiğit.

These classes, held on April 19, 2025, provided an immersive experience in stage performance, acting techniques, and musical expression. The program allowed young participants to interact directly with BAU's academic staff and gain a deeper understanding of performing arts education.

Through such initiatives, BAU Conservatory continues to strengthen its role as a cultural and educational hub, contributing to public education and fostering appreciation for the arts in society.

The following pictures demonstrate highlights from the open lectures:





Advancing Sustainability Education through International Academic Exchange: Participation in LEAP-FAST Programme

Assoc. Prof. Seda Saraç from Bahçeşehir University participated in the LEAP-FAST Programme held at Majmaah University in Saudi Arabia on 2 May 2025, bringing together educators and academic leaders from different countries to explore sustainability in higher education. The international initiative, involving Majmaah University, UNITAR, UNESCO, and CIFAL Saudi Arabia, provided a platform for exchanging knowledge, discussing innovative approaches to sustainability education, and exploring opportunities for institutional cooperation. Through academic dialogue and cross-cultural engagement, participants examined the role of higher education institutions in promoting sustainable development and integrating sustainability principles into educational practices.

The initiative contributed to SDG 4: Quality Education by encouraging the integration of sustainability into higher education, supporting international knowledge exchange, and promoting educational approaches that prepare students to address environmental and societal challenges. It also aligned with SDG 17: Partnerships for the Goals by strengthening connections among educators, universities, and international organizations, creating opportunities for future academic collaboration and the exchange of effective educational practices. Through Assoc. Prof. Dr. Saraç's participation, Bahçeşehir University reinforced its engagement with international discussions on sustainability-oriented education and institutional cooperation.





Bringing Responsible AI Education to School Communities Across Türkiye: Bahçeşehir University's Multi-City Seminar Series

The image below is the official poster of the "Responsible AI: Facing the Future with Confidence in the Digital Age" Seminar Series, specifically the one that took place in Ankara, Türkiye:



Asst. Prof. Duygu Çakır from Bahçeşehir University delivered a comprehensive seminar series titled "Responsible AI: Facing the Future with Confidence in the Digital Age" across eight Uğur Schools campuses in six cities throughout Türkiye between 5 December 2024 and 10 April 2025. Extending beyond Istanbul to İzmir, Samsun, Giresun, Antalya, and Ankara, the initiative brought Bahçeşehir University's academic expertise directly into school communities across different regions. Through visits to Uğur educational institutions, Asst. Prof. Dr. Çakır conducted separate educational sessions tailored to students, teachers, and school personnel, including administrators, addressing their distinct needs and responsibilities in an increasingly AI-driven world. This multi-city initiative demonstrated the university's commitment to sharing specialized knowledge beyond its own campus and making technology education accessible to

wider educational communities.

The seminar series focused on developing responsible AI literacy, strengthening digital awareness, and encouraging the ethical and informed use of emerging technologies. Sessions designed for students emphasized critical engagement with AI-generated content, awareness of technological limitations, and responsible digital citizenship. For teachers, the discussions highlighted the importance of understanding AI technologies and their implications for educational practices, supporting educators' capacity to guide students in navigating digital learning environments. Sessions for school administrators and personnel addressed broader considerations surrounding the responsible use of artificial intelligence within educational institutions. Across these different audiences, the programme also incorporated discussions on gender equality, algorithmic fairness, and potential biases in AI systems, encouraging participants to consider how technological developments can affect individuals and society.

A defining feature of the initiative was its community-oriented educational approach, extending university-level learning opportunities to individuals outside Bahçeşehir University's enrolled student population. Rather than limiting academic discussions on artificial intelligence to university classrooms, Bahçeşehir University actively transferred its expertise to primary and secondary educational environments across Türkiye. By delivering sessions directly at different Uğur Schools campuses, the programme enabled students, educators, and school personnel to engage with contemporary AI-related knowledge within their own educational settings. Its geographically distributed structure broadened the reach of the university's educational activities, while the audience-specific sessions made the content more relevant to participants' educational and professional responsibilities. The initiative also supported continuing professional learning among teachers and school staff, strengthening connections between higher education expertise and school-level educational needs.

The initiative directly contributed to SDG 4: Quality Education by expanding access to AI literacy education, supporting teachers' professional development, and promoting responsible digital citizenship among younger learners. Its delivery across eight campuses in six cities highlighted Bahçeşehir University's role in extending educational opportunities beyond its institutional boundaries and contributing to the wider dissemination of academic knowledge. Furthermore, the programme aligned with SDG 5: Gender Equality and SDG 10: Reduced Inequalities by raising awareness of gender-related biases, fairness, and the importance of inclusive participation in AI-driven environments. Through this sustained, multi-city educational initiative, Bahçeşehir University demonstrated how academic expertise can be translated into practical learning opportunities for diverse school communities, strengthening digital competencies and encouraging the responsible use of emerging technologies across different educational levels.

