

4. NİRUN ŞAHİNGİRAY INTERNATIONAL EDUCATION FORUM REPORT

" As a newly graduate teacher, I realized how good I was doing for the future of myself and my country in university life by discovering TEGV, distinctive minds from the world and our country, and esteemed speakers...Thank you all. SO GLAD TO HAVE YOU"



LEARNING CULTURE CHANGING IN 21ST CENTURY

Change
has never
been so real.

MAY 22-28, 2021

nirunŞahingiray

4TH INTERNATIONAL EDUCATION FORUM



"I took the first step in voluntariness as a Beykoz TEGV volunteer. Heartfelt thanks to the entire team. I have learnt and still learn a lot from you. This forum is a living proof that the seeds planted by precious Suna Kiraç have now blossomed into deep-seated trees, yielding fruits. I would like to sincerely thank you and declare my willingness to act as a more active volunteer. Sincere regards".

THEIR EVERLASTING SUPPORT BY OUR SIDE. . .



"Financial difficulties may be resolved, political crises may be defused, yet it is impossible to rebuild a society of wasted children. Instead of expecting everything from the government or from someone else, everybody needs to join hands for an education to the extent possible."

Suna Kiraç, Our Founder



"A successful business person, Şahingiray, donates his savings to the Education Volunteers Foundation of Turkey, a foundation which supports the children who need educational support the most, and sponsors them with a contemporary approach and a versatile education in Turkey and that proves his longsightedness, better nature, love for the children and his motherland". From the Book Kabuğundan Taşan Adam...

Nirun Şahingiray, our donor, education friend



"In the forthcoming months, the governments, educators, non-society organizations like us, will need to join hands and work harder to wipe out the negative influences of pandemic. As a Foundation operating in the field of education, it is an integral part of our vision to keep ourselves up-to-date with the latest developments and innovations."

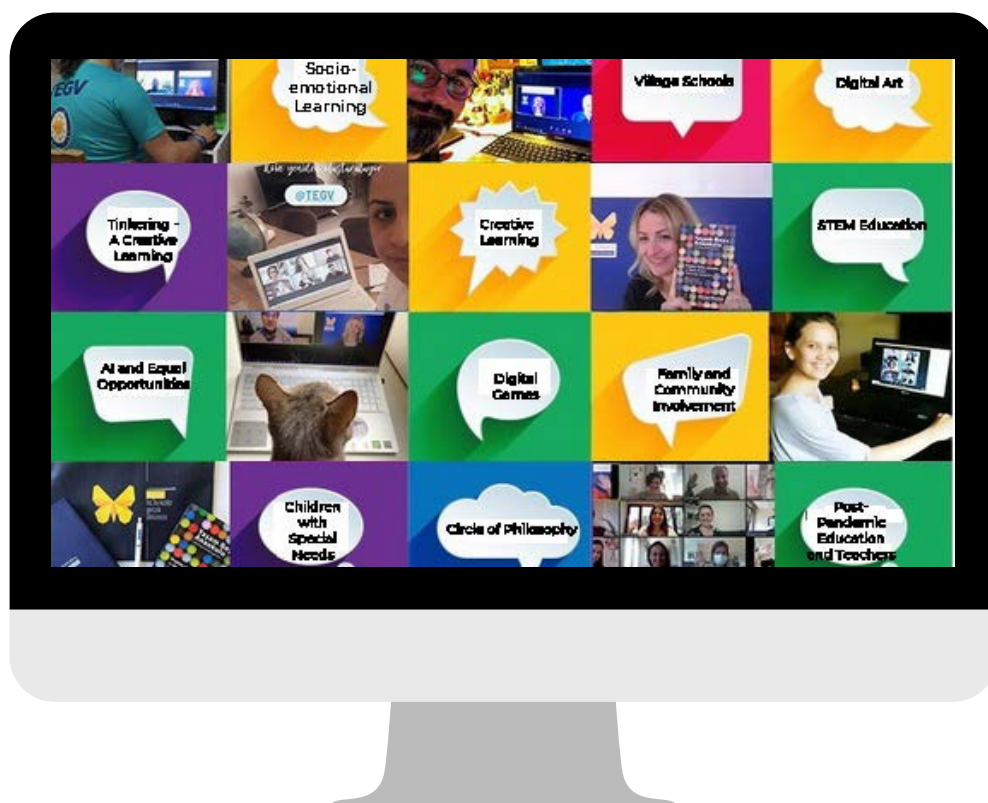
**Oktay Özinci,
our CEO**



"During this period, we have always reflected upon how to do better. We have been in touch with our children at all times. We migrated all our educational contents to digital platform and switched to Distance Education on October 27. We managed to meet with around 10k children all across Turkey. We also observed that technological deficits particularly in village schools inhibited the proper delivery of education. Conducted in collaboration with Arçelik and the Association of Former Members of Arçelik, our 'New World' campaign has provided more than 2.200 children with tablets until now."

**Sait Tosyalı,
our Managing Director**

" Perfectly designed and hand-picked topics. Bless your efforts and hearts! Thank you for opening up my horizon. Please keep me informed about workshops and online educations. I work for a vocational high school and educations to support my students would be great!"

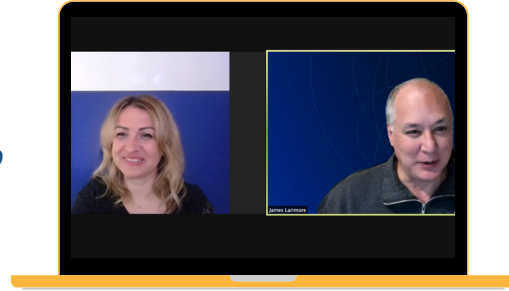


2093 EDUCATORS, VOLUNTEERS AND STAKEHOLDERS CAME TOGETHER TO STEER THE TRANSFORMATION TOGETHER

Joined by 38 distinctive educators from Turkey and around the world as speakers, the forum addressed the following topics during panels and conversations:

- Creative learning and family/community participation
- Artificial intelligence and its fields of use and contribution to equal opportunities
- Post-pandemic status of education and teachers
- "Tinkering" as a creative learning method (experiential learning through tinkering)
- 21st century competencies
- Technology and learning
- Social Emotional Learning

An elaborately prepared training, safe to say it is the best training I have ever participated in. Not only it opened up my horizon but also encouraged my learning enthusiasm. Thanks to those who contributed.



