Dear Friends,

We would like to welcome you all to the 11th newsletter of the European Institute of Istanbul Bilgi University. This issue contains information on the Institute’s activities, publications, conferences, workshops, graduate programs, research, social outreach projects and opinions of our staff and intern.

The newsletter starts with the depiction of our ongoing projects and activities carried out in 2018 by the European Institute, Assoc. Prof. Dr. Senem Aydin-Düzgit (our partner from Sabanci University in Horizon 2020 FEUTURE project), Dr. Meltem Sancak (TÜBİTAK Fellow), and Dr. Özge Onursal-Beşgül and Dr. Mehmet Ali Tuğtan from the Department of International Relations. The first part also includes an interview with Gülperi Vural (former Project Manager of the European Institute) as well as news from our students, conferences and meetings.

This newsletter is designated as a special edition as we are in the final stages of the Horizon 2020 project titled “Critical Heritages: performing and representing identities in Europe” (CoHERE). To share our research findings and important innovative developments, the second part of this newsletter will focus on the CoHERE project, which investigates the significance of heritage and representations in Europe. In the CoHERE framework, we will illustrate how populist political movements have gained momentum across Europe based on our research. We will discuss the significance of culture, tolerance and diversity in Europe and in Turkey. Following these opinion pieces from our staff and guest writers, we will discuss the rising significance of digital education in social sciences drawing on the e-book for secondary school students that was produced as a part of the CoHERE project. This will also demonstrate how culture and heritage can be represented in a digital era.

On this occasion we would like to express our appreciation to the Rectorate and the Board of Trustees of Istanbul Bilgi University for their constant endorsement of the Institute. But most importantly, we would like to express our gratefulness to you all for your interest in the European Institute. We wish you all a pleasant New Year...

Ayhan Kaya
Director, European Institute
Department of International Relations
Istanbul Bilgi University

Yeşim M. Atamer
Vice-Director, European Institute
Faculty of Law
Istanbul Bilgi University

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Horizon 2020 Future of EU-Turkey Relations (FEUTURE)

THE FUTURE OF EU-TURKEY RELATIONS: MAPPING DYNAMICS AND TESTING SCENARIOS

Horizon 2020 European Union Funding for Research & Innovation

www.feuture.eu
This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 692976.

From 01 January 2016 - To: 31 March 2019
FEUTURE (Future of EU-Turkey Relations) reveals the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future, and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. In forward-looking terms, FEUTURE contributes to the knowledge base of the external environment the EU operates in, providing a strong, evidence-based foundation from which the future trajectory of EU-Turkey relations may be drawn.

The project identifies six prevalent thematic dimensions of EU-Turkey relations that structure our research across four levels of analysis: the EU, Turkey, the neighbourhood and the global scene.

The political dimension is most closely related with the overall pace of EU-Turkey relations. Research takes into consideration that progress in Turkey’s political performance has often been related to and has justified progress in Turkey’s European integration and vice versa. At the same time, setbacks in Turkey’s democratization has been linked to stagnation in its European integration path.

The economics dimension focuses on the economic ties between Turkey and the EU and the way these are conditioned both by the economic performances of the two sides and by their relations to the neighbourhood and global markets. Security dimension:

In the security dimension, Turkey’s membership of NATO (as the second largest armed force in the Alliance) critically shapes EU-Turkey relations (as well as EU-NATO relations). Likewise, Turkish ambitions to become an emerging regional power affect security ties with the EU. At the same time, Turkey’s relations with the EU condition both the EU and Turkey’s relations with the neighbourhood as well as with key global actors such as Russia and the United States.

In the light of Turkey’s growing importance for the EU’s quest for energy security through the diversification of energy sources and routes, the energy dimension will focus on whether Turkey will end up representing an energy hub, for Europe at the heart of the Southern Corridor and thus contribute to the EU’s energy security.

Concerning the migration dimension, the research analyses the flows of skilled migrants between Turkey and the EU, the transit of irregular migrants from Turkey into the EU, and the evolution of Turkish and EU asylum policies, and the way these have affected the broader EU-Turkey relationship. 

The identity dimension focuses on the diverse perception of identity of both Turkey and Europe by Turkish and EU actors.

The consortium includes 15 partner institutions including IAI in Italy, Shandong University in China, Sabanci University in Turkey (coordinator), CIOOB in Spain; ELIAEMP in Greece; Middle East Technical University (METU), Centre for Economics and Foreign Policy Studies (Marmara University, Istanbul Bilgi University, European Institute and Sabanci University from Turkey; Trans European Policy Studies Association (TEPSA), DIIS in Denmark, The American University in Cairo in Egypt, CEPE in France, Caucasus Resource Center CRRC in Georgia and MERI from Erbil, Northern Iraq.

Istanbul Bilgi University’s main tasks within FEUTURE contribution to:
WP1 “Conceptual and Analytical Toolkit”:
WP1 which aims at providing an analytical toolkit for the project encompassing two steps: (1) historical analysis in light of narratives which have shaped the debate and political action both in Turkey and in the EU, thereby informing the scenario-building and the thematic analysis in WP 2-7; (2) conceptualising three forward-looking ideal-type scenarios for EU-Turkey relations: conflict, cooperation and convergence. The purpose of the scenario-building is to condition which scenarios would need to be met in the EU and in Turkey, and what would be the facilitating or constraining conditions for Turkey’s EU membership, regional power and global levels, for the realisation of these scenarios.

WP6 “Migration Drivers”:
WP6 aims at identifying key direct and indirect migration-related drivers since 1999 for all four levels of analysis (Turkey, EU, neighbourhood, global) that are likely to lead to the realisation of one of the three envisaged ideal-type scenarios: conflict, cooperation or convergence in EU-Turkey relations. The WP analyses three focal issues: skilled migration, irregular (transit) migration, and asylum, since these three areas are currently the focus in the development of the European Agenda on Migration but also of importance to Turkey.

Two main questions will be addressed: (1) What migration drivers are relevant and what constellation of them exist? (2) What are the most prominent drivers both within each focal issue and across them? Lastly, on the basis of the research results, the WP will be able to offer a projected most likely scenario regarding the future EU-Turkey relation in the area of migration.

WP8 “Synthesis of Research Findings and Policy Recommendations”:
WP 8 “Synthesis of Research Findings and Policy Recommendations” which has a threefold goal: (1) rank the drivers across the thematic WPs and synthesise the likely scenario across all dimensions (2) assess the consequences of the three ideal type scenarios, and in particular of the empirically most likely scenario of EU-Turkey relations for Turkey, as well as for their relations with the neighbourhood (including on protracted regional conflicts, migratory patterns, trade and investment flows, energy dynamics and identity politics) and with global powers (US, Russia and emerging countries); (3) extrapolate evidence-based policy recommendations for the EU and for Turkey aimed at preventing a plausible worst-case scenario and realising a plausible best-case scenario for the EU-Turkey relationship, with an eye to the strategic interests of both parties.

WP9 “Dissemination and Outreach”:
WP 9 whose primary objective is to raise the awareness and knowledge about the drivers and implications of future scenarios of EU-Turkey relations developed in WP7 to 8 and disseminate the findings of the project.

Review of WP 7 Findings: Assoc. Prof. Dr. Senem Aydın-Düzgit from Sabanci University and Bahar Rumelili, Ph. D. from Koç University who are the Research Coordinators of WP 7 “Identity and Culture Drivers” wrote a paper on the process of synthesising research results, the WP will be able to offer a projected most likely scenario regarding the future EU-Turkey relation in the area of migration.
Turkey as well as from a regional and global perspective that are likely to lead to the realisation of one of the three envisaged ideal-type scenarios – conflict, cooperation or convergence – in the light of ongoing and anticipated developments in Turkey-EU relations, with specific emphasis on the rise of nationalism and debates around securitisation.

Overall, the WP focuses on Turkey’s and Europe’s perceptions of each other in identity and cultural terms, which play a pivotal role in shaping the relationship. By identifying and analysing contemporary patterns in the evolution of mutual identity perceptions, the work package aims to assess the likelihood of the three ideal type scenarios – conflict, cooperation or convergence – materialising in the near future of EU-Turkey relations.

Two main questions will be addressed:

(1) What identity and culture drivers are relevant and what constellations of them exist?

(2) What are the most prominent drivers both within each focal issue and across them?

As a last task, the weighing and ranking of the identified drivers will aim at substantiating one or more of the proposed scenario(s) from an identity/culture perspective.

This WP begins with an analysis of Turkish and European identity constructions and their drivers in the late Ottoman modernisation and early Republican period and follows with the analysis of mutual identity constructions in the Cold-War and the immediate post-Cold War period. The analysis of this period focuses on four focal issues which have a critical role in shaping identity/cultural representations in different periods both in Europe and in Turkey, such as secularism, nationalism, civilisation, state-citizen relations, and identity representations in international society.

This WP also identifies the key drivers of identity and culture since 1999, through a study of the focal issues of citizenship, migration, and securitisation. In doing that, it traces the development of Turkey’s role in political hegemonic discourses within the European context as well as the continuing efforts to polarise hegemony of a central nationalist discourse in this respect. Further, this task aims to map the main characteristics from the politics of securalism in Turkey-EU relations, and to situating these sources in the broader context.

