

# 4 QUALITY EDUCATION



# 4. QUALITY EDUCATION



NUMBER OF PUBLICATIONS & THESES

65



NUMBER OF PROJECTS

138



NUMBER OF EVENTS

131



NUMBER OF COURSES OFFERED

232



NUMBER OF COLLABORATION

60



NUMBER OF AWARDS

10

## SDG 4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

### Targets and Indicators

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all



4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

### Teaching Qualification

TEDU has an impressive proportion of graduates who obtain qualifications relevant to teaching, standing at 20%. Out of 793 graduates, 160 received qualifications specifically for teaching at the primary school level, underlining TEDU's dedication to preparing qualified educators who can contribute directly to quality education at foundational levels. This preparation ensures that graduates are well-equipped to meet diverse educational needs, embodying SDG 4's emphasis on qualified, effective teaching personnel.

### Lifelong Learning Measures

TED University's Ayşe İlicak Library embodies TEDU's commitment to accessible and inclusive learning. As a research library, it serves not only TEDU and Turkish Education Association members but is also open to the public. This "city university" concept encourages community engagement and facilitates knowledge sharing, fostering an inclusive environment where individuals from diverse backgrounds can access educational materials and further their personal growth and understanding.

In addition to formal academic offerings, TEDU provides free online resources to support academic success and well-being. These resources, accessible to both students and the

public, cover a broad spectrum of topics including stress management, psychological well-being, academic self-management, the science of learning, multimedia presentation principles, effective note-taking strategies, understanding learning styles, creating e-portfolios, and time management techniques. Additional modules address innovative study methods, such as spaced repetition, exam preparation strategies, and the origins of anxiety, all aimed at empowering learners to take control of their educational journey and personal development. For more information, please visit <https://ctl.tedu.edu.tr/en>.

By integrating these resources and initiatives, TEDU actively supports SDG 4, demonstrating a commitment to promoting inclusive, equitable quality education that empowers individuals with the skills and resources needed for lifelong success.

Moreover, our university designed a course titled as "TEDU 102 Service Learning" aimed at developing critical perspectives and ethical approaches for students working with diverse communities and community-based organizations. Over the 14-week program, students gained hands-on experience by engaging with various NGOs, schools, and other stakeholders through collaborative projects and field activities. The course had 16 sections in which 450 students enrolled.

Throughout the course, students honed leadership and communication skills, building their awareness of sustainable development goals and deepening their understanding of community needs. This course empowered students to create impactful, community-engagement projects, establishing partnerships that benefit both the community and the students' personal and professional growth.

In line with the aim of this course, TEDU students undertook a variety of community engagement projects as part of a course designed to enhance their ethical and critical perspectives on working with diverse communities. These projects allowed students to collaborate with local NGOs, schools, and community organizations, addressing real-world needs and fostering mutually beneficial partnerships.

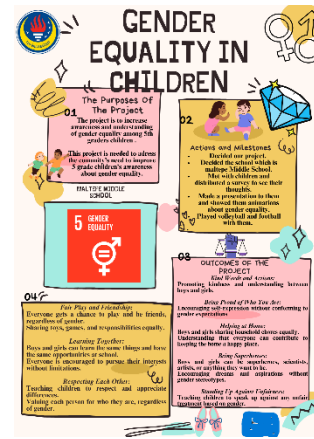
The participating schools and organizations related to SDG 4, including MoNE, Türkan



Yamantürk İlkokulu, Şehit Sümer Deniz İlkokulu, Kurtuluş Şehit Albay Şentürk Aydınier İlkokulu, Borsa İstanbul Kayaboğaz İlkokulu, Cebeci Ortaokulu, İnkılap İlkokulu (Polatlı), Beysukent Koleji, and Tevfik İleri Ortaokulu, provided students with a real-world context to apply their learning. Here are some of the projects designed and implemented by our students:

1. **"Oyuncak Atölyesi" (Toy Workshop):** This project focused on designing and creating educational toys for young children. By developing toys that encourage cognitive development and creativity, students aimed to enhance learning experiences for children from disadvantaged backgrounds. These toys, made from safe and sustainable materials, were distributed to various schools in the region.
2. **"Esenlik Çemberi" (Circle of Well-being):** Recognizing the growing need for mental health support, this project introduced mindfulness and well-being activities in local schools. Students organized workshops on emotional regulation, stress management, and resilience-building for children, aiming to foster mental wellness from a young age.
3. **"World That Can Go Forever with the Help of Small Hands":** Focused on environmental sustainability, this project engaged primary school children in recycling and sustainability activities. Children learned about eco-friendly practices, participated in recycling drives, and even created small-scale gardens. This project instilled an early appreciation for environmental stewardship among young students.
4. **"Voice of the Books":** This project aimed to foster a love for reading and improve literacy rates in the community. Students created a mobile library and hosted read-aloud sessions in various neighborhoods, providing children access to a range of books. They also engaged children in storytelling activities, nurturing language skills and imagination.
5. **"Genç Beyinler Yeni Fikirler: Milyon Kadına Mentor" (Young Minds, New Ideas: Million Women Mentors):** In collaboration with an NGO, this

initiative connected young women with mentors from various professional fields. Through guidance and support, these mentorships helped young women develop career goals, learn professional skills, and gain confidence, contributing to gender equality and empowerment.



6. **"Social Skill Development in Kids":** Focusing on social skills, this project aimed to help children develop interpersonal abilities, such as empathy, teamwork, and conflict resolution. Students organized activities and workshops in schools to teach children these skills through interactive games and role-playing exercises, promoting healthy social interactions.
7. **"Math Life with Games":** Aiming to make math more engaging, this project developed math-based games and activities that helped children understand complex concepts through play. The students designed math puzzles, interactive games, and activities that catered to different learning levels, making math more accessible and fun.
8. **"Providing English Materials to Young Learners":** This project addressed the lack of English learning resources in certain schools. Students gathered and created English language learning materials, including flashcards, storybooks, and worksheets. These resources were distributed to primary schools, helping young learners build foundational English skills.
9. **"Guiding Students Toward Basic English Fluency":** Complementing the



previous project, this initiative focused on conducting English-speaking workshops for young students. University students served as mentors, helping primary school students practice basic English through conversation, games, and role-play, fostering confidence in language use.

Last but not least, The **Full Support Scholarship** program at TEDU represents a significant initiative aimed at supporting academically talented yet financially disadvantaged high school students enrolled in public schools under the Ministry of National Education. This ongoing program provides a comprehensive support system that addresses both the academic and personal growth of these students.

Each weekend, scholarship recipients attend classes at TEDU, where they receive English language instruction and participate in a range of extracurricular activities, including sports and arts. These activities are designed to encourage not only intellectual development but also social and cultural growth. The English lessons aim to enhance students' language proficiency, an invaluable skill for academic and professional success, while the sports and arts programs foster creativity, teamwork, and confidence.

The program is led by TEDU's academic staff, who bring their expertise and dedication to ensure that students are well-supported and motivated. By hosting these weekend sessions on campus, TEDU creates an immersive learning environment that allows students to experience university life, fueling their aspirations for higher education. This initiative highlights TEDU's commitment to SDG 4, as it bridges educational inequalities and promotes equal access to learning opportunities for all, regardless of financial background.

Through the Full Support Scholarship program, TEDU not only provides critical educational resources but also instills a sense of hope and ambition in young learners, empowering them to envision and strive toward brighter futures.

### **First-Generation Students**

TEDU is committed to inclusivity, with 11% of its students being first-generation college students. With 1357 new students starting their degrees, 156 of these are first-generation.

TEDU's support for these students not only fosters diversity within the university but also exemplifies TEDU's commitment to providing educational opportunities for underrepresented groups, aligning with SDG 4's goal of ensuring equitable access to quality higher education.

