



**REKTÖRLER KONFERANSI**  
**YÜKSEKÖĞRETİMDE EĞİTİMDE**  
**LİDERLİK KONFERANSI**

**RECTORS' CONFERENCE**  
**EDUCATIONAL LEADERSHIP IN**  
**HIGHER EDUCATION INSTITUTIONS**

**04-06 Temmuz 2022**  
**JULY 4-6, 2022**

**KIRIKKALE UNIVERSITY, TÜRKİYE**

**RECTORS' CONFERENCE:  
EDUCATIONAL LEADERSHIP IN  
HIGHER EDUCATION INSTITUTIONS**

**KIRIKKALE UNIVERSITY**

**TÜRKİYE**

**04-06 JULY 2022**

**BOOK OF ABSTRACTS**



**KKU2022**

**RECTORS' CONFERENCE**



**KIRIKKALE UNIVERSITY 30<sup>TH</sup> ANNIVERSARY**

**RECTORS' CONFERENCE**

**“EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS”**

**JULY 4-6, 2022**

**KIRIKKALE UNIVERSITY, TÜRKİYE**

**CONFERENCE PROGRAMME**

**July 4 (Monday)**

<b>Time</b>	<b>Event</b>		
09.00-09.30	Transport of the participants from the hotel to the conference venue		
09.30-10.00	Registration and welcome reception		
<b>10.00-11.00</b>	<b>Opening session</b>		
11.00-11.30	Coffee Break		
	<b>Leadership session</b>		
11.30-11.50	Speaker 1	Assoc. Prof. Dr. Mikulas Bittera, Vice-Rector, Slovak University of Technology in Bratislava, Slovakia	Support of students and innovations at Slovak University of Technology
11.50-12.10	Speaker 2	Prof. Dr. Recep Çalın, Director of Graduate School of Natural Sciences, Kırıkkale University, Türkiye	Interrelations between universities and industries

12.10-12.30	Speaker 3	Prof. Dr. Atike Tekeli Kunt, Vice-Dean, Faculty of Medicine, Kırıkkale University, Türkiye	Accreditation in medical education
12.30-14.00	Lunch		
	<b>Internationalization session</b>		
<b>14.00-15.00</b>	<b>Keynote speech</b>	<b>Prof. Dr. Khaled Ramoul, Rector of Blida 2 University, Algeria</b>	<b>The internationalization of higher education in the context of globalization: The case of bilateral relations between Algeria and Turkey</b>
15.00-15.30	Coffee Break		
15.30-15.50	Speaker 1	Assoc. Prof. Dr. Kader Bilican & Assist. Prof. Dr. Şenil Ünlü Çetin, Faculty of Education, Kırıkkale University, Türkiye	Erasmus+ projects for internationalization in higher education: Experiences of ParentSTEM project
15.50-16.10	Speaker 2	Sergey Dimitrov, MSc, Erasmus+ Institutional Coordinator, Technical University of Varna, Bulgaria	Presentation of the Technical University of Varna, Bulgaria and mobility opportunities
16.10-16.30	Speaker 3	Prof. Dr. Naim Deniz Ayaz, Faculty of Veterinary Medicine, Kırıkkale University, Türkiye	Regional partnerships in higher education: REEV-Med, Association Mediterranean Network of Establishments for Veterinary Education
16.30-17.30	Summary and discussions		
17.30-18.00	Transport of the participants from the conference venue to the venue of Rectors' Conference Gala Dinner		
18.00-21.00	Gala Dinner		