CAN ARTIFICIAL INTELLIGENCE INCREASE EQUAL OPPORTUNITIES IN EDUCATION?

an interview with James Larimore

We talked with James Larimore, RIIID Education Lab's new Chief Officer for Equality in Learning, who has been serving to improve equal opportunities in diverse educational institutions and foundations for many years, about artificial intelligence and possible contributions and added values that artificial intelligence may create for equal opportunities. We came to know that 3 "I" letters in RIIID stand for inequality, inconsistency and ineffectiveness and discovered AI-powered products engineered for that purpose at RIIID lab.



4th Nirun Şahingiray International Education Forum

#ChangeNotes

3 comments

- Anonymous 1 month
Chats are quite fluent and contain effective information about reading the world. I am listening with great pleasure.
- Anonymous 1 month
Positive transformation policy is of importance in inequality, ineffectiveness and inconsistency.
- Anonymous 1 month
I minded and liked the topic about featuring the human side of technology, social and emotional properties of education and the interactive side of technology.

Add comment

Welcome!

Glad to be here
No Saturday could be so fun
Presentation
Game
Music
Panel

0

Add comment

Semra KÖSE

#MeWatchingForum

Hülya ÖZTÜRK

Diversity, inequality and ethics; we want to change and thank you for being a source of energy for this change JAMES LARIMORE (setting your heart on this, keeping awake until 4, thank you James :)

3

1 comment

Hilal ALTUNDAL 1 month

A very efficient forum, thank you so much.

James summarized the opportunities offered by AI to improve equality in education:

1. AI can be utilized to automate routine or repetitive tasks to buy extra time for teachers. Such automation will help children do their practices and homework to the extent personally required, to obtain rapid feedback while saving up to one to two hours a day (up to 5-10 hours a week or 40 hours a month) for teachers.

2. We do know that artificial intelligence may not substitute teachers in social and emotional development of children. However, AI may support the educational ecosystem through analytic tools that will help them evaluate their development better.

3. AI can help teachers and school executives in defining predictive, analytical and evidence-based response strategies, such as analyzing the factors that affect resource allocation to optimize equality and achievement of students.

4. AI can also give access to virtually real-time evidences, feedbacks and recommendations to help them capture daily educatable moments and transform them into learning moments.



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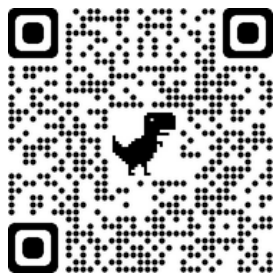


You have motivated not only our students but also teachers like us who are open for improvement with the potential to change social standards of judgment yet are hindered by the system. Thank you on behalf of myself and wish you continued success. First education at all hands.

POST-PANDEMIC EDUCATION

An Interview with Vikas Pota

Vikas Pota, one of the most reputed names in education worldwide, talked about post-pandemic education: "Many people believe that technology will replace teachers and schools yet I find it hard to believe. I organized the world's biggest education conference last year and witnessed that teachers will have to contribute more and more to minimize loss of learning in steering the way to new normal. However, as a result of our experiences, I do believe that the teacher's role will become more prominent" and highlighted that teaching requires a substantial level of intellectual knowhow and is the most significant profession and policymakers should be engaged in enhancing the value of this profession.



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Teachers' value appreciated in pandemic

It is a worldwide argument now if digitalized education will remain after pandemic. At this point, educators underline the importance of the teacher's role, mentioning that the schools are integral and critical parts of the society, however, provided to provide digital support to teacher.

With the global pandemic, education has been disrupted all around the world, and distance education has become indispensable. Different models such as hybrid, flipped learning have become important constituents of education. Well, how will the education evolve after pandemic?

This question is not only asked in Turkey but throughout the world. Educational Volunteers Foundation of Turkey (TEGV) is to organize 4th.

International Nisrin Sahingiray Education Forum to assemble experts on a discussion platform for innovations and developments in education.

Must be Ready for 'Shocks'

Vikas Pota, a globally-respected leader in education, Social Entrepreneurs and the Founder of T4, and Devrim Uygun, Director of Education Programs, TEGV answered our questions about future education prior to the forum where Vikas Pota will also deliver a speech on "Post-Pandemic Education". Stating that education is more than an academic progress, Pota said "if there is

TEGV aims at creating a platform where innovations and developments in education are discussed at 4th International Nisrin Sahingiray Education Forum to be organized tomorrow. Based on the theme "Learning Culture Changing in 21st Century: Change Has Never Been

one thing I got to know in the aftermath of pandemic, schools are a vital and critical part of our society.

It is all too soon to claim that schools will ever reinstate. Many people believe that technology will replace teachers and schools yet I find it hard to believe. Underlining that the role of teachers will become more important after

pandemic, Pota added "teachers will have to contribute more and more to minimize loss of learning in steering the way to the new normal. However, as a result of experiences, I do believe that the teacher's role will become more prominent. We witnessed the scope of the teacher's role during distance education times".

So Real", the Forum will be opened with the speaking by Oktay Ozinol, CEO and Sait Teyyal, the Managing Director of TEGV. The Forum will contain two panels, namely "Cultivating Creative Communities, Equal Opportunities in Education: Can AI be A Solution? Ever-Present Competencies for the Digital Children of this Age, Creative Learning" and

Highlighting the use of technology by educators, Pota suggested "Although the teachers have adopted technology to ensure the sustainability of learning, much more training and development should be offered on how the use of technology and how to infuse it into their teaching.

Educational revolution is not going to happen unless the governments invest in these". Pota also recommended that the durability of schools should be insured in and prioritized in order to resist any possible 'shocks' like pandemic.

'A radical change is a must'

Devrim Uygun, Director of Education Programs, TEGV expressed that education must not be interrupted regardless of the conditions in pandemic and added: "Hybrid

Experts have the opinion that in the new post-pandemic era, educators should adopt a view of "learning" instead of "teaching" and recognize their roles as "supporters of learning journey" rather than "instructors".

"Learning and Technology: Where Are We, Where Should We Be and What Should We Care?" and "Socio-emotional Learning: Requirements, Scopes and Applications". 15 workshops will also be organized with several innovative contents such as developing digital games, digital art, philosophy for children etc.

education is vital to ensure uninterrupted education. Hybrid education is not only critical due to global disasters but also to equip the children and the young of this era with the abilities of flexible learning that are necessary to catch up with technology."