### **Courses, Theses, Publications**

At our university, a diverse range of courses is contributing meaningfully to Sustainable Development Goal 4, which emphasizes inclusive and quality education for all. Through innovative learning experiences and forward-thinking programs, we are preparing our students not only to excel academically but also to engage meaningfully with their communities and the broader world. Each course reflects a unique aspect of SDG 4, fostering lifelong learning, inclusion, and accessibility in ways that empower students across disciplines.

**Empowering Future Educators** Courses such as *ELT 619 - Professional Development in English Language Teacher Education* and *ELT 613 - Technology Enhanced Language Learning and Teaching* showcase our dedication to building the skills of future language teachers. ELT 619 helps teachers develop their professional capabilities, ensuring they bring quality and depth to language education. Meanwhile, ELT 613 integrates technology into the classroom, providing teachers with digital tools and techniques that enhance language learning. These courses ensure that our educators are not only proficient but equipped to innovate, which is essential for maintaining the quality and relevance of education.

**Promoting Active Citizenship and Community Engagement** Our curriculum extends beyond traditional learning, encouraging students to make a tangible impact. *TEDU 102 - Service Learning* and *GENC 202 - Community Services* give students the opportunity to actively engage in community service, teaching them the value of empathy, social responsibility, and real-world problem-solving. These experiences underscore SDG 4's mission to provide inclusive education that serves both individuals and communities, emphasizing the importance of responsible, informed citizens who can positively impact society.





**Fostering Digital and Media Literacy** In today's digital age, courses like *CMPE 103 - Information Technologies* and *GENC 351 - Media Literacy* are vital. *CMPE 103* equips students with foundational IT skills, ensuring they are digitally literate and prepared to thrive in a tech-driven world. *Media Literacy*, on the other hand, teaches students to critically analyze media content, fostering discerning and well-informed consumers of information. Both courses align with SDG 4's goals by empowering students with essential skills for navigating the complexities of the modern digital landscape.

**Inspiring Social Awareness and Interpersonal Skills** Our university also recognizes the importance of social awareness and effective communication. In *GENC 257 - Human Relations and Communication*, students develop interpersonal skills crucial for collaborative learning and mutual understanding. Similarly, *GENC 256 - Human Rights and Democracy Education* educates students about fundamental human rights, promoting values of respect, equity, and democracy—core elements of inclusive and quality education. These courses prepare students not just to participate in society but to contribute positively to its progress.

**Encouraging Lifelong Learning and Sustainable Development Courses** such as *EDUC 250 - Adult Education and Lifelong Learning* and *EDUC 358 - Sustainable Development and Education* highlight our commitment to education that transcends age and academic boundaries. *EDUC 250* fosters lifelong learning by exploring educational opportunities for adults, underscoring the importance of accessible education for all ages. *EDUC 358* integrates sustainability into educational practices, preparing students to address global challenges and advocate for a sustainable future. These courses embody SDG 4's vision of education that empowers people throughout their lives.

**Supporting Inclusive Education for All** In alignment with SDG 4's goal of inclusivity, *EDUC 409 - Special Education and Inclusion* provides strategies for supporting students with special needs. By educating future teachers about inclusive practices, this course ensures that diverse learners receive the quality education they deserve. Similarly, *EDUC 258 - Extracurricular Activities in Education* and

*EDUC 355 - Out-of-School Learning Environments* foster well-rounded education, encouraging student engagement beyond the classroom. These courses collectively promote a holistic approach to learning, emphasizing that education should be both accessible and adaptable to individual needs.

**Building a Foundation for Economic Growth and Educational Policy** Our offerings in *ECON 495 - Economics of Education and Human Capital* and *ECON 583 - Policy Analysis in Education* reflect the broader societal impacts of education. *ECON 495* examines the role of education in economic development, emphasizing how quality education builds human capital that drives progress. *ECON 583* delves into educational policy, equipping students to understand and evaluate policies that promote equitable education. Both courses underline SDG 4's call for education that contributes to sustainable economic growth and social equality.