Date	Campus	City
5 December 2024	Bornova	İzmir
5 December 2024	Gaziemir	İzmir
26 December 2024	Bakırköy	İstanbul
13 February 2025	Canik	Samsun
14 February 2025	Giresun	Giresun
8 April 2025	Çallı	Antalya
10 April 2025	Batıkent	Ankara
10 April 2025	Yaşamkent	Ankara







Strengthening Digital Competencies and Lifelong Learning through Open-to-the-Public Extracurricular Tech Talks

Dr. Duygu Çakır from Bahçeşehir University organized and hosted the Extracurricular Tech Talks, a series of eight online workshops and discussions held via Microsoft Teams between 17 October and 24 December 2025. Open to the general public as well as current students and alumni of Bahçeşehir University, the initiative provided opportunities to engage with industry practitioners and explore emerging developments in artificial intelligence, software engineering, cybersecurity, and digital technologies. By welcoming participants beyond the university community, the programme extended access to specialized technology education to individuals from diverse educational and professional backgrounds. Conducted between 19:00 and 21:00 Türkiye time, the sessions complemented formal academic curricula while offering accessible learning opportunities for anyone interested in developing their digital competencies.

The programme covered eight specialized sessions addressing contemporary technological developments and their practical applications:

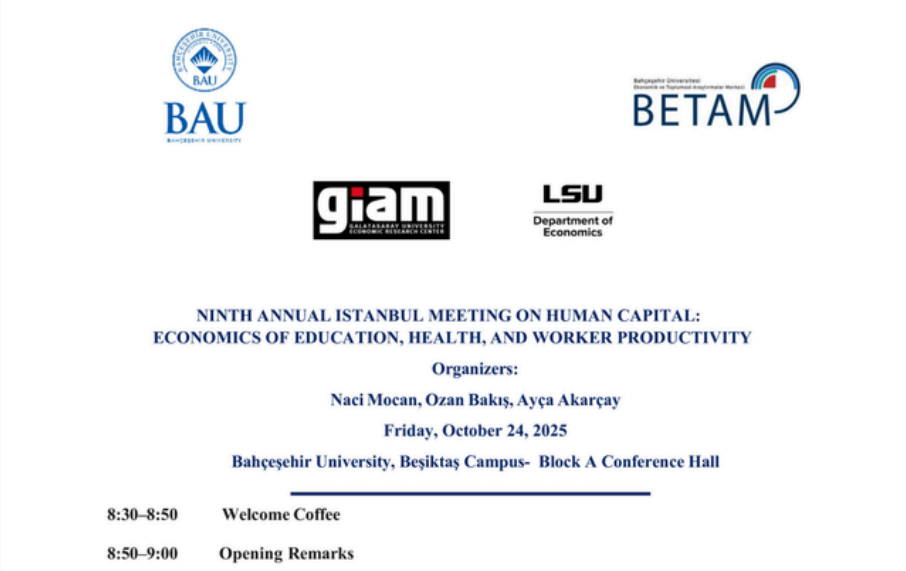
Date	Session	Speaker or speakers
17 Oct 2025	Next-Generation AI: The Agentic Approach	Hayriye Anıl
24 Oct 2025	MCP: The USB-C for AI	Enes Başbuğ
31 Oct 2025	Cybersecurity: Offensive Penetration Testing	Gani Nazar
7 Nov 2025	2D Game Development: From Design to Go-Live	Aylin Görgün
19 Nov 2025	Fullstack Development: Python Web Application	Mehmet Önal
4 Dec 2025	Parallel & Distributed Systems: Foundations and Modern Practices	Emre Barış
18 Dec 2025	Test Engineering: Modern Test Automation Practices	Mehmet Kılıç and Sevde Kuzu Sivaslı
24 Dec 2025	Artificial Intelligence, Law, and Responsibility	Buse Nazan Taşkın and Ece Sülüngür

Through these sessions, participants explored contemporary AI technologies, software development methodologies, cybersecurity practices, and the legal and ethical implications of artificial intelligence. The diversity of topics encouraged interdisciplinary learning and provided opportunities to strengthen technical knowledge relevant to rapidly evolving professional environments. The public accessibility of the sessions also supported knowledge sharing between academic communities, technology professionals, and interested members of society.

The initiative directly contributed to SDG 4: Quality Education by expanding extracurricular learning opportunities, supporting continuous professional development, and strengthening digital literacy and technology-related competencies. By making these educational sessions available to the general public, Bahçeşehir University extended learning opportunities beyond its enrolled student population, reinforcing its commitment to inclusive education, educational outreach, and lifelong learning for the wider community. The programme also aligned with SDG 8: Decent Work and Economic Growth by addressing professional skills relevant to employment and career development in the technology sector, while supporting SDG 9: Industry, Innovation and Infrastructure through knowledge exchange on emerging technologies and digital innovation. By connecting academic communities, industry experts, and members of the public, Bahçeşehir University supported the wider dissemination of technological knowledge and future-oriented competencies.