**July 5 (Tuesday)**

Time	Event		
09.00-09.45	Transport of the participants from the hotel to the conference venue		
	<b>Sustainability session</b>		
<b>10.00-11.00</b>	<b>Keynote speech</b>	<b>Prof. Dr. Ova Emilia, Rector of University of Gadja Mada, Indonesia</b>	<b>The role of Higher Education in Implementing SDGs: Strategies and Actions</b>
11.00-11.30	Coffee Break		
11.30-11.50	Speaker 1	Prof. Dr. Arnold Bernaciak, Vice-Rector, WSB University in Poznan, Poland	Eco-responsibility as the strategical goal of the WSB University in Poznan, Poland
11.50-12.10	Speaker 2	Prof. Dr. Hande Şahin, Faculty of Health Sciences, Kırıkkale University, Türkiye	An investigation of university students' attitudes toward environmental sustainability
12.10-12.30	Summary and discussions		
12.30-14.00	Lunch		
	<b>Technology session</b>		
15.30-15.50	Speaker 1	Assoc. Prof. Dr. Bülent Gürsel Emiroğlu, Faculty of Engineering, Kırıkkale University, Türkiye	Use of technology in higher education
15.50-16.10	Speaker 2	Prof. Dr. Erman Yükseltürk, Dean, Faculty of Education, Kırıkkale University, Türkiye	Negotiating the design, development and outcomes of our projects on the use of advanced technology in education
16.10-16.30	Summary and discussions		

16.30-17.30	Closing session
17.30-18.30	Dinner
18.30-20.30	Social Event: Visit to Çeşnigir Bridge
20.30-21.00	Transport of the participants to the hotel

### **July 6 (Wednesday)**

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Guided tour – Visit to Cappadocia

## Contents

Arnold Bernaciak, Ph.D., D.Sc., Eco-responsibility as the Strategic Goal of the WSB University in Poznan, Poland .....	1
Atike Tekeli Kunt, M.D., Ph.D., Medical Education and Accreditation .....	2
Bülent Gürsel Emiroğlu, Ph.D., Use of Technology in Higher Education .....	3
Erman Yükseltürk, Ph.D., Negotiating the Design, Development and Outcomes of Our Projects on the Use of Advanced Technology in Education .....	5
Hande Şahin, Ph.D., An Investigation of University Students' Attitudes Toward Environmental Sustainability .....	6
Kader Bilican, Ph.D., Şenil Ünlü, Ph.D., Erasmus + Projects for Internalization in Higher Education: Experiences of PARENSTEM Project.....	7
Khaled Ramoul, Ph.D., The internationalization of Higher Education in the Context of Globalization: The Case of Bilateral Relations between Algeria and Turkey .....	9
Mikulas Bittera, Ph.D., Support of Student and Innovation at Slovak University of Technology in Bratislava.....	10
Naim Deniz Ayaz, Ph.D., Regional Partnerships in Higher Education: Reev-Med Association Mediterranean Network of Establishments for Veterinary Education .....	11
Ova Emilia, Ph.D., The Roles of Higher Education in Implementing Sustainable Development Goals: Strategies and Actions.....	12
Recep Çalın, Ph.D., Interrelations between University and Industry.....	14
Sergey Dimitrov, M.Sc., Technical University of Varna, Bulgaria and Mobility Opportunities .....	15

Arnold Bernaciak, Ph.D., D.Sc.

WSB University in Poznan, Poland

### **Eco-responsibility as the Strategic Goal of the WSB University in Poznan, Poland**

WSB University in Poznan is the part of the WSB Universities Group. This is the largest group of non-public universities in Poland. The Universities of the WSB Group are in the biggest Polish cities such as Warszawa, Wroclaw, Gdansk, Lodz. WSB University in Poznan is the oldest university within the WSB Group. It was established in 1994. The University is also the biggest one - more than 30.000 students are studying there. There are three campuses of the University. They are in Poznan, Szczecin, and Chorzow. The mission of WSB University is “We prepare for the challenges of the future”. The vision states that “We develop the competences of the future through the best educational experience”.

In order to meet global ecological requirements and to contribute to the limitation of negative environmental impacts, WSB University in Poznan has included the strategic eco-responsibility portfolio in its strategic program. The portfolio consists of seven projects: eco-responsibility in education, eco-responsibility in research, green campus, sustainable mobility, healthy and sustainable eating at the University, eco-communication, and certification. The implementation of activities in the abovementioned areas will allow the University to systematically reduce its pressure in the natural environment, becoming more and more friendly to the nature and society.



Atike Tekeli Kunt, M.D., Ph.D.

Kırıkkale University, Medical School

### **Medical Education and Accreditation**

The main purpose of this paper is to give information of medical education and accreditation in medical education.