Through these courses, our university exemplifies a deep commitment to Sustainable Development Goal 4. Each course contributes uniquely to an inclusive and quality education, from fostering professional development in teachers to advancing social responsibility, digital literacy, and inclusivity. Together, these programs empower students not only to succeed but to become advocates for a future where quality education is accessible to all. This narrative underscores our ongoing dedication to a transformative, impactful education that aligns with the principles of SDG 4, creating a brighter and more inclusive future.

In alignment with Sustainable Development Goal 4: Quality Education, our university is committed to advancing educational research that addresses diverse learner needs, refugee integration, teacher training, digital literacy, and youth mental health. Through a variety of theses and publications, our faculties and students contribute insights that address both local and global educational challenges. Below is an overview of notable recent work.

### Theses

**Language Learning Motivation Among Syrian Refugees and Turkish Learners**  
A thesis focused on the L2 Motivational Self System (L2MSS) explores the motivations of Syrian refugee and Turkish students learning



English. Conducted with 479 students aged 13-18, the research found higher motivational levels among Syrian refugees, with cultural interest and the ideal L2 self-emerging as significant factors for both groups. This study highlights how language learning motivation can foster resilience and bridge cultural divides.  
*Link to thesis: [here](#)*

#### **Community Attitudes Toward Refugees and Morally Framed Messaging**

This thesis investigates public attitudes toward Syrian refugees in Turkey, using Moral Foundation Theory to assess how moral framing influences opinions. Experimental findings show that appeals to moral values like care and fairness reduce negative sentiments, whereas loyalty and sanctity messaging has the opposite effect. The study suggests that moral framing can improve community perspectives, an important insight for NGOs, policymakers, and media working with refugees.

#### **Inclusive Education in English Language Teaching**

A thesis examining the perspectives of pre-service and in-service English language teachers on inclusive education reveals that while teachers are supportive of inclusion, they identify the need for more policy support, training, and resources. Notably, in-service teachers cited challenges in accommodating students with special needs, highlighting the importance of administrative support for inclusive education.  
*Link to thesis: [here](#)*

#### **Russian-speaking Students' Integration into Turkish Society**

Through interviews with Russian-speaking mothers, this thesis examines the language and cultural challenges facing Russian-speaking children in Turkish schools. The study provides insights into the academic and social integration needs of these students, identifying ways that schools and communities can better support them.

#### **Risky Online Activities and Mental Health in Youth**

Exploring mental health and digital behavior, this thesis analyzes the connection between risky online activities, depressive symptoms, and attachment styles. The findings indicate that depressive symptoms are closely linked to increased risky behavior online, aligning with the Stress Generation hypothesis and

underscoring the importance of mental health awareness in online safety education.

#### **Impact of COVID-19 on Middle School English Teachers**

This thesis investigates the experiences of middle school English teachers who transitioned to online learning during the COVID-19 pandemic. Through surveys and interviews, the study documents teachers' psychological challenges and the innovative approaches they adopted, emphasizing the need for support systems to help educators adapt during crises.  
*Link to thesis: [here](#)*

#### **Publications**

##### **Culturally Relevant Pedagogy in Refugee Education**

Akin-Sabuncu et al. (2023) conducted a study on culturally relevant pedagogy with elementary teachers in Turkey who work with immigrant and refugee students. Through in-depth interviews, the research highlights both challenges and teachers' willingness to adapt practices to better meet students' diverse needs. The study calls for policy changes to support educators in creating inclusive and culturally responsive learning environments.  
*Published in the European Journal of Teacher Education*

##### **Teacher Preparation for Diverse Classrooms**

In an international comparison, Goodwin et al. (2023) discuss teacher preparation for culturally diverse classrooms, particularly for migrant and immigrant students. Case studies from Turkey, the U.S., and community-based teaching initiatives underscore the importance of preparing teachers to meet the evolving needs of diverse student populations.  
*Published in the International Encyclopedia of Education*

##### **Perspectives on Language Learning from Adult Immigrant Students**

Kamisli (2023) applies McClusky's Theory of Margin to examine adult immigrant ESL learners' motivations and challenges in language learning. Through interviews, this study identifies key barriers and support systems in the lives of adult learners, offering recommendations for enhancing ESL programs to meet immigrant learners' needs more effectively.