Ninth Annual Istanbul Meeting on Human Capital: Economics of Education, Health, and Worker Productivity



NINTH ANNUAL ISTANBUL MEETING ON HUMAN CAPITAL:
ECONOMICS OF EDUCATION, HEALTH, AND WORKER PRODUCTIVITY

Organizers:

Naci Mocan, Ozan Bakış, Ayça Akarçay

Friday, October 24, 2025

Bahçeşehir University, Beşiktaş Campus- Block A Conference Hall

8:30–8:50 Welcome Coffee

8:50–9:00 Opening Remarks

On 24 October 2025, the Ninth Annual Istanbul Meeting on Human Capital brought together economists and researchers to examine how education, health, skills and labour-market conditions shape worker productivity and long-term economic development. Hosted at Bahçeşehir University's South Campus and organised by Bahçeşehir University, the Bahçeşehir University Center for Economic and Social Research (BETAM), the World Bank Office of the Chief Economist for the Europe and Central Asia Region and the University of Ottawa, the meeting created an international forum for presenting research, receiving expert feedback and discussing evidence relevant to human-capital policy. Its central focus reflected a fundamental dimension of SDG 8: sustainable economic growth depends not only on investment and production, but also on a healthy, skilled and productive workforce with equitable opportunities to participate in employment.

The programme approached human capital through several interconnected stages of life. Research on the expansion of caesarean-section use in Türkiye examined changes in neonatal mortality, drawing attention to how healthcare access and early-life health outcomes can influence individual well-being and later human-capital development. Good health from the beginning of life provides an essential foundation for educational attainment, labour-force participation and productive employment. This strand therefore connected SDG 8 with SDG 3: Good Health and Well-Being, demonstrating that health policy and economic productivity cannot be considered separately.

A further session focused directly on young workers in Türkiye, examining micro-enterprises, workplace training and employer demand for skills. This subject is especially relevant to SDG 8 because micro-enterprises constitute an important source of employment, yet young people's

prospects within them depend on access to training, opportunities to develop applicable skills and alignment between education and labour-market demand. By encouraging evidence-based discussion of these issues, the meeting addressed the conditions needed to improve youth employability, facilitate the transition from education to work and strengthen productivity in smaller businesses. It also highlighted the importance of investing in learning within the workplace so that young employees can adapt to changing occupational and technological requirements.

The relationship between schooling and maternal employment was explored through research on the effects of school entry. By examining how children's participation in education can influence mothers' ability to engage in paid work, the session drew attention to the close connection between education systems, care responsibilities and women's labour-force participation. Accessible schooling can have wider economic effects by reducing constraints on parents—particularly women—and enabling more equal access to employment and income. The programme also included research based on PISA 2022 examining behavioural factors associated with student performance, contributing to discussion of how motivation, attitudes and learning outcomes affect the skills that young people carry into further education and working life. These themes linked SDG 8 with SDG 4: Quality Education and SDG 5: Gender Equality.

Through these complementary research areas, the meeting contributed to SDG 8: Decent Work and Economic Growth by advancing understanding of the factors that determine workforce participation, skills formation and productivity. Its emphasis on youth training, employer skill needs, women's employment and the health and educational foundations of human capital supported a multidimensional view of economic development in which growth is strengthened by investment in people. By convening researchers from different institutions and enabling each paper to be evaluated by an expert discussant, Bahçeşehir University and BETAM also promoted rigorous knowledge exchange capable of informing labour-market, education and social policy. The international and institutional cooperation underpinning the meeting further supported SDG 17: Partnerships for the Goals, while reinforcing the University's role in connecting economic research with the pursuit of more productive, inclusive and resilient labour markets.



Friday, October 24, 2025

Bahçeşehir University, Beşiktaş Campus- Block A Conference Hall

8:30–8:50	**Welcome Coffee**
8:50–9:00	**Opening Remarks**
9:00–10:00	**Okan Akarsu, Central Bank of the Republic of Türkiye** "Weather Anomalies, Climate Risk, and Inflation Expectations of Household and Firms" with Yusuf Emre Akgündüz (Central Bank of the Republic of Türkiye), Seyit Mümin Cilasun (TED University) and Saide Simin Bayraktar (Central Bank of the Republic of Türkiye)
10:00–11:00	**Selcen Çakır, Boğaziçi University** "Hidden Pay, Random Matches"
11:00–11:15	**Coffee Break**
11:15–12:15	**Muhammet Enes Çıraklı, Central Bank of the Republic of Türkiye** "Heterogenous Convergence in the Public-Private Wage Gap: Identifying the Impact of Turkiye's 2016 Minimum Wage Increase" with Müşerref Küçükbayrak (Central Bank of the Republic of Türkiye)
12:15–13:30	**Lunch**
13:30–14:30	**Mustafa Özer, Kilis Yedi Aralık University** "Does Immigration Affect Natives' Mental Health? Causal Evidence from Forced Syrian Migration to Turkey" with Jan Fidrmuc (Université de Lille)