The purpose of medical education is to train good physicians who enable and protect health, work on health determinants, contribute to its adaptation to the health system and make changes. There are important threats to medical education. The most important tool required to eliminate these threats is accreditation which is a process by which a designated authority reviews and evaluates an educational institution using a set of clearly defined criteria and procedures. The aim of accreditation is to assure various stakeholders, including students, educators in postgraduate educational programs, employers, and patients, that graduates are ready to further their training or begin practice. The agency for accreditation in medical education in Türkiye is the Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD). There are 66 basic and 29 developmental standards divided into 9 categories in Türkiye.

After application for accreditation, 6 to 12 months are needed to write a self-assessment report. This report is sent to the agency and evaluated, and it will be the basis for the site visit. After site visit, a decision process starts.

There are three possible outcomes of this visit: full accreditation is granted when a school demonstrates a satisfactory level of compliance with the standards, conditional accreditation is granted when some minor changes are needed, and accreditation is withdrawn when a school demonstrates poor compliance with the standards. Accreditation is valid for 5 years.

Bülent Gürsel Emiroğlu, Ph.D.

Kırıkkale University, Faculty of Engineering and Architecture

### **Use of Technology in Higher Education**

All areas of the economy, government, health, and finance are undergoing significant transformation as a result of technology. Education is one of the major industries that has been impacted by this disruption. These developments have altered how courses are taught and given classrooms a fresh appearance. One factor hastened the adoption of technological improvements in the education sector: widespread Internet connectivity (The AME Group, 2022). The greatest themes of the 2020s were big data, machine learning, and the internet of things. The prevailing tendency today is distance learning. The COVID-19 pandemic has fundamentally altered how we educate our students. Due to social distance, students must now become accustomed to distant learning using digital platforms (eLearningIndustry, 2021). Connectivity, adaptability, and student-centered learning are given top priority. Adopting new tools in the classroom through educational technology helps to improve the learning environment. The most effective way to impart knowledge and promote learning retention is through educators. It has made standard teaching techniques into a more engaging experience. Technology can help teachers identify each student's needs and requirements so they can develop individualized solutions (PowerGistics, 2022). Online students could require more guidance, inspiration, and discipline than their in-person counterparts. Standardized assessments, digital notifications, and time management tools are used by students to create their own educational roadmaps, which serve to frequently reinforce progress and serve as reminders of their objectives (McKinsey, 2021). The best aspect of online learning systems is their diversity. To measure your students' learning outcomes, a strong online learning platform can be paired with a learning management system (LMS). Due to school closures and the quick growth of COVID-19, distance learning emerged as the most important educational technology trend for 2020. As a result, demand for online learning systems increased. Electronic delivery of instruction or training is known as eLearning (eLearningIndustry, 2021). Following the pandemic shutdowns, more educational institutions than ever adopted the distance learning trend. Educational

institutions had a rare chance to gather information about students, including their responses and levels of engagement, and to use computational analytical methods from data science and AI to raise the calibre of teaching and learning (PowerGistics, 2022). In this study, using different technologies in educational institutions and universities is discussed by means of various parameters. Applications of educational technologies at universities are compared according to pros and cons. Effects of current trends in technologies over students and instructors at universities are analysed with different perspectives.

Erman Yükseltürk, Ph.D.

Kırıkkale University, Faculty of Education

**Negotiating the Design, Development and Outcomes of Our Projects  
on the Use of Advanced Technology in Education**

In this study, we have discussed two topics. First part is related to answer the question why we need or use digital technology in higher education? The second is related to our technology adaption projects in educational environments in the last years. Technological developments in recent years have facilitated modern life in many fields such as health, law, trade and engineering, resulting in benefits related to time, cost, energy, etc. in all aspects. Like many sectors, higher education has been positively affected by these technological innovations. Many countries are trying to make their students gain 21st century skills by adapting these technologies to their education systems. We have tried to adapt several technologies in educational environments in our university. Our projects are mentioned as an example of using technology in higher education such as augmented & virtual reality, stem, motion-based technologies, e-video portfolio, and performance support systems. Some of our research results on technology adaptation are shared and some suggestions are given based on the results of our studies.

Hande ŞAHİN, Ph.D.