*Published in the Australian Journal of Adult Learning*

#### **Educational Services for Refugees by Informal Organizations**

Erden-Basaran (2023) explores how informal organizations provide educational support for refugees, supplementing national efforts. This research illustrates the critical role of these organizations in helping refugee children integrate into Turkish schools and communities. *Published in the Research Handbook on Migration and Education*

#### **Digital Literacy in English Language Teacher Education**

Bilki et al. (2023) focus on critical digital literacy (CDL) in virtual exchanges within English language teacher training programs. By identifying key CDL components, the study demonstrates how virtual exchanges enhance self-expression, inclusivity, and sociopolitical awareness among trainee teachers. This research provides valuable insights into integrating digital literacy into teacher training. *Published in ReCALL*

#### **Video-Enhanced Observation in EFL Teacher Training**

In an investigation of video-enhanced observation (VEO) in English as a Foreign Language (EFL) teacher training, Kanat Mutluoğlu & Balaman (2023) highlight the benefits of reflective practices for professional growth. Video recordings of classroom interactions facilitate more effective post-observation discussions, encouraging reflective practices that enhance teaching skills. *Published in System*

#### **Exploring Principals' Roles in School Psychology**

In a recent study, Aktürk (2023) explores Turkish primary school principals' roles in implementing psychological services. Through a mixed-methods approach, the research shows that while principals support the concept of school psychology, they face challenges due to time constraints and limited knowledge about psychological services. This work emphasizes the need for clearer guidelines and principal training to enhance the effectiveness of school-based psychological services. *Published in the International Journal of Psychology and Counselling*

#### **Career Adaptability and Self-Efficacy in Young People**

Exploring career adaptability and self-efficacy in Turkish youth, Kaya & Koyuncu (2023) conducted a longitudinal study linking high levels of self-efficacy with greater career adaptability. This research sheds light on the importance of supporting youth in career development programs, particularly for those facing economic or social barriers. *Published in the Journal of Youth Studies*

#### **Foreign Language Anxiety in English Learners**

Lastly, Aydoğan & Çiftçi (2023) investigate foreign language anxiety in high school English learners, finding that factors like peer support and perceived teacher empathy can mitigate anxiety levels. This study offers practical strategies for educators to create supportive and empathetic learning environments to reduce language learning anxiety. *Published in Language Learning and Teaching Research*

Each thesis and publication underscore our university's dedication to enhancing educational quality through comprehensive research that informs policy, supports inclusivity, and promotes the well-being of students and educators alike. By contributing meaningful insights across a broad spectrum of topics, our institution actively supports global educational goals and a commitment to lifelong learning.

#### **Events - Activities**

At our university, the drive to improve quality education is woven into everything we do. Guided by Sustainable Development Goal 4 (SDG 4), our programs and events aim to provide accessible, inclusive, and future-oriented learning opportunities for students of all backgrounds. Through strategic initiatives and community-focused projects, we're making strides toward a sustainable future where quality education is not only a right but a reality for all. Here is a look at how our recent efforts reflect this commitment.

In January 2023, our campus welcomed participants from TED Schools across the country to join the TED Academy School Leader Development Program. This event, held over three days, focused on equipping future school leaders with the skills and perspectives necessary to drive innovation and inclusivity in





education. With an emphasis on contemporary developments, this training enabled participants to adopt forward-thinking strategies and build an adaptable, inclusive approach to school management. This initiative underlines our commitment to nurturing leaders who understand and champion quality education.