Strategic Cooperation Protocol between Bahçeşehir University and the Turkish Competition Authority



Bahçeşehir University Rector Prof. Dr. Esra Hatipoğlu and BauRHM Director Prof. Dr. Zafer Kahraman hosted Birol Küle, President of the Turkish Competition Authority, for an institutional cooperation visit on 28 January 2025. During the meeting, Bahçeşehir University and the Competition Authority signed a strategic cooperation protocol aimed at expanding education, research and joint initiatives in the field of competition law.

The protocol establishes a framework for sharing institutional knowledge and professional experience while developing joint projects, seminars, training programmes and research activities. By connecting academic expertise with the practical knowledge of a national regulatory authority, the partnership aims to strengthen the capacity of students, researchers and legal professionals to understand and address contemporary competition-law issues. It is also expected to support innovative research and continuing education concerning the effective regulation of markets and the protection of fair competition.

The cooperation contributes primarily to SDG 16: Peace, Justice and Strong Institutions by strengthening collaboration between a university and a public regulatory institution responsible for supporting fair and rules-based markets. Advancing expertise in competition law can enhance regulatory capacity, institutional effectiveness and the consistent application of legal standards. The protocol also supports SDG 4: Quality Education through specialised education and research, SDG 17: Partnerships for the Goals through sustained institutional cooperation, and SDG 8: Decent Work and Economic Growth by contributing to fairer and more competitive economic environments.

https://bau.edu.tr/haber/18986-bahcesehir-universitesi-ve-rekabet-kurumu-arasinda-stratejik-isbirligi-protokolu-imzalandi

Competition Law and Institutional Practice Internship Programmes at the Turkish Competition Authority





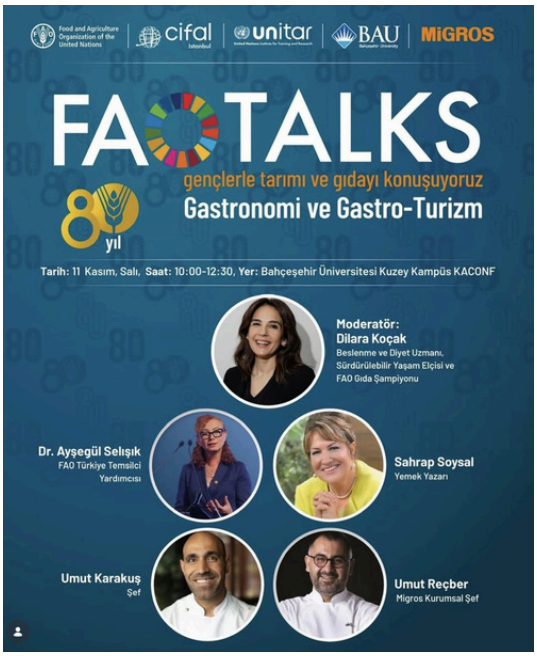
Under the cooperation protocol between Bahçeşehir University and the Turkish Competition Authority, two in-person, certificate-bearing internship programmes were held at the Authority's headquarters. The first programme, organised on 7–11 July 2025, attracted students from BAU's Faculty of Law and Faculty of Economics, Administrative and Social Sciences. During the programme, Rector Prof. Dr. Esra Hatipoğlu visited the participating students and observed the training activities.

Throughout the programme, students learned about the Turkish Competition Authority's mandate, organisational structure, working procedures and areas of responsibility. They also examined selected institutional decisions, allowing them to connect their theoretical knowledge of competition law with its practical interpretation and enforcement. This case-based approach helped participants understand how competition rules are applied to protect fair markets, prevent anticompetitive conduct and ensure that regulatory decisions are supported by legal and economic analysis.

The internship programme contributed primarily to SDG 16: Peace, Justice and Strong Institutions by giving students direct insight into the work of a public regulatory authority and the institutional enforcement of competition law. Effective competition regimes depend on transparent procedures, reasoned decisions, regulatory expertise and consistent application of legal standards. By introducing future legal professionals to these principles and to the practical responsibilities of an independent regulatory institution, the programme supported legal literacy, institutional capacity and confidence in rules-based market governance.