Kırıkkale University, Faculty of Health Sciences

### **An Investigation of University Students' Attitudes Toward Environmental Sustainability**

An environment is a medium in which people carry out their social, biological, and chemical activities. Recently, environmental issues, particularly the concept of sustainable environment, has become extremely important. The role of higher education in training professionals to protect the environment for the future is important. Environmental education and education for the environment play an important role toward sustainability today. Environmental education provided by higher education institutions has an important impact on training and preparing the future generation for a green society. The aim of the study was to investigate university students' attitudes toward environmental sustainability. In this descriptive study, 212 students studying in the Department of Child Development and the Department of Social Work at Faculty of Health Sciences at Kırıkkale University completed a questionnaire on demographic characteristics and the sustainable environmental attitude scale. Descriptive statistics (e.g., frequency and percentage distribution, arithmetic mean, standard deviation, etc.) and t-tests and an analysis of variance were conducted to analyze the differences between groups. The mean for university students' attitudes toward environmental sustainability was  $X \pm SD = 3.28 \pm 0.26$ . The results revealed that the students studying in the Department of Child Development ( $X \pm SD = 3.31 \pm 0.23$ ) were more environmentally conscious than those studying in the Department of Social Work ( $X \pm SD = 3.2 \pm 0.30$ ) and that knowledge and the level of awareness affected environmental consciousness. It appears that the greatest challenges faced are the rapid changes in knowledge about environmental issues. These changes need to be included in the curricula of universities.

Kader BİLİCAN, Ph.D.

Şenil Ünlü, Ph.D.

Kırıkkale University, Faculty of Education

### **Erasmus + Projects for Internalization in Higher Education: Experiences of PARENSTEM Project**

Popular and common sense about STEM (Science, Technology, Engineering, Mathematics) is that STEM education involves the integration of science, technology, engineering, and mathematics concepts in the curriculum. More detailed definition is that “STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy”. The overall goal of this project is to increase family involvement in STEM education process of early childhood students specifically coming from low socio-economic status. Through this project and its intellectual outputs, early childhood teachers’ competences for encouraging low-income families to involve in their children STEM education process will be increased and extended. Through involvement of low-income families in STEM education process, children belonging to disadvantage groups would have better access to STEM education starting from as early as Pre-K (kindergarten) level. Although this project proposed increase of low-income family involvement in children’s STEM education process in their early childhood, it also aimed to extend conceptual and pedagogical knowledge of early childhood teacher on STEM from a family involvement perspective. Although the project focused on STEM education, the process and outputs of the project contributed to the internationalization in higher education in multiple ways: institutional, educational and personal level (individual professional development). Regarding institutional level, it contributed to the higher visibility of the higher education institutions leading to the more connection between international platforms. Regarding educational level, it provided

more opportunities for students for exchange activities. Lastly, for professional development of academic staff, it contributed to the involvement of academic staff in more international conferences and projects.

Khaled Ramoul, Ph.D.

Blida 2 University, Algeria

**The Internationalization of Higher Education in the Context of Globalization: The Case of Bilateral Relations between Algeria and Turkey**

As part of this Rectors' Conference organized by Kırıkkale University in July 2022, we will present our communication around the theme of the internationalization of higher education in the context of globalization and illustrate our point through our work in this perspective with Kırıkkale University.

The axes chosen are:

- Presentation of Blida 2 University since its creation in 2013 and its evolution,
- International cooperation through inter-university agreements and scientific projects, in particular those linked to the Erasmus+ program,
- The fruitful partnership with Kırıkkale University and the actions realized since the renewal of the agreement in February 2014, which we quote the teaching of Turkish language online, in the context of Covid-19, the opening of a Turcology Department at Blida 2 University, the mobility of students and teachers in the short and long term.

Our cooperation actions with the universities of the Turkish Republic, especially with the Kırıkkale University, are part of the policy of developing bilateral work between our two brotherly countries.



Mikulas Bittera, Ph.D.