Declaring that two radical changes are required to switch to hybrid education in Turkey, Uygun said "the first one of these two radical changes is that educators should adopt a view of 'learning' instead of 'teaching' and recognize their roles as 'supporters of learning journey' rather than 'instructors'. And the second one is offering technological hardware and internet access to all children based upon the principle of equal opportunities in education".



Ozan Ömer Kadıoğlu



Vikas Pota



Devrim Uygun

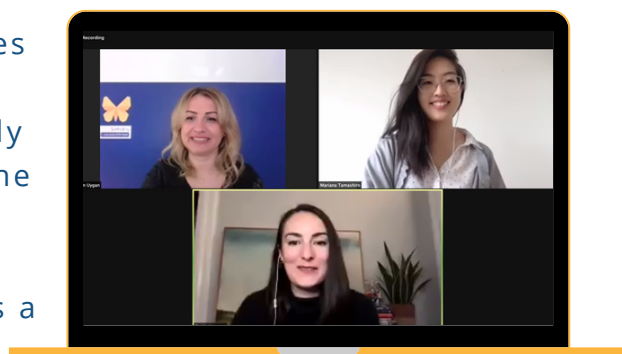
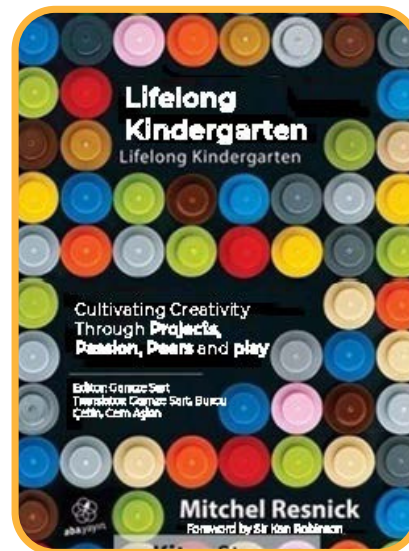
You have motivated not only our students but also teachers like us who are open for improvement with the potential to change social standards of judgment yet are hindered by the system. Thank you on behalf of myself and wish you continued success. First education at all hands.

CULTIVATING CREATIVE COMMUNITIES

An Interview with Saskia Leggett and Mariana Tamashiro

Saskia Leggett, Learning Design & Engagement Lead at Wix Education and Mariana Tamashiro, designer of creative and meaningful learning experiences as a researcher at Aarhus University, Denmark met with the attendants at 'Cultivating Creative Communities' forum. The forum highlighted that "The world of tomorrow will be shaped by the roadmaps where technology crosses with education. However, we don't believe that there is a clear roadmap for this.

First of all, infusing the personal properties of human into the learning process may enable people discover what they are really interested in and what matters for them the most. Creative learning is primarily based upon 4P's: cultivating creativity through Project design, Passion, Peers and Play. As a result, we have to cultivate a creative, educative and technological environment that allows people discover themselves. When it comes to creativity in education, we focus on students instantly. Whereas, creativity should be supported across the entire ecosystem including educators, parents, policymakers for a system to become creative in a sustainable way". "Lifelong Kindergarten" by Mitchel Resnick, MIT Learning Lab Director and creator of Scratch game which Saskia is also a member, that depicts creative learning in 21st century, was sent by cargo to all attendants.



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The meaning, method and tools of education must change

YAKIN PLAN

DİDEM ERYAR ÜNLÜ
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4th International Nirun Şahingiray Education Forum, devoted by the Educational Volunteers Foundation of Turkey (TEGV) in memoriam of Turkey's leading businessman and heritage donor Nirun Şahingiray, is to be organized online on May 22nd. Based on the theme 'Learning Culture Changing in 21st Century - Change Has Never Been So Real', the Forum will host a discussion platform for the learning culture changing in 21st Century with the attendance of NGO representatives, educators and academia from Turkey and around the world. Saskia Leggett, Learning Design and Engagement Lead at Wix Education and Mariana Tamashiro, designer of creative and meaningful learning experiences will give a presentation about 'Cultivating Creative Communities' in the Forum. We discussed about the learning culture changing in 21st Century with Leggett and Tamashiro, accompanied with Devrim Uygan, the Director of Education Programs at TEGV before the Forum. Talking about how educators and students are overwhelmed by the current situation, Mariana Tamashiro:

Devrim Uygan, Director of Education Programs, TEGV says "the leadership of learner gains importance" and adds "technological hardware and internet access becomes a prerequisite for the continuity of education and optimization of its quality". Learning design experts Mariana Tamashiro and Saskia Leggett comment "it is impossible for digitalization to reshape the education system unless inequalities in access to technology are eliminated".



Mariana Tamashiro

and Saskia Leggett claim that each country and region will differently consider the challenges and opportunities induced by the pandemic. And they comment: **While some got tired of "screen", others could not even access any "screen"** "The length of screen time, lack of social interaction, sense of anxiety and uncertainty in the pandemic charmed us to diverse thoughts about what we should prioritize for learning. 'The lack of learning' as may be incurred by the students has



Saskia Leggett

become a current issue. In fact, we could have tried to broaden our viewpoints on the exact meaning of learning instead of focusing on which standards of the curriculum had not been fulfilled during this period. On the other hand, the challenges and obstacles brought by this period have been experienced in different ways in each society. For example, while some complained about spending too much time on screen, others lacked to access to a screen or internet. Pandemic has underlined

the existing inequalities in education".

What matters is how we use technology, not the technology itself "It is impossible for digitalization to reshape the education system unless inequalities in access to technology are eliminated. And this obviously reveals the human dimension of digitalization. In fact, digitalization may not always be positive: the digital may possibly replace human relations and support consumption rather than creativity. Eventually, technology is a tool in your toolbox and what matters is how you use this tool, rather than the tool itself. We should remember that what matters most is the relations, interactions and connections. Technology and digitalization must be a tool that assists joint creation, human interaction and experience sharing."