The primary methodology which is employed in the analysis of the texts is Critical Discourse Analysis (CDA), in particular the discourse-historical strand advocated mainly by the Vienna school. CDA is a method that focuses on the study of relations between discourse and social and cultural developments in different domains. This approach focuses on various genres such as leadership speeches, newspapers, and travel writings, since articulations of identity and culture can take different forms in different genres – newspapers, and travel writings, since articulations of identity and culture can take different forms in different genres.

The publications of the WP can be accessed at http://www.feutre.eu/.

* WP 7 Identity & Culture Drivers

This Work Package aims to identify historical and present drivers of EU-Turkey relations from an identity and culture perspective. Taking into account the long-term view necessary for understanding Turkey’s political and cultural contexts, this WP adopts an encompassing approach and starts its analysis in the late Ottoman modernisation period.

As a historical driver, it understands significant historical mechanisms that have shaped the identity perceptions and representations. The analysis of present drivers focuses on national and supranational levels in the EU and on developments in Turkey-EU relations, with specific focus on the rise of nationalism and debates around securitisation.
A family reunification and a coincidence at the same time: co-villagers meet in Istanbul

Turkish’s accessibility – regarding its geography, economy and visa regimen – makes it an attractive destination not only for my focus group Central Asians but also for other migrants from Africa and the Middle East, Latin America for any type of migration. Even if Turkey is a transit zone for some of them who aim for other planned destinations in Europe, hope is the company of the migrant. Hope, as Philip Mar (2005, 365) said, means that one can wait “for some object that can be obtained in the present” but in the future; endurance, waiting and taking risks are further components of hope. Physical movement also allows imagining oneself as being literally on the move and, thus, “hope deferred” – at home, while living with the constraints of migration in the host country, especially if the migrant is undocumented. Migration continues to play an important role in the lives and perceptions of a good and meaningful life in spite of uneasy challenges. It is simply a way to reach “a meaningful life” or gives hope for “living” as permanent, one where a better future is possible.

One critical variable held high is the distinction between different types of migration based on their presumed motivation for reasons of war, discrimination or poverty. But in all these different types of mobility the role of hope and despair is inherent. It starts from the idea of imagination of a good/better/bearable life somewhere else, which is essentially what makes people move and triggers mobility in most cases. During this process, people are exposed to multiple forces, finding hope at some transitional spot like in Istanbul, while others keep moving towards an originally (un)planned destiny (on Europe map). Hope expresses future, perspectives and opportunities but also perennials, all highly related with mobility practices as strategies of improvement of livelihood. It is thus by inference that hopelessness of the present (at home) is it what creates migration aspirations. On their journey, people make use of existing or create new networks and institutions, which can be “hope-givers”, such as religious faiths or a state apparatus inviting them to come. These help people dealing with situations of risk and uncertainty to become tolerable. Institutions support existing hopes and create new ones, which promote a certain openness to risk taking for the uncertain but nevertheless expected. At the other end of the “hope-takers”, such as unfavorable visa regimes and labor regulations. However, unfulfilled expectations can also create despair, melancholy and “meaninglessness”. In this respect, finding hope at some transitional spot like in Istanbul, while living with the constraints of migration in the host country, especially if the migrant is undocumented. Migration continues to play an important role in the lives and perceptions of a good and meaningful life in spite of uneasy challenges. It is simply a way to reach “a meaningful life” or gives hope for “living” as permanent, one where a better future is possible.

Ms. Gülderí Vural you have worked 11 years as the Administrative Coordinator and Project Manager for the European Institute at Istanbul Bilgi University. You recently completed your third EU funded project, begin with your thoughts and feelings. How do you feel?

In the beginning I felt a great loss for not being able to work and worried about what to do with my time. Before my work at the European Institute I had worked more than 37 years at the European Commission in Brussels. So this was my first experience in over 42 years, as a person without a job. But I have adjusted well to my new life, I immediately engaged to the Istanbul Bilgi University to follow the Bogorici role. I try to study subjects that I was interested in but never found time to study during my work. I also increased my physical training activities. Now I am at liberty to do things that please me. For the first time in my life I enjoyed a long holiday without worrying about my responsibilities in the Office. So I feel great.

Can you tell us about your experiences in the European Institute?

Working in the European Institute and Istanbul Bilgi University was a great experience and pleasure. When offered this job, I had no experience in working at a purely Turkish and academic environment. So it was a challenge. At that period Turkey’s drive to join the European Union as a member was in full swing. We had to make the Institute one of the key players in this process. I believe that we were highly supported by the Bosnian Schon (2005) with an important role in Turkey’s relations with the European Union.

In how many projects did you work and what is your unforgettable memory at the European Institute?

I did not count in how many projects I worked but it should be over fifty overall. When I look back now, I remember how important the project resources and my role were in gained recognition and positive reputation in a relatively short time. This was made possible by the vision of the Istanbul Bilgi University and dedicated efforts of the team of the Institute. Being part of this great team is my most memorable experience.

Before you moved to Istanbul in 2007, you have worked for the EU Commission for many years. Can you tell us a little bit about how the EU Commission works? How is your day to day operation?

After studying Political and Social Sciences at and graduating from the Brussels Free University, I had the intention of pursuing an academic career. But one of my Belgian Professors, the late technical writer and consultant got me to joining the European Commission as a member of the international staff. But this was not easy. As a Turkish national, joining the International Staff was not allowed. The chance came in when the European Commission allowed for an exception for one Turkish and one Greek national to join the International Staff after the Association Agreements with both countries. Later, until my retirement from the Commission I was the only Turkish national who has worked at the Commission.

The European Commission divides its work among the four main policies, which are the Annual Work Programme and the Morrison, with the President of the Commission and is given a certain area of responsibility. This responsibility is carried out through General Directories. Such responsibilities or rather tasks include for instance enlargement, trade, competition, industry, agriculture etc. All international staff allocated to the Directories come from member states. The majority of this staff is permanent, while a small number are seconded from national governments. My regular days used to start very early in the morning, and sometimes continued to late hours in the evening. Occasionally I had to work on weekends and travel a lot as well. International Staff are rotated between the member states and between the Directories. For instance, I worked over the years in many different areas such as Press and Information, Informatics, Human Resources, Financial Affairs, and Internal Affairs. I feel very lucky and grateful for my long, varied and successful career at the European Commission where I was able to acquire a solid professional experience.

As one of your professional expertise is EU funded Projects, can you tell us in your opinion what the main indicators are to manage an EU funded Project successfully or what are the main challenges? Can you evaluate the EU funded Project management in Turkey?

During my time at BilGI’s European Institute, my key responsibility has been to manage EU funded projects. I stated that EU funded projects have contributed very much to the Europeanisation of the Turkish society, public and private sectors. The wave of EU funded projects which were launched in the past 15 years achieved a triple purpose: attracting important objectives in key areas of policy and infrastructure; helping train large groups of people in the related areas; and in project management philosophy applicable to every work area, and, last but not least, disseminating universal values such as human rights, gender equity, freedom of press, protection of environment etc.:

The efficient and effective management of EU funded projects is based on solid training of the involved parties in Project Management Cycle as well as the respect of certain financial and management regulations. This is part of the daily functioning of every organisation in the EU. The search for funding, the constitution of the Consortium or leading a project, the approval of the project application, the careful and realistic preparation of the project application without any time pressure are all important aspects of the work involved in the construction of a project call and the preparation of the application.

In case of success, the timely preparation and signature of the Grant Agreement and starting the organisation of the team, and the workload are essential. The classic indicators for the success of EU funded projects are, however, not just financial. They are teamwork, timely planning and execution of technical (content) and financial milestones, respect of obligations related to the specific project, visibility, communication and dissemination. Periodic review of risks and challenges and alerting/consulting the EU Commission in case of any risks/challenges/difficulties in order to get feedback is also important.

Would you like to add anything you did not mention do far?

I am very proud and happy to have been part of BilGI’s European Institute. I have learned a lot and enjoyed my work within an excellent academic group committed to research. I have also benefited very much from Istanbul Bilgi University’s excellent atmosphere. I feel very privileged to have been involved in research, academics, management, research and administrative staff.

Thank you very much for sharing your thoughts with us and our readers...
Thursday 28th – INTERNATIONAL CONFERENCE | 1st day
08.45 – 09.15 | Registration
09.15 – 09.45 | Conference Opening and Welcome
09.45 – 10.30 | Project Presentations
10.30 – 11.45 | Cross-thematic Panel 1: “Heritage and Crisis” (1st session)
11.45 – 12.15 | Lunch break
12.15 – 13.15 | Cross-thematic Panel 2: “Performing heritage(s)” (1st session)
13.15 – 14.30 | Lunch break
14.30 – 15.45 | Cross-thematic Panel 3: “Performing heritage(s)” (2nd session)
15.45 – 17.00 | Cross-thematic Panel 4: “Neglected Heritages” (2nd session)
17.00 – 17.30 | Coffee break
17.30 – 18.15 | Keynote Speech: Astrid Erll, Goethe-University Frankfurt am Main

On 19 and 20 October 2017, after 18 months of successful collaboration and joint research, the FEUTURE consortium met with distinguished Turkey experts, stakeholders from Turkey and the EU, the media and a wider interested public at the FEUTURE mid-term conference hosted by the Barcelona Centre for International Affairs (CIDOB) in Barcelona. The 77 participants enjoyed interesting and lively debates. The conference started with a keynote speech by Director-General for Neighbourhood and Enlargement Negotiations of the European Commission, Christian Danielsson, taking stock of the state of the EU-Turkey relationship. This provided an excellent reference point for the two following panel presentations. Sinan Ügen (EDAM), Angeliki Dimitriadis (ELIAEMP), Funda Tekin (Project Director, CETEUS / CIFE) and Mertem Mutlufer-Bac (Sabanci University) engaged in a lively debate on the question “Drivers and brakes in EU-Turkey relations: ever-changing and ever-challenged?” moderated by Barcan Yinanc (Hürriyet Daily News). The contributions reflected the issues of public opinion, Turkey, migration policy, the relevance of the development of European integration as such and the applicability of the EU’s enlargement policy as we know it. The results of this discussion also fed into the second panel on “What kind of (e)future scenario?” moderated by Piotr Zalewski (The Economist), Nathalie ToCCI (Scientific Coordinator, IAI), Javier Nino Peres (EEAS), Nilgun Arisan Eralp (TEPAV) and Katharina Hoffmann (University of St. Gallen) discussed different options of how to frame EU-Turkey relations in the future. In spite of the current political debate the general conclusion was that cancelling accession negotiations would not help neither the EU and Turkey nor their relationship. The first day of the conference was concluded by a keynote speech by H.E. Ömer Onhon, Ambassador of Turkey to Spain.