The programme also contributed to SDG 4: Quality Education by complementing university teaching with experiential, case-based learning in a professional institutional environment. Students were able to apply academic knowledge, develop analytical skills and gain a clearer understanding of regulatory practice. Their exposure to competition-law careers, public-sector responsibilities and professional decision-making further supported SDG 8: Decent Work and Economic Growth by strengthening career readiness and preparing graduates to contribute to fair, competitive and effectively regulated markets.

Bahçeşehir University, CIFAL Istanbul and the Food and Agriculture Organization of the United Nations: Cross-Sector Collaboration through FAO Talks



On November 11, 2025, Bahçeşehir University, CIFAL Istanbul—part of the United Nations Institute for Training and Research network—and the Food and Agriculture Organization of the United Nations jointly organised "Gastronomy and Gastro-Tourism: Engaging Youth in Food and Agriculture," with the participation of Migros. Held at Bahçeşehir University's North Campus during the organisation's 80th anniversary year, the event brought together academics, international development professionals, culinary practitioners, private-sector representatives and young people. The collaboration created a platform for examining food and agriculture through their interconnected educational, cultural, environmental and economic dimensions.

Opening remarks were delivered by Prof. Dr. Çisil Sohodol, Director of CIFAL Istanbul; Prof. Dr. Kazım Ozan Özer, Director of the School of Applied Sciences; and Dr. İlâyda Altun Cevahir, Vice Dean of the Faculty of Health Sciences. The panel was moderated by sustainable living advocate and FAO Food Champion Dilara Koçak and featured Dr. Ayşegül Selışık, FAO Türkiye Deputy Representative; food writer Sahrap Soysal; Chef Umut Karakuş; and Migros Corporate Chef Umut Reçber. Their different professional backgrounds connected international food-system priorities with culinary knowledge, academic perspectives and experience from the food sector.

Discussions addressed sustainable gastronomy, local ingredients, small producers and the contribution of young people to the future of food and agriculture. These themes positioned gastronomy as a way to understand the relationships between agricultural production, cultural heritage and everyday consumption. Attention to local products and culinary traditions highlighted how food choices can connect consumers with producers and preserve knowledge passed between generations. The gastro-tourism focus also provided a context for considering how the promotion of local cuisine can support regional economies while encouraging respect for the communities and resources behind food production.

Youth engagement was central to the event's purpose. By bringing young participants into direct dialogue with specialists and practitioners, the programme encouraged them to consider their potential roles as informed consumers, future professionals and contributors to sustainable food systems. Food literacy was particularly relevant to this exchange: understanding where food comes from, how it is produced and what social and environmental consequences accompany its consumption can inform decisions across different careers and daily life. Hosting this dialogue within a university connected sustainability learning with professional fields including gastronomy, nutrition, agriculture and tourism.

The event contributes primarily to SDG 17: Partnerships for the Goals by combining Bahçeşehir University's educational setting, CIFAL Istanbul's sustainability-learning role and the Food and Agriculture Organization's international expertise, alongside private-sector and culinary participation. This cross-sector cooperation enabled participants to approach shared challenges from several professional perspectives and strengthened opportunities for knowledge exchange. The programme also supports SDG 2: Zero Hunger through awareness of sustainable agriculture and food systems, SDG 12: Responsible Consumption and Production through food literacy and responsible consumption, and SDG 4: Quality Education through learning for sustainable development. Its emphasis on local producers, culinary heritage and gastro-tourism further relates to SDG 8: Decent Work and Economic Growth, particularly sustainable tourism that promotes local culture and products.

The images below illustrate highlights from the program:





Bahcesehir University Policy Forum and Outcome Report on Artificial Intelligence and Technology in Hazelnut Agriculture with NGOs



During the 2024–2025 academic year, Bahçeşehir University (BAU) contributed to collaborative SDG-related research, the development of educational resources, and open-access knowledge dissemination through the Policy Forum and Workshop on Artificial Intelligence and Technology Use in Hazelnut Agriculture, held in Giresun, Türkiye.

The initiative brought together the Ministry of Agriculture and Forestry, the Eastern Black Sea Development Agency (DOKA), other public institutions, universities, non-governmental organizations (NGOs), agricultural cooperatives, and private-sector representatives to explore the integration of artificial intelligence (AI) and digital technologies into hazelnut production, a sector of strategic importance to Türkiye's agricultural economy and rural communities.

BAU contributed academic and scientific expertise to the workshop, supporting collaborative discussions and knowledge exchange on agricultural innovation, digital transformation, productivity, workforce development, and environmentally sustainable production practices. The participation of civil society organizations, agricultural stakeholders, researchers, and technology specialists enabled the integration of academic perspectives with practical experience and sector-specific knowledge.

A central outcome of the workshop was the development and publication of the “Outcome Report of the Workshop on Artificial Intelligence and Technology in Hazelnut Agriculture.” The report consolidated the findings of the collaborative discussions, identified sectoral challenges and priorities, and presented recommendations concerning AI adoption, technological adaptation, agricultural productivity, workforce training, and sustainable farming practices.