Just days later, TEDU hosted a Winter Camp designed specifically for high school students on Full Support and Athlete Scholarships. Drawing 319 students from 40 schools, this camp provided an array of engaging sessions that encouraged personal growth, resilience, and life skills. From workshops on 21st-century skills to goal-setting and safe internet use, these sessions were carefully crafted to inspire students' confidence and adaptability—skills vital for success in today's fast-evolving world.



When a devastating earthquake affected local communities, our university's Equal Opportunity for Children Society stepped up to lead a toy collection campaign for the children impacted by the disaster. By collecting and delivering toys, our students and staff provided emotional comfort to children in need, showing that a quality education also means fostering safe and supportive environments where students feel secure, especially in times of adversity.

Our university has long celebrated Turkey's National Sovereignty and Children's Day, and this year's celebration was especially significant as it marked the Republic's centenary. Supported by 23 student clubs, we hosted 115 children on campus, engaging them in creative workshops and interactive games that highlighted cultural pride, joy, and belonging. These events foster intercultural understanding and community engagement, demonstrating that education extends beyond academics and involves fostering shared values and identity.



In collaboration with the TEDU Sci&Tech Community, Develhope—a coding school with a mission to make tech education accessible—hosted a Data Engineering Bootcamp in April 2023. Led by Furkan Balkaya, a junior data engineer and Develhope graduate, this bootcamp introduced young learners to the world of data engineering through hands-on learning. With the growing demand for digital skills, the bootcamp reflects our university's dedication to equipping students with industry-relevant knowledge that will benefit them in the digital economy and beyond.



Our celebrations of National Sovereignty and Children's Day extended into a Children and Games Meeting event, held in partnership with the TEDU Faculty of Education. Together with 140 children, we played games, participated in creative workshops, and performed on stage, promoting socialization and creative expression in a welcoming environment. Such activities emphasize the value of inclusive, accessible education that nurtures well-rounded development.





In May, our university extended its reach into the local community with the Gökdere Yıldırım Çiftliği Primary School Project in Eskişehir. Volunteers from our Equality of Opportunity for Children, Architecture and Design, and Outdoor Sports Societies gathered to paint the school, adding vibrancy to the students' environment. Afterward, they engaged with the children in recreational activities, offering not just a brighter school but a memorable day of fun and connection. This project highlights our commitment to equality in education, demonstrating that a quality learning experience begins with a supportive, inviting environment.



Our Special Education Material Festival provided teacher candidates with a unique opportunity to develop and present materials tailored for students with special needs. Collaborating with visually impaired students from Mithat Genç Secondary School, our students gained hands-on experience in inclusive educational practices. This event underscores our dedication to SDG 4's vision of accessible, high-quality education for every learner, regardless of their needs.



Another pivotal event was the Intercultural Communication Teacher Conference, which promoted intercultural understanding among educators. Supported by the American Embassy, this conference equipped Turkish teachers with tools and strategies to foster peace and inclusivity in their classrooms. By sharing action plans and learning from each other's experiences, participants left better prepared to create classrooms that honor diversity and promote mutual respect.



Finally, our university proudly hosted the 10th International Eurasian Educational Research Congress (EJER) in June. With its central theme of "Quality Assurance and Accreditation in Education," the congress attracted esteemed researchers and practitioners to engage in dialogue around educational quality. This event placed our university at the heart of global discussions on standards and best practices, underscoring our commitment to continuously advancing quality in education.



From nurturing future school leaders to hosting community events that celebrate inclusivity, each of these initiatives speaks to our university's unwavering commitment to SDG 4. Our efforts illustrate that quality education is comprehensive: it equips individuals with skills, supports well-being, fosters equity, and celebrates cultural diversity. Through these programs, we're not just meeting the educational needs of today but building a sustainable future where education is a powerful force for positive change.

### Accreditation and Projects

TEDU is deeply committed to improving educational quality and fostering sustainable educational practices. In pursuit of these goals, TEDU was awarded a 5-year full accreditation under the Turkish Higher Education Quality Council's (YÖKAK) Institutional Accreditation program in 2021. After successfully completing an interim evaluation in 2023, TEDU continued with almost full accreditation, which reinforces the high-quality educational environment offered to its students.