The second day of the conference, 20 October 2017, was dedicated to the project’s internal discussions in which researchers deepened their work within the particular Work Packages (Political Drivers, Economic Drivers, Security Drivers, Energy and Climate Drivers, Migration Drivers, Identity and Culture Drivers) and discuss the progress made so far and the steps still to be taken. FEUTURE’s mid-term conference was closed by a concluding roundtable summarizing the most likely scenarios of the individual Work Packages and preparing the synthesis on the (e)uture of the relationship that will be further substantiated by mid 2018.

1-2 December 2017 “KICK OFF MEETING AT UPPSALA UNIVERSITY”, UPPSALA, SWEDEN

All members of the RESPOND research team met at the first consortium meeting held at Uppsala University in Sweden, December 1-2 2017. The meeting was chaired by Steering Committee member, Prof. Dr. Ayhan Kaya (Istanbul Bilgi University) in cooperation with the project coordinators, Assoc. Prof. Dr. Öner A. Cetrez (Uppsala University) and Soner Barthoma, M.A. (Uppsala University). The gathering included a presentation of new research on polarization in Turkey by Prof. Dr. Murat Sönner, speeches from members of Uppsala University’s Faculty of Theology, The Centre for Religion in Society and RESPOND’s Advisory Board. The goal of the meeting was to deepen exchanges and discussions reviewing the administrative and financial management of the project, ethical guidelines, data management and each of the eight research Work Packages.

The researchers also spent significant time discussing two of the most exciting impact plans for the project: Advice Hubs for refugees in Iraq and Turkey and Migration Governance Networks in each country. Through Advice hubs (Hope: Advice hub for refugees), RESPOND team members together with NGOs will provide legal and practical advice to refugees in transit conditions and help them to enter into the labour market by providing access to local companies willing to hire migrants. The Migration Governance Networks are designed to bring together the key stakeholders working on migration governance to enable them to contribute to and validate RESPOND’s findings as well as to suggest solutions to some of the migration governance issues that RESPOND seeks to address.

27 December 2017 “POPULISM: FAR-RIGHT OR MAINSTREAM？”, ISTANBUL, TURKEY

On 27 December 2017, the European Institute organized a panel titled “Populism: Far-right or mainstream?” The panelists were Emre Erdoğan, Ayhan Kaya and Ayse Tecmen. Emre Erdoğan highlighted the abundance of theoretical discussions surrounding the nature of populism. Through an overview of his research on the extant literature he argued that populism can be considered a paradigm. His discussion informed the audience about the various approaches to the concept, which included the diverse conceptualisations of populism.

Ayhan Kaya discussed the findings from the CoHERE project, particularly the fieldwork conducted for WP2 exploring the role of the past for populist parties and movements’ discourse. He gave a detailed overview of populist discourse in Europe and the common strategies they deploy to communicate with the public.

Ayse Tecmen discussed public diplomacy and nation branding. She discussed the similarities among nation branding and populism as they both can be considered communications strategies. Based on the findings from the CoHERE project she examined Brand Turkey as a reflection of the populist discourse in Turkey.

8-9 February 2018 “ROUTES OF HOPE: TRANSITIONS AND DESTINATIONS IN GLOBAL MIGRATION FLOWS”, ISTANBUL, TURKEY

Final event of European Institute’s TÜBİTAK Project “Living in transit conditions and beyond: In search of eternity” was hosted by Istanbul University’s Centre for International Affairs (CIDOB) in cooperation with the Istanbul Metropolitan Municipality, the Istanbul Metropolitan Municipality Museum and the Istanbul Metropolitan Municipality. The conference took place on 8-9 February 2018 and was co-organized with the Istanbul Metropolitan Municipality Museum, the Istanbul Metropolitan Municipality and the Istanbul Metropolitan Municipality Museum. The conference was attended by over 100 participants from various disciplines including migration studies, humanities, social sciences, and political sciences.

Program:

Day 1: February 8
Introduction: Migration and hope in and beyond Turkey
09:30 Bayram Balci (IFEA-Istanbul)
09:45 Ayhan Kaya (Istanbul Bilgi University-European Institute)
10:00 Meltem Sancak (Istanbul Bilgi University-EI, MPI Halle-Germany)
Central Asian(n)’s Gendered Directions of Hope
10:30 Discussion
11:00 Coffee Break

Syrian Dilemmas: Directions of hope, spaces of hopelessness
11:30 Duygu Topcu (Max Planck Institute Halle-Germany)
Re-negotiating gender roles: Syrian refugee families between hope and uncertainty
12:00 Souad Oseiran (Mercator Fell-IIPC Sabanci University, Istanbul)
Spaces of perseverance, spaces of hope: Syrian refugees’ migrations to Europe
12:30 Discussion
13:00 Lunch Break

Hope and despair: Exclusion and deportation as migrant fates
14:30 Zahir Musa (Max Planck Institute Halle-Germany)
When hope turns to despair: Narratives of Exclusion Practices of Migrants of Middle Eastern and African Backgrounds in Halle Saale, Germany
15:00 Dorte Thorsen (University of Sussex, UK)
Hope, deportation and death. Unexpected turns of migrant journeys from West Africa
15:30 Discussion
16:00 Coffee Break

Hope giver(s) in foreign lan(d)s
16:30 Dominik Müller (University of Zurich-ISEK)
Changing Faces of Home-post-migrant everyday negotiations of Islamic practice and belonging.
17:00 Armand Aupiais (Urmis (Paris Diderot), aMiMo (IFEA), Istanbul)
Hope as a ritual device in meso-level migration institutions. International immigrants’ evangelical testimonies in Istanbul.
17:30 Discussion
18:30 Dinner

Day 2: February 9
Promising Homeland(s): the case of Kazak repatriates
09:30 Peter Finke (University of Zurich-ISEK)
Diffused hopes and despair: Kazak repatriates from Mongolia
10:00 Indira Alibayeva Max Planck Institute Halle-Germany)
Between uncertainty and hope: ethnic return migration in Kazakhstan
10:30 Discussion
11:00 Coffee Break

Regimes of undoing hope: European migration politics
11:30 Andreas Dafinger (Central European University, Budapest)
Deterrence and Disillusionment. Approaches to international migration in Hungary (and beyond).
12:00 GiGnther Schlee (Max Planck Institute Halle-Germany)
The Max Planck Initiative ‘The Challenges of Migration Integration and Exclusion’: An Overview
12:30 Discussion
13:00 Closing remarks

12 February 2018
FEUTURE JOINT WORKSHOP OF WP6 AND WP7, ISTANBUL, TURKEY

FEUTURE researchers from the Work Packages (WP) 6 “Migration Drivers” and 7 “Identity and Culture Drivers” met on 12 February 2018 at Istanbul Policy Center/Sabancı University in Istanbul to discuss the research on drivers of EU-Turkey relations from these two thematic dimensions and to delineate the implications for the substantiation of a most likely scenario from their perspective. The WP members presented the results of their research in order to update their fellow WP partners and those of the cross-cutting WPs. In the discussion, several drivers and brakes were discussed in more detail. A special focus was put on drivers from the migration-identity nexus, i.e. possible overlaps between the Work Packages. One of the central questions in this context is whether recent migration flows have an influence on the identity discourses in Turkey and the EU. The researchers also discussed the possibility of a new wave of irregular migrants which could try to make their way from Turkey to Greece in the next months. This could potentially be a “wild card”, meaning a driver or change that could revise existing trends. Further, the research results from the partners in Egypt and Georgia were discussed who analysed the “outside” perspective from the Southern and Eastern neighbourhood for WP7. Their research shows that the migration deal had a (negative) influence on the perception of the EU and Turkey and their relationship from a US and Egyptian perspective. Lastly, the researchers discussed the research results in light of the task of delineating a most likely scenario. For example, from WP6 perspective, it was outlined that according to the current state of the research, a cooperation scenario with potential of conflict due to diverging interests seems to be the most likely scenario.