Slovak University of Technology in Bratislava, Slovakia

### **Support of Student and Innovation at Slovak University of Technology in Bratislava**

The Slovak University of Technology in Bratislava (STU) is a modern research and higher education institution and the largest technical university in Slovakia. It continues a legacy of the 260-year-old Mining Academy, where the foundations of vocational and practical learning were established. STU consists of seven faculties based in Bratislava and Trnava. STU offers education in technical fields and involves students in research in natural sciences, computer sciences, construction, architecture, materials technologies, chemistry, and food technologies and pursues research in all the areas in which university education is provided.

The mission of University Technological Incubator is to support the transfer of technology from the university environment into business practice. Student and young researcher's startups also get support services package. Technology Transfer Office provides intellectual property protection and commercialization advice and assistance to researchers, helps with contact of industry partners, facilitates help with setting spin-off companies and seeks opportunities for university researchers to provide consultancy in various fields. These offered options make STU the best university in Slovakia from the point of view of technology transfer and ensure the highest demand for STU graduates on the labor market. The presentation is supported by success stories of students, employees, and the university.

Naim Deniz AYZ, Ph.D.

Kırıkkale University, Faculty of Veterinary Medicine

Executive Committee Member of REEV-Med, FRANCE

### **Regional Partnerships in Higher Education: Reev-Med Association Mediterranean Network of Establishments for Veterinary Education**

One Health is a collaborative and interdisciplinary approach to optimize human, animal, and the environmental health. In the scope of One Health, veterinarians play important role in animal health, welfare, food safety, public health, antimicrobial resistance, risk assessment, biosecurity, protection of environment and biomedical research.

Therefore, it is essential to ensure an optimal level of competence of veterinarians throughout the world. So, veterinary education needs better harmonization and evaluation worldwide. The quality of education at Schools of Veterinary Medicine primarily depends on curriculum, staff, infrastructure, budget and accreditation. For these reasons, World Organisation for Animal Health (WOAH, founded as OIE) was created the network of establishments for veterinary education of the countries around the Mediterranean (REEV-Med) in 2012; *i*) to set up a process of harmonization and standardization of the curriculum of veterinary medicine in the Mediterranean region in accordance with international standards and guidelines of the OIE, *ii*) to facilitate twinning between veterinary education establishments, *iii*) to undergo a process of evaluation of member institutions for the accreditation to train competent veterinarians, *iv*) to encourage the exchanges of information, educational/research experiences and the facilitation of academic members and students mobility between the network institutions and between them and those in the world and *v*) to develop and disseminate educational materials for veterinary education at all levels: initial, specialized and continuing education.

In conclusion, regional collaborations are important in improving the quality of education in higher education, and REEV-Med is a good example.

Prof. Dr. Ova Emilia

University of Gadjah Mada

### **The Roles of Higher Education in Implementing Sustainable Development Goals: Strategies and Actions**

Higher Education plays a significant role in implementing Education for Sustainable Development (ESD) as it is one of key aspects for future development. ESD is a vital means of implementation for Sustainable Development Goals (SDGs). Higher Education provides information, space for learning and awareness about the importance of sustainable development (SD) and being able to mobilize people towards better future. Lectures/academic staff have main functions to develop, disseminate and transform SD based on Science, Technology, Arts and Humanities through education, research and community services. University of Gadjah Mada (UGM) is one of the pioneers of higher education in Indonesia which actively promote and implement- ESD and SDGs in general. The multidiscipline and expertise within UGM are potential for producing or creating activities or comprehensive programs which can be used as reference for policy makers within the community or by the local government. UGM designs comprehensive programs on Sustainable Development for UGM members, since the first day they come to UGM. These are orientation programs, extracurricular activities, curriculum development, ESD based SCS-CEL (Student Community Services –Community Empowerment Learning), research both in undergraduate and graduate programs, and leadership programs. The leadership programs and extracurricular activities include summer courses, which are short course programs (equal to 3 credits) by inviting experts and students around the worlds in various thematic areas to promote achievement of SGDs. The second one is the innovative academy mentoring system for students to develop sustainable start-up companies. The third is Deru-Disaster Response Unit, in which voluntary students' activities on tackling disaster are performed. Joint research with national and international partners have been conducted to solve problems related to SDGs

issues such as UNDP-BRG-UGM collaboration on Peatland Management, CDSR SHERA-Centre for Development of Sustainable Region-USAID-Indonesian Ministry of Education, Culture, Research and HE. To promote SDGs, community services such as education and training by UGM lectures have been given to the community on climate change mitigation and adaptation training, etc. Community empowerment was achieved through economy circular: waste management and sustainable water irrigation system. Within the scope of governance and institutionalization, what is done to implement SDGs are publicly accessible MOOC and library, environmentally friendly campus, creating green buildings, innovation such as landslide monitoring system and early warning system.