We need to nourish a creative, instructive and technological environment

"It is surely beyond doubt that the road maps where creativity, technology and education intersect will be crucial in shaping the tomorrow's world. However, we do not believe that there is a clear road map for this. First of all, there exists no consensus about what such an intersection is or how it should be. Infusing the personal characteristics of people into the learning process may enable them to discover what they really are interested in or what really matters for them. All in all, we have to nourish a creative, instructive and technological environment that allows people to discover themselves. When it comes to creativity in education, we instantly focus on students. Whereas, creativity should be supported across the entire ecosystem including educators, parents, policymakers for a system to become creative in a sustainable way. Being creative requires being open for uncertainties. As for uncertainty, it is a risky and an uncomfortable phenomenon. If we can generate a support system that will help us overcome these challenges, then we can increase our chance to really incorporate creativity into the education system. Some of the ways to produce such a support system may be: to be open to educators' opinions; to literally listen to students to understand their worries and what they really care; to make effort to develop relations with all stakeholders. This process is neither easy nor fast but is sustainable".

DEVİRİM UYGAN, DIRECTOR OF EDUCATION PROGRAMS AT TEGV

A view of "learning" should be adopted instead of "teaching"

"The mentality and practice of education in Turkey is in need of a radical change for the children and youth in this era to gain the skills of flexible and agile learning as required to be able to catch up with the technology and participate in the sought-after labor force. Educators should adopt a view of 'learning' instead of 'teaching' and admit their roles as 'supporters of the learning journey' rather than the role of instructors. Adopting this view means to give up conveying preprogrammed subjects and exercises with certain methods, tools and outputs for the children. The journey of learning to be designed for learners should also be designed for teachers. Learning design examples that are prepared with the use of a selected technology need to be reproduced without getting drowned in the wide sea of web tools and digital learning platforms. Another step is to ensure that each and every learner, without any exceptions, has access to technological hardware and internet access. Otherwise, the inequality in education will increase exponentially leading to deepened social and

financial problems. The transformation is full of opportunities and threats for those developing countries such as Turkey with large youth population. The biggest opportunity is the young population having the potential to discover creativity and to produce technology with correct education policies and sources. However, the transformation in education is too fast and too rough. The meaning, definition, structure, place, center, method, and tools of education must change. While the journey of learning, individual learning experiences and the leadership of learner become more important, technological hardware and internet access becomes a prerequisite to ensure continuity of education and optimization of its quality. Educators must on one hand adopt this new approach and reverse their professional practices so that on the other hand they can rapidly increase their technological hardware,



which is the most difficult part. A learning design is now needed rather than the contents in education. It is now easy to access information but what matters most is how to digest information and to use it in a meaningful and creative fashion. TEGV has been steering the change and development in education for 26 years while embracing change and engaging its stakeholders in a dialogue to create change in education and to develop it together. In the 4th International Nirun Şahingiray Education Forum, we will bring to the table many topics including post-pandemic education, learning and technology, creative learning and creative community, digital age competences, equal opportunities in education, and socio-emotional learning".

You have motivated not only our students but also teachers like us who are open for improvement with the potential to change social standards of judgment yet are hindered by the system. Thank you on behalf of myself and wish you continued success. First education at all hands.



EVER-PRESENT COMPETENCIES FOR THE CHILDREN OF THE DIGITAL AGE

Speech by Kayhan Karli

Having served as an educator and education executive for more than 20 years, Kayhan Karli said in his speech: "We should raise our children with 3 ever-present competencies until the age of 10. These three ever-present competencies are: native language literacy, critical literacy and mathematic literacy. All these topics should be primarily addressed by parents and educators. Another ever-present competency should be added at the age of 10-14: science literacy. If we want our children to solve problems, then we have to equip them with these types of literacies. On top of that, our children must know that they are a part of the nature not its master due to the changing world order. We need to improve ecological awareness and use technology as a means of our ever-present competencies". His speech aroused great interest.

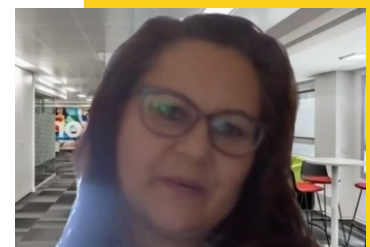


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ARTIFICIAL INTELLIGENCE

*A Presentation by Banu Soyak
Head of Marketing & Communications, Lenovo*

Banu Soyak delivered a presentation on 'Artificial Intelligence & Future'. The most interesting topics of the presentation were physical and software robots as today's AI technologies, speech recognition, image and face recognition, machine learning and deep learning. Soyak also gave information about the uses of artificial intelligence in healthcare, agriculture, retailing, education, automotive and logistics and suggested that the core material and the most important component of AI is 'data' and the most brilliant profession of the future would be data analysis.



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A GLOBAL TINKERING WORKSHOP

Ryan Jenkins

Founder of Wonderfulidea.co

Ryan Jenkins, the cofounder and leading trainer of Wonderful Idea Co, a creative design studio that develops sources to support art, science and technology discoveries through “tinkering” (generation of a product through tinkering and trial-error method) seated in San Francisco, shared his experiences from his travels to different museums, schools and creative areas across the world to lead tinkering workshops. Jenkins said: “Tinkering is a learning approach focused on self-discovery of our very own ideas. Tinkering is based upon working with real materials and creating physical prototypes because we believe that we can learn better if we have a concrete representation of learning process. Having a physical prototype helps us see where things go wrong and gives us something to look at when we connect with peers and to obtain direct feedback from materials when things go wrong. Tinkering gives the best result when combined with art, science and technology and thus, we can produce new and unconventional ideas”.

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Technology is believed to replace teachers and schools but

Teachers will become more important



Figen ATALAY

The innovations and development in education were discussed in 4th International Nirun Şahingiray Education Forum organized by the Educational Volunteers Foundation of Turkey (TEGV) to honor the name and memory of Nirun Şahingiray who passed away in 2008 and donated his inheritance to the foundation.

Oktay Özinci, CEO, made an opening speech in the Forum and said "We are passing through a game-changer time. Now, we don't play the game as we know it. Since last year, not only the students have been learning but also teachers, parents, even the family elders like me. The faster we focus on the new normal, the more we will succeed".

Sait Tosyalı, Managing Director, TEGV also expressed that all educational contents have been migrated to digital platform during that time and added "We managed to meet with around 10k children all across Turkey. We also observed that technological deficits particularly in village schools inhibited the proper delivery of education. Conducted in collaboration with Arçelik and the Association of Former Members of Arçelik, our 'New World' campaign has provided more than 2,200 children with tablets until now".