9 March 2018
EDUCATION AND HERITAGE IN MULTICULTURAL EUROPE, AARHUS, DENMARK

CoHERE’s work package 5, Heritage, Education and Identities, aims to develop best practices in the production and transmission of European heritages and identities within the two sectors that face challenges in an age of immigration and globalization, namely education and cultural heritage production. This workshop will investigate how European identity is shaped through formal and informal learning situations both in and outside the classroom.

3 April 2018
“KICK-OFF MEETING FOR RESPOND MULTILEVEL GOVERNANCE OF MASS MIGRATION IN EUROPE AND BEYOND”, ISTANBUL, TURKEY

The kick-off meeting for RESPOND: Multilevel Governance of Mass Migration in Europe and Beyond. RESPOND project funded by the European Commission under the Horizon2020 Programme was held on April 3rd, 2018 in Istanbul at the SRii. The meeting was organized jointly by the European Institute of Istanbul Bilgi University, the Swedish Research Institute in Istanbul (SRii), and Özyeğin University, which are the three partner organizations from Turkey within the RESPOND Consortium.

The aim of this meeting was to present the project and the team to stakeholders, and to start up a Migration Governance Network, which will allow better coordination and cooperation between the project team and related organizations. More than forty institutions, organisations and individuals were invited to the meeting based on their role in the priority areas of the RESPOND Project. The RESPOND Project aims to provide an in-depth understanding of the governance of recent mass migration at macro, meso and micro levels through cross-country comparative research and brings together 14 partners from 7 disciplines.

PROGRAM:
Part I (15:00-16:30)
Welcome Speeches:
Therese Hydén (Consul General of Sweden)
Dr. Kristina Josephson Hasse (Director, SRii)
Dr. Ela Gökäl-Aras (Principle Investigator of RESPOND, SRii)
Moderator: Dr. Umut Korkut (Principle Investigator of RESPOND, Istanbul Bilgi University)

• “Presentation of RESPOND Project”, Dr. Ela Gökäl-Aras, Principle Investigator of RESPOND, SRii
• “Current state of refugee studies in Turkey: Challenges and Prospects”, Prof. Ayhan Kaya (Principle Investigator of RESPOND, Istanbul Bilgi University)
• “Comparison of Mass Refugee Governance Patterns in Turkey, Lebanon and Jordan”, Dr. Zeynep Sahin-Mencütek (Senior Researcher of RESPOND)
• “Anthropological Research Methods for Refugee Studies”, Dr. Susan Rottmann (Principle Investigator of RESPOND, Özyeğin University)
Coffee Break (16:30-16:45)

Part II (16:45-18:00)

Moderator: Dr. Susan Rottmann (Principle Investigator of RESPOND, Özyeğin University)

• Voices from the Invitees (About ongoing/completed & planned projects or researches in the field of migration or related fields)
• Voices from the Syrian NGOs (Presentations by the Syrian NGOs from Istanbul, İzmir and Gaziantep)
• Open discussion to all participants

21-30 April 2018
CIFE’S SPRING ACADEMY: “TURKEY IN THE 21ST CENTURY”, ISTANBUL, TURKEY

CIFE’s Spring Academy “Turkey in the 21st century” was at BİLGİ. Lectures were given by Assist. Prof. Dr. Mehmet Ali Tuğtan, Department of International Relations, on “Contemporary Issues in the World Agenda: They Syrian Crisis and Beyond” and Halil Öz, Director of BİLGİ Incubation Center and participants from beneficiary NGOs, on “Innovation for the support of Civil Society”. The lectures were followed by library studies.

Students enjoyed the nice weather in Istanbul with a city tour after the lectures and study trips.

On 27 April 2018, FEUTURE researchers of all work packages met in Brussels to discuss the results of the last two years. Researches summarised and discussed their main findings. The aim was to inform each other on the most likely scenario for overall EU-Turkey relations.

11-18-25 May 2018
“EUROPEAN INSTITUTE SPRING TALKS”, ISTANBUL, TURKEY

The European Institute organized the first “Spring Talk” series inviting all BİLGİ students to discuss contemporary political and socio-cultural subjects. These talks took place on santralistanbul campus. Students had the opportunity to talk with their Professors in a warm atmosphere, share their opinions and ask their questions in an informal setting.

11 May: Ozan Kuyumcuoğlu, “Westernization and European Relations from Ottoman to Republic”

18 May: Gencer Özcan, “Current Situation in Syria”

1 June 2018
“STUDENT PAPER COMPETITION: “GENDER EQUALITY IN THE LABOUR MARKET IN EUROPE AND TURKEY”, ISTANBUL, TURKEY

Istanbul Bilgi University’s European Institute invited BİLGİ students enrolled in BA and MA Programmes to a Paper Competition on the theme “Gender Equality in the Labour Market in Europe and Turkey” from 22 January 2018 to 01 June 2018.

The European Institute organised this competition in order to encourage all BİLGİ students to reflect and research on the comparative situations of women in the respective labour markets in Europe and Turkey. This challenging subject was analysed from many different aspects such as the state of gender equality regarding work, the legal framework/policies (including benefits, equal pay, maternity, measures in favour of work/life balance), encouraging women’s participation in the labour market, cultural differences per country/region, entrepreneurship, historical progress, the situation in public and private sectors, blue/white collar jobs and many others. The best papers were awarded prizes and are published at BİLGİ European Institute’s website.

The winners of the competition

Nihan Duran
“Dual Discrimination of Syrian Refugee Women in the Labour Markets in Europe and Turkey: Identifying the Challenges”

Verena Niepel
“Women in leadership positions in Germany and Turkey – A Comparison”

Papers are accessible at: https://eu.bilgi.edu.tr/en/

21-24 June 2018
“MEDITERRANEAN MOBILITIES AND BORDERS”, ISTANBUL, TURKEY

The European Institute of Istanbul Bilgi University in collaboration with Orient-Institute Istanbul organized a workshop entitled “Mediterranean Mobilities and Borders” between 21 and 24 June 2018 at the Orient-Institute Istanbul. The workshop was part of an endeavor by the DFG-supported academic network “A Modern Mediterranean: Dynamics of a World Region, 1800-2000” and its partners to tie together the often disparate histories around the
The European Institute and Department of International Relations of Istanbul Bilgi University in collaboration with Austrian Cultural Forum Istanbul organized a seminar delivered by Prof. Dr. Markus Kornprobst about “How Diplomacy Makes and Unmakes Peace”.

PROGRAM:
14:00 Welcome
Prof. Dr. Ayhan Yaka – Istanbul Bilgi University, Director of European Institute, Jean Monnet Centre of Excellence, Department of International Relations
Assoc. Prof. Dr. Emre Erdoğan – Istanbul Bilgi University, Head of Unit, Department of International Relations
14:15 Seminar: "How Diplomacy Makes and Unmakes Peace"
15:15 Q&A

Professor Markus Kornprobst holds the Chair in International Relations at the Diplomatic Academy of Vienna. He previously taught at the School of Public Policy at University College London and Magdalen College at Oxford University. He held research fellowships at the Mershon Center at the Ohio State University, and the Department of Politics and International Relations at Oxford University. His research appears in leading journals in the discipline such as International Organization, European Journal of International Relations, International Studies Review, Review of International Studies, and Millennium. He is the author of Irredentism in European Politics (Cambridge University Press) and co-editor of Metaphors of Globalization (Palgrave).


14:30 – 15:30 Luiza Bialasiewicz and Lora Sariaslan: ‘The texture(s) of memory: Rugs and the materialities of urban furniture’
Discussion: Ayse Tectem
15:30 – 16:00 Coffee break
16:00 – 17:00 Pawel Karszewski: ‘Memory Games and Postcommunism in Postcommunist Poland’
Discussion: Susannah Eckersley
17:00 – 18:00 Final discussion opened by Paul Meplsen
19:00 Drinks and dinner
21:00 End of Seminar

The main aim of this workshop was to generate synergies and create strong connecting threads throughout the edited volume. The edited volume aims to explore the connection between memory and populism in its multiple facets. It focuses on circulating ideas of memory and especially of European memory in contemporary populist discourses of various kinds as well as populist ideas in sites and practices of remembrance that tend to go unmarked. Our broader theoretical approach is to reflect upon the similarities, differences, and slippages between memory, populism, nationalism, and cultural racism, that is, to reflect on the ways in which social memory contributes to give substance to various ideas of what constitutes the ‘people’ in populist discourse and beyond. The contributors discussed dominant notions of Early-Modern to Modern Mediterranean history. Where is the Mediterranean in Ottoman Historiography?


cfHERe WP2 WORKSHOP "EUROPEAN MEMORY AND POPULISM: REPRESENTATIONS OF SELF AND OTHER", AMSTERDAM, THE NETHERLANDS


Tunç, A. Digital Age, “Digital Alemde Güvenli Haber Media Approach to Macro-Analysis of the Turkish Media,” Monceau (ed). Emerging Countries, University of Bordeaux


Tunc, A. Middle East Critique, “All is Flux: A Hybrid Media Approach to Macro-Analysis of the Turkish media”, pp. 141- 150 (7:1), 2018.


Programmes on European Studies

BİLGİ MA in European Studies

The MA Program, launched in 2000 and run by the Social Sciences Institute, is designed to provide a thorough knowledge of the European Union, its historic development, its institutional systems and policies. Turkey’s longstanding EU integration process, which started in 1963, continued with the Customs Union (1996) that made Turkey part of the European Single Market. Within the framework of the program, the EU integration period is analyzed and researched with a focus on recent developments. The Program, concentrating on themes such as enlargement and the societal transformations it brings to the countries involved (peace, stability, democratization, regional cooperation, human rights, rule of law, etc.) and European Neighborhood Policy (ENP) is an important element of European Studies with emphasis on issues such as migration, environmental issues and intercultural dialogue.