Importantly, the outcome report was made openly accessible, extending the educational and research value of the workshop beyond its original participants. By making the findings available to a wider audience, the initiative transformed the knowledge generated through multi-stakeholder collaboration into an open-access educational resource for researchers, educators, agricultural professionals, NGOs, cooperatives, and other stakeholders interested in sustainable agriculture and technological innovation.

The report provides a structured reference for understanding the opportunities and challenges associated with agricultural digitalization, including the role of emerging technologies in improving production processes, strengthening workforce capabilities, and supporting environmental sustainability. Its open dissemination contributes to knowledge sharing,

professional learning, and the development of educational resources relevant to sustainable food systems.

Through the workshop and its published outcome report, BAU helped connect academic research with the practical knowledge of NGOs, agricultural cooperatives, public institutions, and industry stakeholders, supporting collaborative knowledge production and the wider dissemination of research findings. The initiative demonstrates how university–NGO cooperation can contribute to both SDG-related research and the development of accessible educational materials addressing real-world sustainability challenges.

The collaboration also supported evidence-informed policy discussions concerning technological innovation and sustainable agricultural development. While the workshop's policy recommendations contributed to broader discussions on agricultural transformation, its documented outcome report represents a tangible research and educational resource, extending the impact of the initiative beyond policy dialogue alone.

The initiative primarily contributes to SDG 2 (Zero Hunger) through sustainable agricultural production; SDG 4 (Quality Education) through the development and open dissemination of educational resources; SDG 9 (Industry, Innovation and Infrastructure) through research on AI and agricultural technologies; SDG 13 (Climate Action) through environmentally sustainable farming approaches; and SDG 17 (Partnerships for the Goals) through collaborative research and knowledge sharing.

By contributing to the workshop and the development of its openly accessible outcome report, Bahçeşehir University strengthened its role in SDG-oriented collaborative research and educational resource development, demonstrating how academic expertise and multi-stakeholder cooperation can generate knowledge that supports sustainable agricultural transformation.

The images below show pages from the outcome report of the workshop ‘Defining the Roadmap for the Use of Artificial Intelligence and Technology in Hazelnut Farming,’ which was conducted with contributions from Bahcesehir University and other academic, governmental, and industry stakeholders to advance sustainable and technology-driven agriculture.



Bahçeşehir University Games for Change Türkiye Festival 2025: International NGO Partnership and Cross-Sectoral Dialogue on Sustainable Cities, Climate Action and Social Impact





On 6–7 December 2025, Bahçeşehir University (BAU), through its BAU Game Lab (BUG Lab), organized and hosted the Games for Change Türkiye Festival 2025 at its Beşiktaş Campus, in collaboration with Games for Change Türkiye, the Turkish chapter of Games for Change Global, an international non-profit organization founded in 2004 that promotes social impact through games and interactive media.

Games for Change Türkiye was established in 2024 within BAU BUG Lab, creating an institutional connection between the University and the international Games for Change network. At the global level, Games for Change has developed collaborations with international organizations, including UNESCO, UNICEF, and the World Food Programme (WFP), demonstrating the network's broader engagement with education, social development, and the United Nations Sustainable Development Goals (SDGs).

Held under the theme "City and Play: Gaming the City, Modding the Future," the festival brought together over 500 participants, including more than 100 international attendees from 10 countries, providing a platform for dialogue among academia, public institutions, civil society, international networks, urban planning professionals, and the private sector.

The programme featured contributions from the Istanbul Planning Agency (İPA), alongside urban design and participatory planning organizations such as Superpool and Play the City, as well as international academics, game developers, and creative industry representatives. Private-sector sponsors, including Tencent, TaleWorlds Entertainment, Masomo, and Monster Notebook, further supported the initiative, demonstrating cooperation between higher education and the technology and gaming industries.

Through expert panels, presentations, interactive discussions, and game exhibitions, participants explored sustainable cities, climate action, gender equality, cultural heritage preservation, environmental awareness, and inclusive community development. Sessions on participatory public-space transformation, urban planning, and game-based approaches to social challenges demonstrated how collaboration among public institutions, academia, civil society, and the creative industries can generate innovative solutions to complex urban and societal challenges. The programme highlighted the potential of games and digital technologies to strengthen community participation, promote sustainability awareness, and support more inclusive and resilient cities.

By bringing together an international non-profit network, public-sector urban planning stakeholders, academic institutions, civil society actors, and private-sector partners, BAU facilitated cross-sectoral dialogue and knowledge exchange on SDG-related challenges. The programme connected different forms of expertise and encouraged collaborative approaches to sustainable cities, inclusive communities, and social innovation.