Technology instead of teacher?

Vikas Pota, education expert, described the post-pandemic education: "Many people believe that technology will replace teachers and schools yet I find it hard to believe. I organized the world's biggest education conference last year and witnessed that teachers will have to contribute more and more to minimize loss of learning in steering the way to new normal. However, as a result of our experiences, I do believe that the teacher's role will become more prominent" and highlighted that teaching requires a substantial level of intellectual knowhow and is the most significant profession and policymakers should be engaged in enhancing the value of this profession.



OPINIONS FROM FORUM:

- Educators should have a better command of technology and steer their technology projects by manifesting the real needs in education.
- Ecosystems that develop socio-emotional skills should be created at schools; native language, ecological, critical, scientific and emotional literacy should be targeted.
- Artificial intelligence should be maintained to strengthen individual learning experiences while giving room to teachers and students at schools for community formation, creative learning, communicating, and value creation.



Oktay Özinci, TEGV CEO: "The faster we focus on the new normal, the more we will succeed".

NOT 'KNOWING' BUT COOPERATING

Educator Ryan Jenkins, organizer of "tinkering workshops" around the world and speaker of "Creative Learning" at the forum, answered our questions:

- What do you think about the future of education? What should be understood about digitalization in education? What kind of changes in education should students and parents expect in the future?

Education in future will be about cooperating rather than "knowing", discovering new ideas and acquiring skills to link between current information. Education will reflect study models with open cooperation and fun experiences and different approaches to the real world as tapped into by scientists, engineers and artists.

- What is the most important problem in education systems in your opinion? What should be done for a fair and equal education?

The most important problem in education is our failure to see children as active participants in their own learning processes. Our education system does not always encourage questioning, erring, having fun and playing with materials and tools, which are the vital elements of a learning process.

In general, exams and standards put those students with ordinary backgrounds at a disadvantage. All students should be treated with respect and trust, teachers should be offered more flexibility in adapting to any growing situations in classrooms and exams and standards should be less important to become more equitable and equal.

- What is the tinkering method (learning through tinkering, trial and error)? How does it support 21st century skills?

Tinkering is a learning approach that values own curiosities, ideas and experiments of students and teachers as a driving process and help them understand the links.

When we tinker, we establish connections based upon past experiences, personal fields of interest and



Ryan Jenkins

people and things that we see in the real world. Tinkering relies upon working with real materials and creating physical prototypes because we learn better when we create a concrete representation of learning process. Tinkering gives the best result when combined with art, science and technology (and many other subjects) and gives us the opportunity to produce new and extraordinary ideas. Tinkering something has always a component of play and playfulness that allows students and teachers take risks, try new things, cooperate with others and go beyond the existing mindset level. Tinkering offers a context to play with, cooperate with and try developing technologies. Tinkering feels confident to grasp the workings of the universe.

- What would you like to tell to Turkish educators who intend to try such approach? I would like to encourage Turkish educators to fine-tune their teaching approaches in a way to support more play, cooperation and experiment. I can also recommend them to expand their

learning objectives to include scientific and artistic applications (questioning, testing the ideas and correcting the mistakes) and socio-emotional learning (confidence, pride, collaboration skills and deep investment in projects). Here, I would like to invite all educators to correct their pedagogic approaches while sharing, revising and growing others' ideas.



"I took the first step in voluntariness as a Beykoz TEGV volunteer. Heartfelt thanks to the entire team. I have learnt and still learn a lot from you. This forum is a living proof that the seeds planted by precious Suna Kırac have now blossomed into deep-seated trees, yielding fruits. I would like to sincerely thank you and declare my willingness to act as a more active volunteer. Sincere regards".