For further information please visit: http://eustudies.bilgi.edu.tr/

Double degree MA in European Studies (BİLGİ- EUROPÉE-UNIVERSITÉ VIADRINA)

As one of the core countries of European integration since the early days of the European Coal and Steel Community, Germany with its political, social and economic structure deserves special attention in studies regarding the European Union. To this end, the European Institute of Istanbul Bilgi University has developed close relations with many universities and institutes in Germany. The academic cooperation with the University of European Studies Vienna is an exemplary relationship, which started as a two-way exchange of students and academics, leading finally to an enhanced collaboration agreement between the two universities funded by the German Foreign Academic Exchange Service (DAAD). Graduates not only gain an insight into life in two very different European cities, but also prepare themselves for a rapidly changing world of work across the European continent. The program is run by the Social Sciences Institute.

With 30% of foreign students from over 70 countries and an extensive network of partner universities, European University Viadrina is one of the most international universities worldwide. The study courses and university degrees are internationally acknowledged. Its atmosphere is warm and warm, and with a student support and guidance European University Viadrina is able to offer outstanding study conditions. Viadrina is located at the German-Polish border, only one hour by train from Germany’s capital, Berlin.

The University’s proximity to Poland and to Eastern Serbia is clearly a distinctive feature of the degree program. Students are able to both learn about the expansion of Europe to the east whilst actually experiencing life on both sides of the German-Polish border. In addition, extensive supervision is offered, along with small seminar groups and outstanding technical facilities. Should Frankfurt be too small, then there is always Berlin, only an hour away by train.

For further information please visit: http://maedd.bilgi.edu.tr/

Master in Advanced European and International Studies - MAÉS

Applications for the “Master in Advanced European and International Studies” (MAÉS) at CIFE’s Institut Européen d’Études Politiques (IE·EU) (Nice/France) in cooperation with Istanbul Bilgi University’s European Institute are open. The Master’s programme offers the unique opportunity to learn about the challenges and chances of Europe and develop perspectives for its future by learning and living in different European countries over the year. The MAÉS is a one-year-programme that takes place in three different study locations. The programme includes semester in different countries, complemented by a study trip to the European and international organisations in Strasbourg, Brussels and Genoa.


From our students

Verena Niepel, Double Degree MA in European Studies

Soon it will be ten months that I spend mostly in Istanbul. I came to Turkey for the first time as a student of European Studies from the Viadrina University in Frankfurt (Oder) (Germany). I remember when I was accepted for the double Master’s program one year prior to actually going to Istanbul, my first reaction was just excitement. The development of the political situation in Turkey started a phase of reconsidering my decision. Back then, I was working in German media and I experienced how many Turkish journalists came to Berlin to look for shelter. Still I wanted to go to understand what is happening. My curiosity made me come to Istanbul and now I even stayed longer than just for the Masters program. The more people I talked in and the better my Turkish became, the more I understood of what moves people in my environment.

Courses at Istanbul Bilgi University supported this understanding. It is still one of the top rated universities and I experienced that in all of my courses. The teachers were all motivated to teach but also they appreciated the students’ opinions and provided room for discussions. Although the content of the courses, such as Politics of Cultural Diversity in the European Union or Turkish Foreign Policy was informative and enriching, I also learned from the other students. I met people from different countries and continents in my classes, even from Mexico and Kyrgyzstan. To hear different views and opinions was very special. Although until now not many Turkish students from Turkey joined the English speaking courses, the few Turkish students were open and eager to share their perspectives. This was the first time I had such an international and multicultural experience. I felt like I was an expert of Turkish language but my Turkish got better. After I was done with my thesis, I continued with an internship at the Orient Institute in Istanbul from September on. It feels though like those kind of possibilities became rare and for me it was a clear that I will leave the country after my work is finished at the institute. Although there are still social and spatial spaces where one can be free in Istanbul, the longer I stayed here, the heavier became the weight of the despair of my friends on my shoulders. Still, the Bilgi Campus is a good example for being able to escape the tumult and oppression. Bordering a rather poor area in materialistic terms, it is a green space of recreation accessible for all.

Fatih etke, MA in European Studies

During my bachelor studies in Istanbul Bilgi University, I had a chance to get acquainted with Bilgi’s education culture, academic stuff, and campus life. I am very lucky to have gained such a broad perspective on academic fields. The success of Istanbul Bilgi University particularly in social sciences is certified by authorities, and I believe that the main reason behind this success is its innovative student-centred culture. I also took an active role...
in the student clubs during my 4-years as an undergraduate student at Bilgi University. I am one of the founders of the European Union Student Club, and I am still in contact with the club administration staff. Particularly, the variety and quality of the courses in our department has been the most effective driving force for me to continue to work in this field. Furthermore, the positive correlations between European Studies courses and our Club’s projects/events helped me decide to pursue an academic career. As a graduate student with honours, I continued my MA in European Studies at Bilgi University as well. One of the most important reasons why I would like to remain in this University is that I have already had an information about the MA programs. Also, I wanted to study migration crisis and populism, which have strong links to European Studies. Additionally, I was tandem partner for exchange students, so I knew how it feels to study in European Studies to my interested field. Furthermore, Bilgi has a Double Degree in European Studies with Viadrina University. This program provides a very productive exchange-student experience. Students can study two semesters in Viadrina after having two semesters at Bilgi. After completing the program, students receive two diplomas from each university. After having very interesting courses at Bilgi, I had the opportunity to take current “neo-Nationalism” and “Populism” courses in the Viadrina University as well. These courses shaped and crystallized my thesis. This is a very well-designed program in which I have not encountered any problem. Also, Viadrina University has amazing international environment where people from all around the world came together and share their knowledge and experiences.

DEMET EKIN DORUK, BA IN EUROPEAN UNION RELATIONS

The following is an opinion piece written by our intern Demet Ekin Doruk who is a 4th year student in the European Union Relations Undergraduate Program.

Universalizing “Shared Differences” through street arts

In order to detach from politics and other distance, it is necessary to universalize art a little. Therefore, the name of my wall art on the French Cultural Center is “Shared Differences”. Jef Aerosol. (Born in France in 1957, Jef Aerosol is a painter whose interest is on street art). While acknowledging that the convergence of groups with different historical, cultural, political and social backgrounds leads to tensions from time to time, it is quite realistic to expect that this coming together will create an environment of mutual trust and understanding. Because at the end of the day, what will keep societies alive is that differences coexist through tolerance.

If the tendency to resist differences does not leave any place for tolerance for the virtues of human beings, the tensions will always lead to conflicts that will challenge our conception of modernity which is centred on respect for differences.

But there is something we tend to overlook, and I think that this is the real point that will create an atmosphere of trust and peace in today’s world. As we observe different people share the same habits in different corners of the world, when we expand our perspective a little more, we realize that the unique differences of the different societies we see in the different corners of the world have the same quality. To be different from one another… So, we can look at the differences as uniqueness and discover its value and beauty. In my opinion, the easiest method to provide an atmosphere of peace in today’s world is to share a culture of tolerance.

This is a very peaceful way of dealing with the differences between Turkey, which has been a candidate for EU membership since the Helsinki summit of 1999, and other members of the Union. Considering the diversity within territorially-bound countries, it is quite natural to encounter a variety of differences when we go beyond the borders and consider the EU’s various member states. Instead of seeing this diversity as a threat, it is a peaceful approach to see it as an integrative value. In other words, it is integral to recognize that our differences create a beautiful portrait when we recognize the colourful nature of diversity. Because our fundamental common characteristic is that we are all different from each other. When we look at today’s world maps where human beings have existed for thousands of years, especially with the borders drawn after 1945, we can realize that different people share the same structures in different places. Even somewhere across the globe, it is very easy to find something from yourself or from your surroundings. This is quite natural and human. Because mankind subconsciously seeks that which is familiar. As we know this is an existential issue, a reflex rooted in our survival instinct. So, it’s always easier to discover the similarities.

French artist Jef Aerosol’s work on the wall of the French Cultural Center in Izmir shared the same sentiments. He expressed his intentions behind this artwork as:

“People viewing my murals in Izmir can have different reactions to the differences of Turkey and France. Here we aimed to bring tolerance to the foreground. Turkey and France are two very beautiful places.” (http://www.hurreyet.com.tr/paylasilan-farkilliklari-cizdi-40478589)

As I noted earlier, rather than believing that differences are detrimental, if we succeed in looking at the world from a different perspective where differences have added value, then we can separate art from political discourses. We need to acknowledge that politics is an intellectual method which is a strategic means to an end. If we succeed in separating arts from politics then we can allow art to exist on its own value, rather than a political statement.

... and if you ever visit Izmir, take a tour around the French Cultural Center and don’t forget to see the Shared Differences mural.
Founded in 1996 with the motto 'learn for life, not for school', Bilgi University is a city university intertwined with Istanbul’s vibrant cultural life and in close connection with the business world. BİLGİ is renowned for qualified international education and career opportunities as the only member of Laureate International Universities in Turkey. Since its founding, BİLGİ has attempted to establish a cultural and scientific community that promotes tolerance and respect for a diversity of individuals with different lifestyles, beliefs and ways of thinking within the framework of contemporary universal values, while at the same time maintaining strong ties with all segments of society. The BİLGİ community includes more than students; it also includes faculty, alumni, families, employers and neighboring communities where BİLGİ is located. Today BİLGİ represents a sound and distinct attitude in the academic and intellectual life in Turkey with more than 35,000 graduates, more than 20,000 students and more than 1,000 academic staff.