TEDU's dedication to practical teaching experiences and community engagement is showcased through initiatives like the TED Ambassadors' Project. In collaboration with the Turkish Education Association, TEDU enables pre-service teachers to visit TED colleges across Türkiye in cities like Samsun, Eskişehir, Kayseri, Kocaeli, and Çorum. During these visits, the pre-service teachers engage with students, educators, administrators, and local communities. This initiative allowed 18 pre-service teachers from five different TEDU Faculty of Education departments to gain hands-on experience and learn innovative

teaching strategies from seasoned professionals. An evaluation meeting further supported reflection on these experiences.



Another notable project enhancing education quality is TEDMEG (Strengthening Mathematics Education at TED Colleges), launched through a collaboration between TEDU's Faculty of Education and the Turkish Education Association. TEDMEG focuses on K-12 mathematics education across TED colleges nationwide, with activities that include monitoring students' progress, providing training for mathematics teachers, and offering consultancy services. The project highlights TEDU's dedication to enhancing both teaching quality and student outcomes in mathematics.



TEDU also provides research opportunities for undergraduate students. For instance, two 4th-year students from the Department of English Language Teaching, Elif Özkul and Eslem Ural, received support through the LAD (Learning and Development) program for their project, "Analysis of Foreign Language English Books in the Context of Multiculturalism." Their research encourages students to respect cultural diversity and deepen their understanding of multiculturalism through the use of diverse educational materials.







International recognition of TEDU faculty also contributes to its educational impact. Prof. Dr. Belgin Elmas, Head of the Foreign Languages Department, was selected as Turkey's Pearson GSE Ambassador. The Global Scale of English (GSE), developed with input from over 6,000 educators worldwide, assesses English proficiency in reading, writing, speaking, and listening. This role allows Prof. Dr. Elmas to advocate for the GSE's use, which assists students in advancing their language skills based on their current proficiency levels.



TEDU faculty members have also led projects aimed at overcoming educational challenges. For instance, Prof. Dr. Gökçe Nur Yılmaz implemented the "Cultural Expertise Junior Network (K-Peritia)" project to support junior researchers. This initiative helps bridge the gap in professional cultural expertise through an accessible and inclusive approach that also promotes digital knowledge-sharing.

Another impactful initiative focused on sustainability and STEM education is led by Sevim Berhiv Acay and her colleagues, who evaluated data processing in the K-12 curriculum. This project explores new strategies for enhancing sustainability-focused education by integrating interdisciplinary activities across mathematics, science, and social studies, aiming to foster a generation of students well-versed in sustainability.

TEDU also promotes student-led community service projects through the TEDU 102 course. One project, "21st Century Tales," tackled gender inequality by reimagining classic fairy tales through a social justice lens. Another project, "Angels of Nature," saw undergraduate students work with Türkiye's Environmental Education Foundation (TÜRÇEV) to educate children on global warming across kindergarten, primary, and secondary schools. These projects promote critical thinking and environmental awareness among young students.

As part of their graduation requirements, senior TEDU students are encouraged to pursue impactful research projects. In the ENG490 course, a group of students—Petek Akyol, Mehmet Koç, Tuna Kayra Demir, Ömer Kürşat Artar, Murat Bediz, Selin Özkan, Beril Özden, and Salih Işık—completed a project on sustainable urban development by focusing on reducing plastic bag usage in grocery stores. Their findings advocate for eco-friendly alternatives such as cloth and paper bags, a step toward lowering carbon emissions and reducing environmental harm. The project's success is evidenced by positive customer feedback, reflecting an increasing awareness of sustainable practices.

Through these initiatives, projects, and research endeavors, TEDU continues to promote high-quality education, social responsibility, and sustainable practices.



TED Scholarship students were given free training on entrepreneurship and leadership, presentation techniques, creativity and innovation, and mindfulness.