REMOTE PLAYS WITH YAVUZ SAMUR

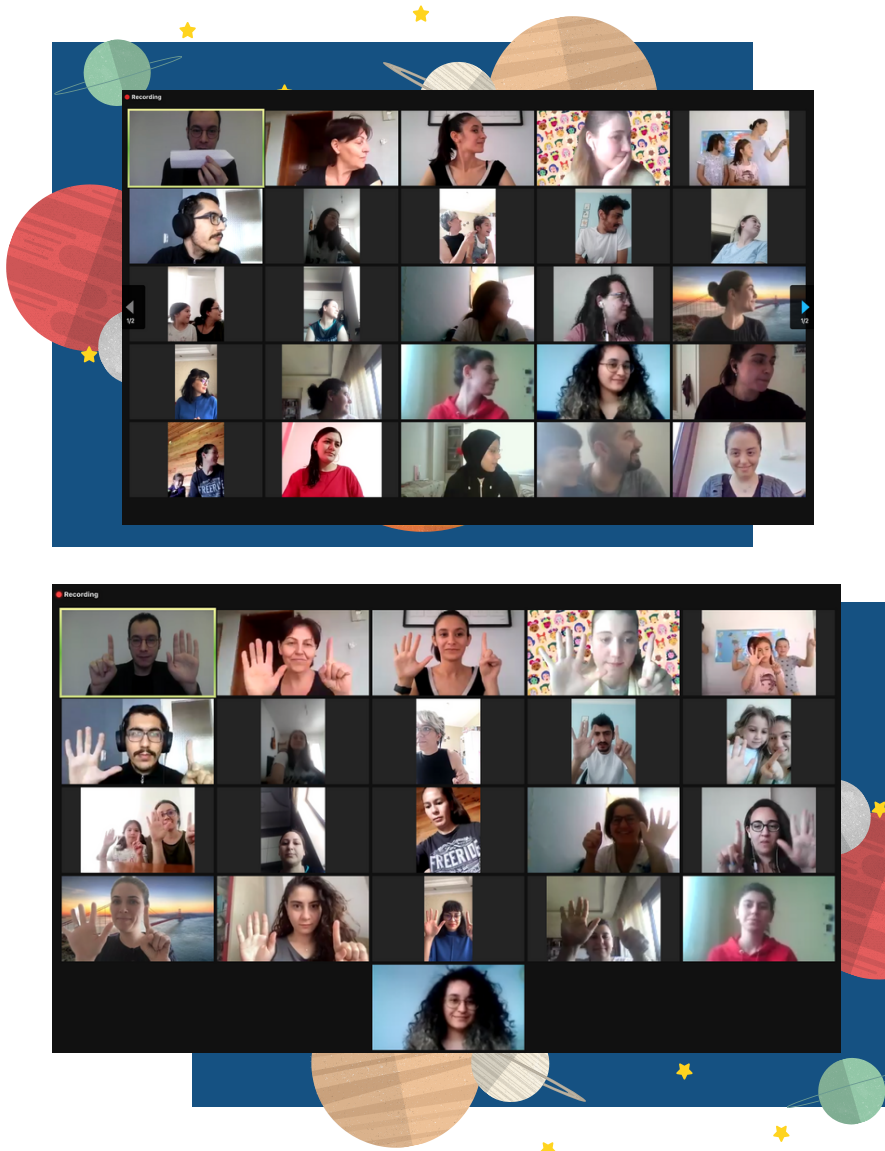
Dr. Yavuz Samur

Vice Dean, Faculty of Education, Bahçeşehir University

Dr. Yavuz Samur, Vice Dean and Head of CEIT Department, Bahçeşehir University, gave a magic touch to the panel with highly enjoyable games played with the attendants as a response to naysayers to play in remote education. Everyone, young and old alike, joined to game to restore their energies.



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Alp Köksal

Director, Khan
Academy, Turkey
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**Prof. Dr. Şirin
Karadeniz**

Rector,
Bahçeşehir University
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Hakan Umutlu

Educator, VP
Enka Schools
Twitter LinkedIn



**Dr. Işıl Boy
Ergül**

Educator, ETZ, Teacher
X Founder
Twitter Instagram LinkedIn



**Dr. Yavuz
Samur**

Vice Dean and
Head of CEIT
Department,
Bahçeşehir
University

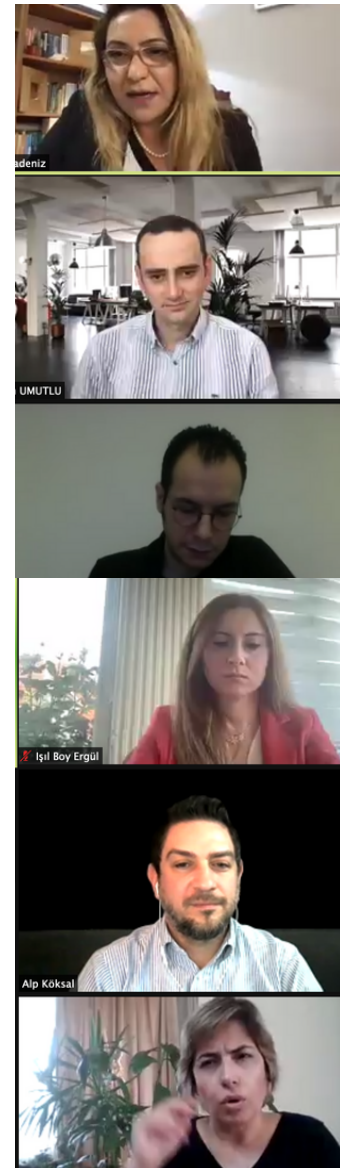
TEGV | 13

WE TALKED ABOUT THE TODAY AND TOMORROW OF LEARNING AND TECHNOLOGY MODERATED BY ALP KÖKSAL

In this panel, we sought answers to where in the change we are and we should be exactly, and what we should be aware of during this journey along with the most esteemed educators. Alp Köksal compiled a summary of topics, opinions of panelists and his own ideas for us. You will find below a brief summary, article in full and links to panel video:

We access and consume information faster in our technology-accelerated lives; as a result, our learning culture undergoes a substantial transformation. While new education technologies and individualized learning sources spread far and wide, we go through a design-driven process to merge all these tools in a holistic way to create advantages for education. In order to control this process properly, we must admit in the first place: Technology is a standalone tool and just a part of the change. Technology may create permanent value for education only if used for intended purposes within a correct learning design.

- The most important component for a changing learning design is not technological tools but sharing, cooperation and production between people and organizations.
- "Education is not preparation for life; education is life itself." John Dewey
- "A school is not only a building surrounded by walls with a roof on top. Anywhere with learning, with knowledge is a school". Mahmut Hoca (Münir Özkul)
- "The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves". Paulo Freire
- Students and Parents are "At the Heart of" the Change.
- Does future lie in hybrid education? "If we fail to convene all stakeholders of education to design a hybrid education experience in its fullest sense, we will not be able to go beyond traditional structures delivering hybrid lessons".
- **Final Word: Lifelong Learning.**



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**Dr. Mine Göl
Güven**

Teaching Fellow,
Faculty of Education
Boğaziçi University



Barış Sarısoy

Academic Coordinator,
YÖM Schools



Cavit Yeşildağ

Social Pedagogue
KODA Education
Consultant



Melda Akbaş

Child Rights
Employee



Ebru Dicle

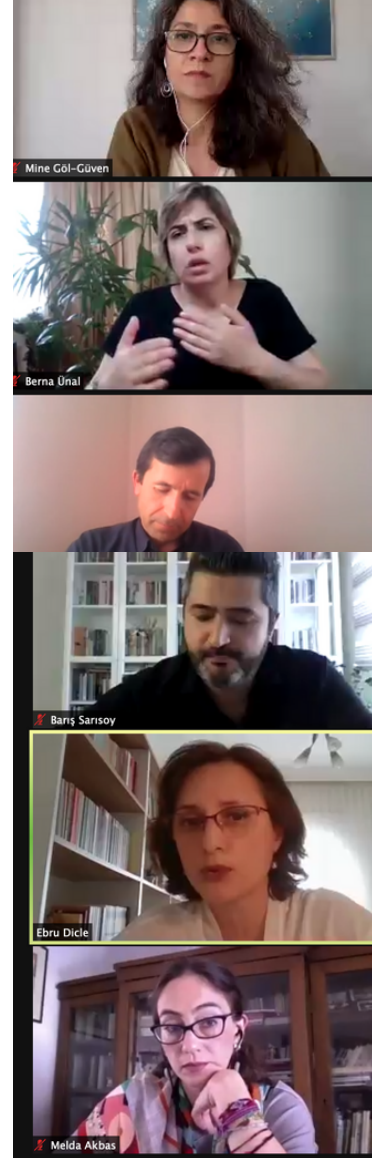
Secretary General,
TÜSIAD



WE DISCUSSED SOCIO-EMOTIONAL LEARNING MODERATED BY DR. MINE GÖL GÜVEN.