Functioning under the aegis of the Turkish Council of Higher Education, BİLGİ is an individual full member of the European University Association (EUA) and a member of the International Association of Universities (IAU). With more than 500 exchange agreements in Europe, BİLGİ is also an active participant in the Erasmus exchange network and has strong academic affiliations with numerous universities abroad. In 2006, BİLGİ joined the Laureate International Universities network, which provides quality higher education on an international scale with more than 60 accredited campus-based and online universities throughout North America, Latin America, Europe, Northern Africa, Asia and the Middle East. With this collaboration, BİLGİ students are able to be part of an educational network which includes the University of Roehampton in the UK, Kendall College in US, Santa Fe University of Art and Design, San Diego NewSchool of Architecture and Design, Walden University, Business, Information and Technology School in Germany, Universidad Del Valle de Mexico and Universidad Europea de Madrid in Spain.

BİLGİ seeks to educate freethinking, creative, intellectually curious and enterprising individuals who will contribute to a world in which knowledge is the primary driving force in society, where knowledge is accessible to all and, indeed, in which access to it has come to be seen as a fundamental human right. BİLGİ holds a primary responsibility for providing, maintaining and further developing an academic environment in which both students and faculty members are able to engage in learning and the production of knowledge at the highest level. BİLGİ offers more than 200 programs in its six faculties, five institutes, five schools and three vocational schools that provide education to its associate, undergraduate and graduate students. The medium of instruction at BİLGİ is English. Before being admitted to their degree programs, students must demonstrate their proficiency in English. Students whose level of English is not sufficient to begin undergraduate study will have to enroll in the English Preparatory Program.

BİLGİ has three innovative campuses on the European side of Istanbul, the 2010 European Capital of Culture. Located in central neighborhoods, the three BİLGİ campuses - santralistanbul, Kustepe and Dolapdere - offer easy access to social and cultural activities in Istanbul. Kustepe Campus is located in Şişli, the center of Istanbul’s business life, and Dolapdere Campus, an award-winning campus for its architectural design, is only ten minutes away from Taksim, the heart of the art scene, social activities and city life. santralistanbul Campus is an arts and culture complex located along the Golden Horn, hosting more than 700 conferences, festivals and other scientific and social events a year and includes the Energy Museum, Main Gallery, as well as educational buildings.

ACADEMIC PROGRAMMES

FACULTIES

Faculty of Architecture
Architecture
Industrial Design
Interior Design

Faculty of Business
Business Administration
Business Informatics
Business-Economics
Economics
Economics and Finance (Honors)
Economics and Management (Honors)
International Banking and Finance
International Trade and Business
Marketing

Faculty of Communication
Advertising
Arts and Cultural Management
Communication Design and Management
Cultural Management*
Digital Design
Film and Television
Management of Performing Arts
Media and Communication
Photography and Video
Public Relations
Visual Communication Design
Television Reporting and Programming

Faculty of Engineering and Natural Sciences
Civil Engineering
Computer Engineering
Computer Sciences
Electrical and Electronics Engineering
Energy Systems Engineering
Genetics and Bioengineering
Industrial Engineering
Mathematics
Mechanical Engineering
Mechatronics Engineering

Faculty of Health Sciences
Child Development
Health Management
Nursing
Nutrition and Dietetics
Occupational Therapy
Perfusion
Physiotherapy and Rehabilitation

Faculty of Law
Law

Faculty of Social Sciences and Humanities
Comparative Literature
English Language Teacher Education
European Union Studies
History
International Relations
Media and Communication
Political Science
Psychology
Sociology

SCHOOLS

School of Applied Sciences
Banking and Finance
Fashion Design
International Logistics and Transportation
School of Aviation
Aviation Management
School of Sports Sciences and Technology
Sports Management
School of Tourism and Hospitality
Gastronomy and Culinary Arts
Tourism and Hotel Management

ASSOCIATE DEGREE PROGRAMS

School of Advanced Vocational Studies
Accounting and Tax Applications*
Architectural Restoration*
Education*
Banking and Insurance*
Civil Air Transportation Management*
Civil Aviation Cabin Services*
Computer Programming
Construction Technology*
Cooking
Cyber Security
Fashion Design*
Graphic Design*
Interior Space Design
International Trade
Media and Communication Technologies
Printing and Publishing Technologies
Public Relations and Advertising

Vocational School of Health Services
Anesthesia*
Assessment*
Child Development*
Dentistry Prosthetics Technology*
Dialysis*
Electrical and Instrumentation Engineering
Emergency and Disaster Management
First and Emergency Aid
Occupational Health and Safety*
Operating Room Services*
Opticianry*
Oral and Dental Health*
Pathology Laboratory Technologies*
Physiotherapy*
Social Services

Vocational School of Justice
Justice

* The program has evening education

MASTER PROGRAMS

Institute of Graduate Programs
Accounting and Auditing
Architectural Design
Banking and Finance*
Clinical Psychology
Construction Management*
Cultural Management
Cultural Studies
Double Degree MA in European Studies (İstanbul Bilgi University and Europa-Universität Viadrina Frankfurt-Oder)
Economics
Electrical-Electronics Engineering
European Studies
Film and Television
Financial Economics
History*
History, Theory and Criticism in Architecture
Human Resource Management
Information and Technology Law
International Finance
International Political Economy
International Relations
Joint LL.M in Turkish-German Business Law (İstanbul Bilgi University-Cologne University)
Law (Business Law/Human Rights Law)
LITE / Entrepreneurship and Innovation in Technology
Marketing
Marketing / Next Academy
Marketing Communication
MBA
Media and Communication Systems
Nutrition and Dietetics
Organizational Psychology
Philosophy and Social Thought
Public Relations and Corporate Communication
Social Projects and NGO Management*
Trauma and Disaster Mental Health

Online Master Programs
Banking and Finance Online
e-MBA Turkish
e-MBA English
Health Management Online*
Human Resources Management Online
Management Information Systems Online

DOCTORAL PROGRAMS

Graduate School of Sciences Programs
PhD in Economics*
PhD in Communication*
PhD in Business Administration*
PhD in Public Law*
PhD in Law*
PhD in Political Science*

* No intake for 2018-2019 Academic Year
Critical Heritages: performing and representing identities in Europe (CoHERE) seeks to identify, understand and valorise European heritages, engaging with their socio-political and cultural significance and their potential for developing communitarian identities. CoHERE addresses an intensifying EU Crisis through a study of relations between identities and representations of heritage and their potential for developing plural ‘heritages’ that are productive of perceived-to-be progressive identities. The project is multidisciplinary, addressing the relations of heritage, to whom, where and when. It engages with various cultural forms, from the living to museums and displays, food culture, education, protest, commemorations and digital interaction design, among others. The research covers a carefully selected range of European territories and realities comparatively and in depth; it focuses on heritage practices in official and non-official spheres and engages with various cultural forms, from the living to museums and displays, food culture, education, protest, commemorations and online/digital practice, among others. CoHERE has 8 Work Packages, among these the following six are research-based, and the remaining two are management and dissemination.

WP1 Productions and omissions of European heritage

Productions and omissions of European heritage provide a foundation for CoHERE as a whole, interrogating different discourses and dominant understandings of a homogeneous ‘European identity’. The WP explores the construction of oppositional discourses and representations of Europe, formative histories for European identities that are neglected or hidden because of political circumstances, and non-official heritage.

WP2 The use of past in political discourse and the representation of Islam in European museums

The use of past in political discourse and the representation of Islam in European museums investigates public/popular discourses and dominant understandings of a homogeneous ‘European identity’. The WP explores the construction of oppositional discourses and representations of Europe, formative histories for European identities that are neglected or hidden because of political circumstances, and non-official heritage.

WP3 Cultural forms and expressions of identity in Europe

Cultural forms and expressions of identity in Europe focus on cultural traditions as significant factors that form local, regional, national and European identities and the ways in which cultural communities and policy makers develop cultural tradition, maintain intangible cultural heritage and ensure its sustainability for future generations. The WP engages particularly with language, tourism, music and festivals within heritage contexts.

WP4 Digital heritage dialogue[s]: the role of digitally-enabled conversations in constructing heritage identities in Europe

Digital heritage dialogue[s]: the role of digitally-enabled conversations in constructing heritage identities in Europe engages with digital design methodologies to investigate heritage conversations online and on-site (i.e. in a museum/heritage setting and beyond), and to craft opportunities for public dialogue ‘in’ heritage. The WP explores the potential of existing and future digital technologies (e.g. web- and mobile-based, alongside experimental ‘visits’ in museums and sites) to provide deeper understandings of European heritage alongside reflexive identities and inclusive senses of belonging.

WP5 Education, heritage and identities

Education, heritage and identities develops best practices in the production and transmission of European heritages and identities, with two foci on two contexts that face challenges of immigration and globalisation, namely education and cultural heritage production. It explores how European identity is shaped through formal and informal learning situations both in and outside the classroom with the purpose of enhancing school curricula and informal learning at heritage sites by integrating innovative technologies and including multicultural perspectives.