Importantly, BAU's engagement extended beyond hosting a single event. Through BUG Lab's institutional role in Games for Change Türkiye, the University contributed to an ongoing international collaboration linking academic research, public policy, civil society initiatives, and the creative industries in support of sustainable development.

The initiative contributed primarily to SDG 17 (Partnerships for the Goals) by strengthening international and cross-sectoral partnerships. It also supported SDG 11 (Sustainable Cities and Communities) through participatory urban development, SDG 13 (Climate Action) through sustainability-focused discussions, SDG 5 (Gender Equality) through social inclusion, and SDG 4 (Quality Education) through public knowledge exchange and innovative learning approaches.


Festival Program

6 December 2025 - BAU Beşiktaş Campus

Fazıl Say Conference Hall

Festival Program

7 December 2025 - BAU Beşiktaş Campus

Fazıl Say Conference Hall

The official festival programme below documents the Games for Change Türkiye Festival 2025, highlighting expert panels and discussions on sustainable cities, participatory urban planning, gender equality, diversity, community building, and the role of games in addressing social and environmental challenges.

The three photographs below document the Games for Change Türkiye Festival 2025 held at Bahçeşehir University's Beşiktaş Campus, illustrating the event's international participation, expert discussions, and interactive activities that brought together stakeholders from academia, civil society, public institutions, and the creative industries to explore sustainability and social impact through games.

Public Education and Information Day on Architecture and Design: BAU Faculty of Architecture and Design Open Day



Bahçeşehir University's Faculty of Architecture and Design organized an Open Day on 29 January 2025, welcoming members of the general public interested in architecture, design, and related professional fields. The event provided an opportunity for individuals considering future education or careers in these disciplines to explore the Faculty's academic departments, educational programmes, projects, and professional pathways. Through interactive model-making workshops, a virtual reality (VR) laboratory experience, and guided campus tours, participants gained firsthand insights into the Faculty's educational approach and the practical dimensions of architecture and design education. The activities also introduced visitors to the interior architecture profession, highlighting its creative, technical, and interdisciplinary characteristics.

The event formed part of the Faculty's broader initiative, “Meeting the Interior Architecture Profession,” which aims to increase public awareness of architecture and design education and help individuals make informed decisions about their academic and professional futures. By opening its educational facilities and learning environments to interested members of the community, Bahçeşehir University created opportunities for participants to engage with university-level education, explore different fields of study, and develop a clearer understanding of the skills and competencies required in architecture and design professions.

The initiative directly contributed to SDG 4: Quality Education by promoting public access to information about higher education, academic disciplines, and professional development opportunities. Its open and interactive format supported informed educational decision-making and encouraged wider community engagement with university learning environments. By welcoming individuals interested in exploring architecture and design, regardless of their current affiliation with the university, Bahçeşehir University reinforced its commitment to making educational knowledge and career guidance more accessible to the general public.



Book Donation to Support Access to Educational Resources at Bağcılar Primary School in Mersin with BAU BiSoluk Student Club and CIFAL Istanbul Youth Platform

Bahçeşehir University's BiSoluk Student Club and the CIFAL Istanbul Youth Platform, within CIFAL Istanbul, UNITAR, collaborated on a book donation initiative at Bağcılar Primary School in Mersin on 25 February 2025. The initiative provided students with books to encourage reading habits, strengthen learning motivation and expand access to educational materials. By connecting university students with a local school, the activity also promoted community solidarity and student participation in addressing educational needs.

The initiative supports SDG 1: No Poverty through the provision of in-kind educational resources. Access to books can depend on households' ability to meet expenses beyond their basic needs. Making books available without requiring families to purchase them helps ease this potential financial barrier and supports children's participation in learning. The donation offered a practical form of community support by directing material resources towards primary school education.

The activity also contributes to SDG 10: Reduced Inequalities by helping address differences in access to learning materials. Providing books through a school-based initiative can broaden opportunities for children whose access to reading resources outside the classroom may vary. In this context, the collaboration supported a more inclusive learning environment by making additional educational materials available to students.

Alongside these contributions, the initiative supports SDG 4: Quality Education by encouraging reading and providing resources that complement classroom learning. The collaboration between the student club, the youth platform and the school illustrates how university community engagement can mobilise educational support while strengthening awareness of unequal access to learning opportunities.