Recep ÇALIN, Ph.D.

Kırıkkale University, Faculty of Engineering

### **Interrelations Between University and Industry**

In this presentation, the studies carried out in Kırıkkale University within the scope of University-Industry cooperation are mentioned. In addition, the laboratory facilities of Kırıkkale University and the projects carried out in the enterprises are mentioned. Devices, equipments and analysis systems in the Metallurgical and Materials Engineering Laboratory and Central Laboratories were used in projects carried out within the scope of university-industry cooperation.

A protocol was signed with Kırıkkale Chamber of Industry and Commerce in 2018 and industry and academic boards were established. In the same year, it was discussed if there was any issues or projects regarding the related companies. Kırıkkale University was signed this kind of protocols with more than 25 companies. That board met every two months to prepare projects with companies. Sometimes, Kırıkkale University give courses in order for companies to develop them. Academic board tries to solve their problems with making industrial projects. Some of them are presented in the following; Erdöküm Strategic Product Support Project Placing Aluminum Parts of Original Helicopter, Doğu Casting Materials Automatic Casting System, Yalçın Akü Increasing Export Volume, Bahadır Kimya Industrial Oil Development, Altan Makine Improvement of Wear and Impact Strength of High Chromium Cast Irons. In addition, 3 international defense industry symposiums were held at Kırıkkale University. Project Based Exchange Mobility Program (Mevlana) entitled “Composite Material Production with Agricultural Wastes” successfully conducted with UPM.

Sergey Dimitrov, M.Sc.

Technical University of Varna, Bulgaria

### **Technical University of Varna, Bulgaria and Mobility Opportunities**

The Technical University of Varna is a state educational institution, which has accepted the challenge and the responsibility to serve the public needs for preparing qualified engineers and supporting the technical development in a world that undergoes global, technological and cultural changes. TU-Varna's mission is to be a factor in the development of the intellectual potential of Bulgaria, to support the process of sustainable development and to contribute to the achievement of new standards in communication of people. As part of our role and based on our close cooperation with the industry, the active research sector, the European universities and standing on our own achievements and traditions, we have to organize the creation of market-oriented highly qualified specialists in all educational degrees for Bulgarian and the world economy, more specifically in the fields of Shipbuilding and Navigation, Communication and Computer Engineering and Technologies, Mechanical Engineering and Technologies, Electrical Engineering, Electronics and Automation, Electric Power Industry, Industrial Management, Agronomy, Ecology and Technologies for Environmental Protection.

International orientation has stimulated the diversity of scientific and educational approaches and it has drawn in students and scientists all over the world that defines internationalization as the main strategic goal of the Technical University of Varna. The international atmosphere of the University, the way it organizes the training and purposefully popularizes international projects ensure that our students are able to undertake responsibilities both at home and abroad. The strategic goal of the University for the development of the educational services export, aimed at increasing the level of competitive education at Technical University-Varna (TU-Varna) in an international aspect is in accordance with the national and European priorities. On the national level, the internationalization strategy follows the principles and goals set in the Strategy for the Development of Higher Education in the Republic of Bulgaria for the period after 2020. On the institutional level, the current strategy is part of the goals and initiatives set for

implementation in the Strategy for Overall Development of TU-Varna, adopted in 2019, and directed to achieve intelligent, sustainable and inclusive change at the University. The strategy for internationalization of the Technical University of Varna has been developed on the basis of the relevant documents, approved and integrated on the European level. According to the European Commission documents, internationalization is a key base in the higher education development and modernization. The present process is not only national borders complete crossing, but it involves connecting the local with the global, reconciling the known with the unknown, incorporating the principles of inter-disciplinarity, multilingualism, cultural diversity, innovation, social justice and social inclusion.