WP6 Food as Heritage

Food as Heritage focuses on food as a fundamental element of heritage, and its very importance in times of crisis as a means of exploring identities. By adding culinary traditions to other forms of heritage, WP6 establishes an innovative synergy and adds value to the project by bringing together the cultural construction and invention of traditions, social practices, commercial practice, tourism, public policies and marketing strategies. The WP proposes food heritage as a basis for inclusive actions toward European citizens as well as immigrants who have not received citizen status.

What is the CoHERE Critical Archive (CCA)?

One of the innovative aspects of the CoHERE project is the Critical Archive (CCA) which provides a dynamic digital repository and linking mechanism for content produced through or in relation to the CoHERE project. This content includes critical essays, articles, reports and literature reviews, films and audio recordings, data files, case studies and profiles of practice-based research. As well as providing a home and linking structure for this content, the CCA unfolds and evolves over time. This allows it to register changes in thinking, contradictions and tensions, emerging areas and debates, reflections on current affairs, provocations, conjectures and forecasts related to notions of European heritage.

Project outputs can be reached from the CCA, available at: https://research.ncl.ac.uk/cohere/coherecriticalarchive/.
In the upcoming sections, we will discuss up to date information on our findings from the WP2 and innovative aspects of WP5.

WP2 “The use of past in political discourse and the representation of Islam in European museums”: Research in Progress

WP2 investigates public/popular discourses and dominant understandings of a homogeneous ‘European heritage’ and the ways in which they are mobilized by specific political actors. These include populist parties and movements such as the National Front in France or the formation of social movements and ideas they espouse cannot be dismissed as those of a marginal minority. It seems that these parties are here to stay and may become even more influential in the near future. This report argues that a populist political style has become very widespread in Europe, together with the rise of neo-liberal forms of politics, and argues that what are often considered as legitimate in cultural, ethnic, religious and civilizational terms. The supremacy of cultural-religious discourse is increasingly in Europe where economic conflicts within the range of societies’ religious differences. Many of the ill-fated migrants and their descendents, such communities, among other things, are perceived by the followers of the populist parties as a security threat to the country. The second report titled “The rise of populist extremism in Europe: Lost in Diversity and Unity” (Kaya 2017) reveals the social-economic drivers of the contemporary forms of populist movements in Europe. This report provides the theoretical tools to compare the rise of populist movements in five EU countries (Germany, France, Greece, Italy, the Netherlands) as well as in five non-EU countries. The first constituent of the contemporary forms of populist parties in Europe is the ‘politics of fear’ relate to such notions of European identity and heritage. In the upcoming sections, we will discuss up to date information on our findings from the WP2 and innovative aspects of WP5.

The resentment against the symptoms of globalization which are believed to be imposing a unified European heritage and identity across and beyond Europe and the EU? How is the notion of a European heritage and identity constructed? How is this EU? How is it also to exclude some of them? We are interested in looking into the relationship between a European heritage and heritage management, European society, and forms of life. The feelings of social-economic and political deprivation are not only expressed by means of resentment against multiculturalism, diversity, migration and Islam, but also against European societies’ religious differences. Many of the ill-fated migrants and their descendents, such as poverty, exclusion, unemployment, illiteracy, lack of political participation, and unwillingness to integrate, are attributed to their Islamic background, belief stereotypically to clash with Western secular norms and values.

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The resentment against the symptoms of globalization which are believed to be imposing a unified European heritage and identity across and beyond Europe and the EU? How is the notion of a European heritage and identity constructed? How is this EU? How is it also to exclude some of them? We are interested in looking into the relationship between a European heritage and heritage management, European society, and forms of life. The feelings of social-economic and political deprivation are not only expressed by means of resentment against multiculturalism, diversity, migration and Islam, but also against European societies’ religious differences. Many of the ill-fated migrants and their descendents, such as poverty, exclusion, unemployment, illiteracy, lack of political participation, and unwillingness to integrate, are attributed to their Islamic background, belief stereotypically to clash with Western secular norms and values.

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So, nation branding is a way that countries market their differences in a way that helps them attract tourists, investors and residents. In this way, it is a commercially-driven process but since it concerns countries, or rather ‘nations’, it builds on national assets. These national assets include culture, heritage, governance and other aspects of national identity. These components can be identified and measured in terms of six dimensions. These are tourism, exports, people of the branded nation, culture and heritage, governance which relates to the rule of law, and partisanship, foreign investment and immigration. It is rare that a country uses all six dimensions in a balanced fashion. Usually countries focus on only one or two dimensions. An example of this is Turkey which usually receives funding from both state and non-state actors.

Each of these dimensions is worth exploring.

For instance, the EU is associated with cultural and identity. For instance, the EU is associated with the values that are generally associated with European modernity, secularism, democracy and the protection of human rights. In a way, EU membership endorses that country as having these values. This also stems from the idea that the EU is mostly about values and norms, not territory or culture. In other words, nation brands are not motivated by nationalism but rather by commercialism.

What would be Turkey’s role is there a Brand EU?

Well while there is no nation brand for the EU, it definitely has a distinct competitive identity. In this sense it is much cleaner and valued us we associate with the EU. It is mostly about values and norms, not territory or culture. One should also note that it is not always a welcomed way of identifying a nation as a “brand”. Perhaps the best examples are Spain and Poland, their own brands which were formulated around diverse historical and cultural traits. This could be a way of showing that the presence of populist parties and the discourse of a homogenized identity did not affect the national identity towards Turkey. But I also should add that Turkey also needs to reaffirm its commitment to European values in general. At the very least, the Union’s emphasis on modernity, tolerance and pluralism could be illustrated by the country. This could be a point of pride for Turkey to be a “globally” country. This would be a way of showing that the presence of populist parties and the discourse of a homogenized identity did not affect the EU’s identity towards Turkey. But I also should add that Turkey also needs to reaffirm its commitment to European values. At the very least, the Union’s emphasis on modernity, tolerance and pluralism could be illustrated by the country. This could be a way of showing that the presence of populist parties and the discourse of a homogenized identity did not affect the EU’s identity towards Turkey. But I also should add that Turkey also needs to reaffirm its commitment to European values.

Is there a Brand EU?

The EU does not have a distinct nation brand per se, but it has a competitive identity, which includes among others its flag, its slogan. As the EU itself is not a nation, its branding is more aimed at the commercialization of the EU in itself. The creation of the EU is also very damaging to its image. BREXIT, for instance, was aimed at pitting one member state against the EU to get their European credentials. Hence, one should note that the EU’s brand is not always a welcomed way of identifying a nation as a “brand”. Perhaps the best examples are Spain and Poland, their own brands which were formulated around diverse historical and cultural traits. This could be a way of showing that the presence of populist parties and the discourse of a homogenized identity did not affect the national identity towards Turkey. But I also should add that Turkey also needs to reaffirm its commitment to European values in general. At the very least, the Union’s emphasis on modernity, tolerance and pluralism could be illustrated by the country. This could be a way of showing that the presence of populist parties and the discourse of a homogenized identity did not affect the EU’s identity towards Turkey. But I also should add that Turkey also needs to reaffirm its commitment to European values.

The Effects of Constructing National Identity on the Cultural Sphere

The search for equality and freedom, which had spread all over the world following the French Revolution, led to divisions within the Ottoman society and the breakdown of the millet system. The Tanzimat (1839) under the rule of Gül Baba led to the rapid Turkification of the Ottoman Empire during the 19th century, a process that led to the virtual exclusion of non-Muslims from the public sphere, as well as the EU’s commitment to diversity.

Special Topic:

The following is a literature review of the Ottoman “millet” system written by our Administrative Assistant Didem Balatlıoğulları who is also an MA student at the Cultural Management Programme at Istanbul Bilgi University. She also worked as a research assistant in the project “The Ottoman Government’s Role in the Intangible Cultural Heritage: A Case Study of Turkey” (Ozcorsar, 2003). Therefore, arrangements were made to enable them to live safely under Ottoman patronage without trying to continue their own national, cultural, and religious traditions. They were able to choose to reside in houses close to each other and were able to continue the traditions they were used to living in the past. The Ottomans, on their own, also recognized themselves these communities had a religious leader, and these leaders managed their own internal affairs. In other words, the goal was to have a country with its own autonomous structure, were carried out through these leaders who are also served as bridges with the Empire. This structure was the bridging between the two poles of the hierarchy between the palace and the non-Muslim minority.

In this way, the intangible cultural heritage, values and traditions of these communities survived until this day. The Ottomans adopted these practices against the non-Muslim citizens, and also adopted the system of nations which aimed to social peace and the and the existence of religious and cultural differences (Ahmad, 2014). Non-Muslims were also able to use their own language in their own schools. The preservation of their languages has been the most important factor in the transfer of culture over generations.

References

The e-book and all its components are available at the CoHERE Critical Archive (http://cohere-ca.ncl.ac.uk/).

The following short essays were prepared to highlight the growing interest in digital games in education and the influence of digital technologies on heritage education. The first piece is written by Nuri Kara (Istanbul Bilgi University, Head of the Digital Game Design Department) who supervised the design of the digital game “Europe in a Museum”. The second piece is written by Lia Galani (National and Kapodistrian University of Athens, Department of Sciences of Education) who is a principal investigator in the CoHERE project.