We heard from our esteemed educators about the importance of Socio-emotional Learning for all ages from childhood to adulthood. Our moderator Dr. Mine Göl Güven mentioned about the theoretical and conceptual infrastructure of social and emotional learning and presented data about schools in her opening speech. She was followed by Melda Akbaş who explained us the correlation between child involvement and Socio-emotional Learning (SAL). Mr. Cavit Yeşildağ referred to the new SAL program developed by KODA and its planned applications.

Barış Sarısoy explained why SAL is important and its practices at YÖM schools. Ebru Dicle underlined the most preferred SAL skills in business world and why SAL skills are important.



Scan the code or click to play
program video

Organized for the 4th time this year, the forum consisted of 14 parallel sessions hosting 21 talented experts and educators addressing the most significant matters of 21st century in parallel presentations and workshops in active participation of attendants.



DAY 1

Processes and Principles for Producing Digital Games in Education

Digital games have taken hold of everyone at any age for the last decade. Despite the fact that we do well know the pedagogic benefits and motivation-boosting effects of games, whether physical or digital, we as educators do not make our presences felt much in production processes of especially digital games. We shared with educators the production process of the second version of digital coding game that we produced in partnership with Bahçeşehir University BUG LAB and supports by

Google.org. After a briefing about game developing and gamification in Turkey, it was discussed that the priorities in developing a game from scratch were identifying the target group, acquisitions and purpose, and scripting and gamification editing. Challenges experienced in game developing, solutions produced for such challenges and testing and revision processes were also addressed. It was also explained why new chapters to the previous Algo Digital game were introduced and the distinguishing features of the game. Attendants remained interested and curious about the topic throughout the workshop.

DAY 1

21st century skills turns the old school upside down

Since the pandemic unleashed the unignorable importance of 21st century skills, we discussed in general about the role of teacher in this new era and how they will be included in learning processes of children.

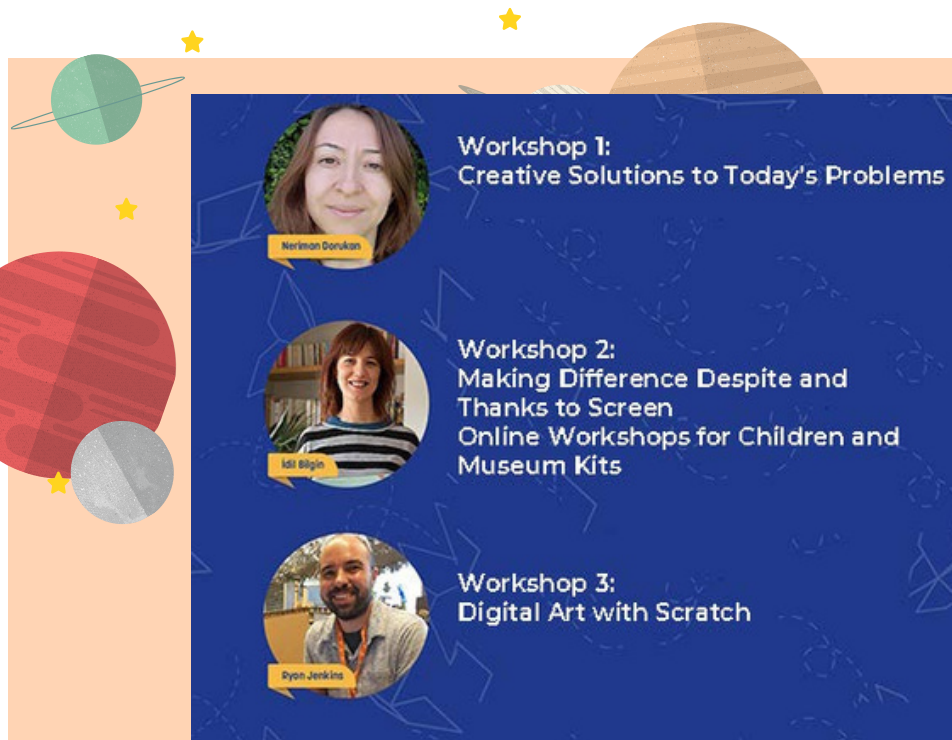
Both the teachers Sue consulted before the workshop and the teachers who attended our workshop confirmed that the ability of children to use technological tools, to establish fast and open communication and to cooperate was highly advanced. For example, some teachers told that while they were anxious about communicating with children and managing the class through a technological tool on the first days of pandemic with distance education, children mostly cared about meeting with their friends instead of how or where they communicated with their friends or teachers. Teachers also mentioned that students had supported even encouraged them for using virtual classroom tools and web 2.0 tools.

Both speakers and attending teachers in the workshop agreed that in the new world the teachers had to switch from being a person who actively tells something to a position where children get actively involved in their own learning processes. Again, all attendants concurred that the teachers should not leave their positions as a person who trusts, gives room and shows tenderness to the child. [Click here for Verrisimo Toste's blog post.](#)

Social Emotional Skills and Reflections on Learning Environment:

It was underlined that while certain values such as disidentification, egocentrism, and financial priorities increase in the new age, other values such as empathy, cooperation, accountability decrease, demonstrating how important it is to develop socio-emotional skills for the benefit of society. It was also mentioned that socio-emotional learning not only leads to positive effects on academic achievement it also brings along emotional resistance, empathy, cooperation, sympathy, problem solving, cognitive curiosity and many other positive effects.

Research in 2017 manifests that social and emotional skills can be learnt and improved. All attending educators also emphasized the importance of this matter at every opportunity.



DAY 2

Workshop on Creative Solutions to Today's Problems

Workshop on Creative Solutions to Today's Problems aimed at improving the skills of a teacher, who meets a new methodology, to develop learner-centered solutions, to involve different stakeholders into solution process, to produce ideas, to prototype and to test.

Attending teachers had the chance to observe solution offers that had been tested with more than 1000 students across different schools and to apply the same during school term. Group work helped them to produce solutions in tandem with the teachers at different perspectives, branches and grades.

Digital Art with Scratch:

This workshop helped us discover the paths to creating digital art at our homes by using the video detection function of Scratch programming language.

Attendants experienced producing artistic forms on Scratch platform in practice. During this workshop that attracted great deal of attention from all attendants, whether experienced or not, variant ideas were shared for starting points towards discovering digital art and the ways to integrate such projects into the classroom were brainstormed.