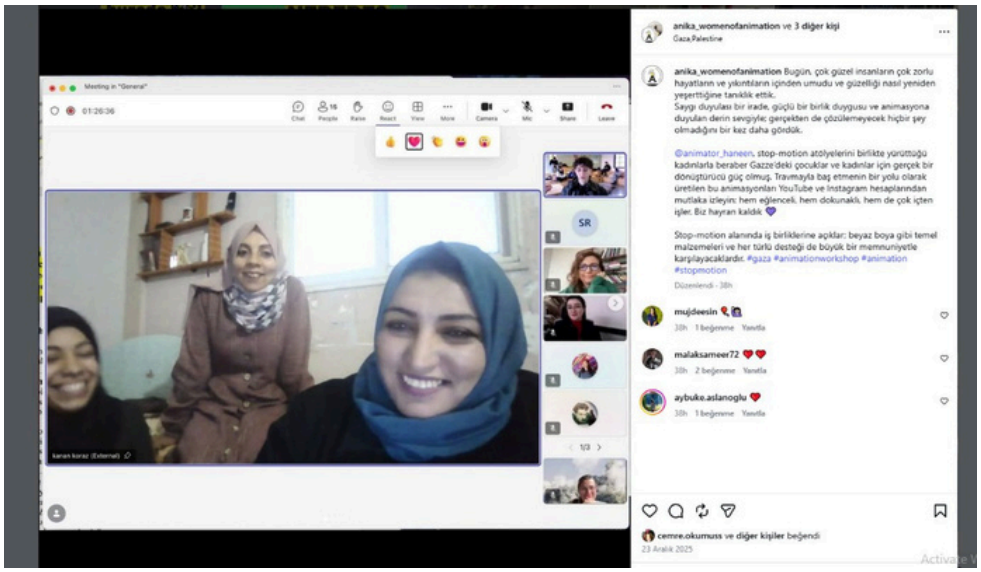




Open Public Informational Seminar: Art as a Tool for Psychosocial Healing—Gaza Stop-Motion Animation Seminar for Solidarity

During the 2024–2025 academic year, Bahçeşehir University organized the Art as a Tool for Psychosocial Healing: Gaza Stop-Motion Animation Seminar for Solidarity as an open informational session focusing on humanitarian stop-motion workshops led by animator Haneen for displaced children and women in Gaza. The open-seminar explored how animation and participatory art practices can support emotional expression, trauma processing, and psychosocial relief in communities affected by conflict, while also drawing attention to the mental health needs of vulnerable groups in humanitarian crises.

By framing creative production as a pathway for healing, dignity, and resilience, the session contributed to SDG 3: Good Health and Well-Being, particularly through its emphasis on mental health, psychosocial support, and trauma-informed approaches. The event also reflected Bahçeşehir University's broader commitment to socially engaged education and global responsibility by connecting artistic practice with SDG 4: Quality Education, SDG 5: Gender Equality, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions, while mobilizing support for access to essential art materials as tools for recovery and solidarity.



Bahcesehir University 2025 Legacies of Women Forum – Istanbul: Inspiring Young Women to Pursue Education and Careers in Underrepresented Fields



Bahçeşehir University (BAU) hosted the 2025 Legacies of Women Forum – Istanbul at its Fazıl Say Conference Hall in collaboration with the Global Summit of Women, BAU Branding, CIFAL Istanbul, and UNITAR. Bringing together prominent women leaders from different industries, the forum aimed to inspire young women to pursue educational and professional pathways in fields and leadership positions where women remain underrepresented, particularly technology, business management, and corporate leadership.

The forum opened with remarks by Prof. Dr. Esra Hatipoğlu, Rector of Bahçeşehir University, followed by Irene Natividad, President of the Global Summit of Women, who chaired the discussion. Natividad presented global data on women's representation in management and emphasised the importance of increasing the visibility of women leaders and connecting younger generations with successful female role models.

The panel featured Nazlı Altıpat, CEO of Estée Lauder Companies Türkiye; Işıl Kılınç Gürtuna, CEO of IBM Türkiye; Bahar Uçanlar, CEO of Diageo Türkiye; and Eda Uluca Özcan, CEO of Pluxee Türkiye. The speakers shared their professional journeys, challenges, and experiences in leadership, while discussing artificial intelligence, technological transformation, evolving leadership models, and the future of business.

By introducing female students to accomplished women in senior positions, particularly in technology-driven industries, the forum sought to challenge gender stereotypes and

encourage young women to consider academic pathways leading to fields in which women remain underrepresented. The opportunity to engage with successful female role models helped broaden students' awareness of educational and career possibilities, including technology-related disciplines and business leadership.

The discussions also addressed the glass ceiling and structural barriers to women's advancement, highlighting the importance of equal access to professional networks, mentorship, and decision-making opportunities. Through this university-hosted outreach initiative and its international partnerships, BAU promoted greater awareness of women's potential in traditionally male-dominated professional environments.

The forum contributed to SDG 5 (Gender Equality) by promoting women's representation and leadership, SDG 4 (Quality Education) by inspiring students to explore broader educational pathways, and SDG 8 (Decent Work and Economic Growth) by addressing equal opportunities for women's professional advancement.

The photographs below present highlights from the 2025 Legacies of Women Forum – Istanbul, showcasing the participating women leaders and discussions on gender equality, leadership, and career opportunities.







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