Digital Game “Europe in a Museum”

The e-book also includes a digital game titled “Europe in a Museum”, which can be accessed from the e-book as well as separately through http://criticalheritage.bilgi.edu.tr. The game was developed by Nuri Kara (Istanbul Bilgi University, Digital Game Design Department). The graphics of the game were prepared by Egecan Kömür, and Gini Al Halabi, who are undergraduate students at Istanbul Bilgi University.

Digital games have become central to both formal and informal education. With that in mind, we explored the suitable ways of designing a game on heritage to illustrate that while tangible and intangible heritage are considered separate categories, the distinction is not rigid. In selecting and collecting the different heritage assets for EU countries, we frequently explored the UNESCO website. As the game will illustrate, heritage is a comprehensive term that encompasses music, dance, crafts, literature, arts, architecture, festivals and so on. Gamification in education has several applications for different disciplines, such as math, physics and history. For instance, a city can be created in a game world, and a boy who solves mathematical puzzles to accomplish the game related mission in that city. This can be an example for supporting to teach simple calculations for primary school students. As another example, player tries to win the race without collecting the items giving damage to the global climate. This can be an example for increasing the awareness of adults toward global warming. It can be understood from these examples that gamification can be applied for both children and adults in order to support teaching specific skills in a practical way.

Digital Games and Heritage Education

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Digital Gaming in Education

Nuri Kara, Ph.D, Istanbul Bilgi University, Head of the Digital Game Design Department and Designer of the Interactive E-book’s Digital Game for CoHERE Work Package 5

Thanks to the digital distribution channels and the continuing introduction of new platforms, digital gaming has become a highly competitive and truly global industry within the last decade. Education has been one of the leading fields in that global industry because several gaming applications have been created for it. Since new generation has a strong contact to digital gaming, integrating its components into curricular or extra-curricular activities can support teaching and learning. It can also be seen as an alternative medium helping teach specific skills in an enjoyable manner.

Gamification is a term used for gamifying several topics from a variety of fields, such as education, commerce, medicine and so on. Gamification in education has several applications for different disciplines, such as math, physics and history. For instance, a city can be created in a game world, and a boy who solves mathematical puzzles to accomplish the game related mission in that city. This can be an example for supporting to teach simple calculations for primary school students. As another example, player tries to win the race without collecting the items giving damage to the global climate. This can be an example for increasing the awareness of adults toward global warming. It can be understood from these examples that gamification can be applied for both children and adults in order to support teaching specific skills in a practical way.

Toys play an important role in children’s lives and there are ways to integrate gaming applications into toys for purposeful and meaningful tasks. In my study, I developed a smart toy including radio frequency identification (RFID) reader and tags inserted into plush toys. These plush toys interact with the computer-based animation with RFID tags. Children can put any plush toy onto the RFID reader and see the virtual image of that toy on the screen. The main aim of this smart toy is to do specific tasks or make storytelling. For instance, children provided different stories based on the selection of specific toys and their virtual actions on the screen. In addition, children tried to put the correct toy to complete the pattern in a correct way. That is, the main goal of using smart toy is to improve children’s several skills such as social life skills and simple logical skills by combining gaming components with physical toys.

With the popularity of mobile phones and tablets, it is easy to reach several digital gaming applications. Besides, new gaming technologies, such as artificial intelligence, virtual reality and augmented reality have become popular. Artificial intelligence aims to create machines acting and working like humans. Virtual reality is a three-dimensional, computer-generated environment. People directly interact with that environment for exploring purposes. Augmented reality combines virtual life elements with real life components. It is possible to see more applications of these new technologies in the future.

Although new technologies have been common today’s world day by day, we should be careful while integrating them into education. Technology cannot solve all educational problems. It is important to see that technology is a tool for supporting teaching and learning activities. It cannot be seen as a goal for reaching the desired outcomes. Digital gaming has several positive effects on students. Since they are very active in today’s gaming world and online gaming tournaments, we should be aware of the potential of digital gaming for education. For creating the effectiveness of gaming applications, it is important to create teams including game designers, academics, psychologists and subject matter experts. Hence, new projects should be written to design and develop games for educational areas focusing on improving specific skills. Students’ reactions and feedbacks should also be received to understand the usability and effectiveness of the games. The most important thing is to design and develop digital games, which are suitable to students’ needs and expectations.
The use of virtual or digital applications in the field of cultural heritage (museums, historical/archaeological sites, etc.) is a trend which aims to make the cultural content more accessible to the broad public by helping visitors to learn through their engagement in digital experiences. However, these applications most often fail to the “storytelling narratives” category of that of interactive applications. Nowadays, the findings that Europeans do not know much about their own cultural heritage or the cultural heritage of other Europeans (Pollmann, 2007; Philippou, 2007, Faas, 2011b; Karatza, Galani & Halikia, 2018), triggered a discussion concerning the presentation and popularization of cultural heritage through serious games. The main idea behind serious games design is to use their positive influence in learning. In addition, they help individuals to achieve the educational objectives and content delivery through a pleasant experience (Belotii et al. 2012; Connolly et al. 2012; Mortara, et al. 2014; Malegiannak & Doulamis, 2017, Troyer, 2017).

Educators are well aware that engaging people in creating content help them to gain more stable knowledge which is very important in the field of heritage. Moreover, from a pedagogical perspective, playing games has proven benefits regarding cognitive skills (read, write, think, analyze, understand, remember, enhance attention, solve problems, etc.), motivational skills (learning by doing, learning by failure, assigning tasks, feedback, etc.), emotional skills (mood - emotion manage, empathy, awareness, safety, positive attitude, etc.). These benefits, together with interactivity and high social penetration, make games a powerful tool. Considering that pupils learn best, and enjoy most, when working on personally meaningful projects, the research team of National and Kapodistrian University of Athens (Department of Primary Education) developed in the framework of WPS CoHERE project (Horizon 2020, 2020), a serious game prototype under the title “Eurocraft – Exploring critical heritages through vid-maps”.

The game is aimed to students 12-17-year-olds with a view to promote the communication of cultural heritage(s) between young people within Europe, to encourage young people to learn through a highly motivated learning experience as well as of task-based learning theory (use of specific activities through which students are free to use any language they want, to share information or experiences, to play games, etc.). It also supports challenges, learning by doing, guided discovery and collaboration. The environment of the game is friendly and the use of a virtual character, named Europe, facilitates players (Euronauts) by making them feel welcome and safe to express themselves and share their thoughts and ideas concerning heritage. The game rewards players by letting them build their own cultural museum when all tasks have been completed. The use of rewards is carefully selected as a medium to increase the players’ motivation.

**Task typologies:** The game tries to communicate heritage by using channels of communication familiar to teenagers. The philosophy of tasks lies in the area of social media and crowdsourcing platforms and the way people communicate through them (i.e. how do they upload and share stories and moments in Instagram, Facebook, Twitter, the use of hashtags, etc.).

All tasks are performed through specific rooms of the Eurocraft. For example, learners, who are in an interactive vid-map environment, they communicate their cultural heritage footprint to the other Euronauts by uploading stories, videos, photos, images, and music clips, writing texts etc. They can also evaluate how well the cultural heritage of other Euronauts is presented in their footprints (footprints>Rate footprint), they are able to create their own cultural heritage map based on different criteria (footprints>Create a dot map). The collection of semantic data on heritage “footprints” created by players, will be used by researchers to uncover new insights about the perceptual regions of pupils from different parts of the world. The main idea behind serious games design is to use their positive influence in learning. In addition, they help individuals to achieve the educational objectives and content delivery through a pleasant experience (Belotii et al. 2012; Connolly et al. 2012; Mortara, et al. 2014; Malegiannak & Doulamis, 2017, Troyer, 2017).

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**Design criteria:** Eurocraft, is designed as a web application to be played on portable devices or desktops. Two of the main design criteria taken in account is the diversity of supported types of tasks (stories, games, maps) and the fact that with widely varying interests will all be able to work together. They could contribute to the personalization (ability for people to import photos and music clips, writing texts etc.).

The collection of semantic data on heritage “footprints” created by players, will be used by researchers to uncover new insights about the perceptual regions of pupils from different parts of the world who live in Europe (immigrants) or have been born in Europe by immigrant parents, and (iii) the role of a virtual map collection in the building of the European identity. By the term perceptual region, we refer to a construct that reflects human attitudes and feelings about places and thus is defined by people’s shared personal understanding of those places. Perceptual regions serve to reflect the aspects of people’s mental maps and although they may help to prescribe a personal sense of structure on the world, they often do so on the basis of a stereotype. The area of perceptual regions is an unexplored area in typical education (because of the structure of education itself) and that is why it seems a very interesting area in the field of geography education.

The game has been grounded on different pedagogical theories for formal and non-formal education context. It relies on a generalization of game-based learning theory (use of games for teaching a subject matter, challenging convention in the field of Education) as well as of task-based learning theory (use of specific activities through which students are free to use any language they want, to share information or experiences, to play games, etc.). It also supports challenges, learning by doing, guided discovery and collaboration. The environment of the game is friendly and the use of a virtual character, named Europe, facilitates players (Euronauts) by making them feel welcome and safe to express themselves and share their thoughts and ideas concerning heritage. The game rewards players by letting them build their own cultural museum when all tasks have been completed. The use of rewards is carefully selected as a medium to increase the players’ motivation.

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