DAY 2

Online Workshops for Children and Museum Kits

“Training on Emotion-Focused Conservation of Cultural Heritage” is a methodology that is edited by the educator himself and that emphasizes the importance of games and creation of emotions for permanent learning. In the applied section of this workshop, Bilgin addressed the children’s books/kits written based upon this methodology and children’s workshops she had edited.

Idil Bilgin explained how to adapt these works online that use interdisciplinary and object-focused gamification applications and shared model practices from online children’s workshops that she created based upon such awareness and the activities included in virtual museum kits with educators. The workshop sought answers to the following questions: Is it possible to learn “tactually” online?

Can we create an emotion, experience and sense-focused learning environment that children actively participate on screen? How can we gamify a concept such as cultural heritage which is a bit distant and abstract for children even under normal conditions despite the screens between us? Can interactive museum kits transform virtual museum tours to richer experiences?

To answer these questions, attendants sat on students’ “chairs” and played digital games to create Museum Training Kit contents with an Emotion-Focused Methodology. [Click here for Idil Bilgin’s blog post.](#)



DAY 3

Free Workshop: Project Based Learning Approach

Free Workshop is a flexible programme specifically developed for TEGV by Defne Yabaş to help the children and volunteers execute specific theme-based projects in small cohorts.

In this programme, children and volunteers develop projects on certain issues or needs and work on creative project outputs. Project-based learning offers flexibility both to children and facilitators working with children. Such flexibility enables free working on projects that contain new ideas through the use of various learning and working methods. Project based learning relies on upskilling and producing and applying new ideas rather than learning subject and thus, offers learners the opportunities of various learning experiences and self-development.

In this workshop, it was addressed that project-based learning in creation of a flexible learning environment that offers children the opportunities to develop their 21st century skills with Free Workshop Programme is effective both as a learning process to guideline children and for offering learning activities where many top-level skills are in place.

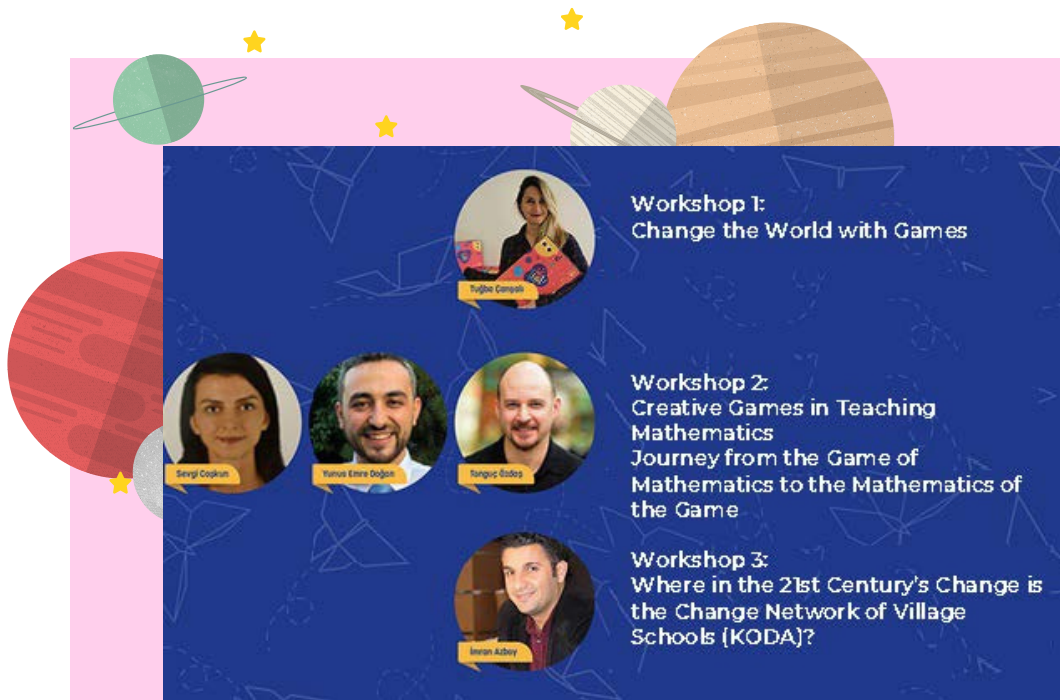
DAY 3

STEM WORKSHOP

STEM integration framework was explained to our teachers who attended the Online STEM Education and Application Examples Workshop held on May 26, 2021, Thursday and how to adapt this model to online activities was informed. Then attendants used an engineering design process to find solutions to a daily life problem.

Imagining they were engineers our attendants designed a vehicle that can use both access ways and produced a prototype of that vehicle with the materials at hand as they were students. They mentioned how pleasant it was to learn while experiencing the processes of scientific thinking. [Click here for the presentation of this workshop.](#)

Ayşegül İskender - RahşanTekinarslan



DAY 4

Change the World with Games:

Learning is a concept as vital as food and drink in this everchanging and evolving world. Learning Designs tell “Learning is Fun” and add: “It is never too late to have fun or to learn”. The reason for creating Learning Designs, which project creative, innovative games and learning programs that make learning easier and more fun, is to demonstrate that learning and education can be more effective and fun with games and to support those interested in designing qualified trainings.

Change the World with Games Workshop enabled individuals working in the field of training to interactively organize their domains with the power of game, to infuse game into the lesson and to make it a tool and to experience programming in a way to change the game in the process. Shaped with certain methodologies such as experiential learning, game-based learning, people-oriented design, the workshop aimed at helping attendants reconfigure their own processes.

DAY 4

Creative Games in Mathematics Education: A Journey from the Game of Mathematics to the Mathematics of the Game

In this workshop, three esteemed Mathematics teachers offered an experience to attendants on how to prepare effective and extraordinary mathematics lesson activities with readily available materials through effective and creative games. In this presentation, they shared how to infuse their experiences gained in previous “Destination Imagination” activities into the classroom. They also demonstrated how to use unusual training materials in teaching mathematics with materials that can be found at any construction markets and shared their experiences with the attendants while examining the scopes of applications together. [Click here for a nice and warm blog post written by the creation team of TEGV’s distance educations.](#)

Where in the 21st Century’s Change is the Change Network of Village Schools?

Imran Azboy, teacher of a village school included in the teacher network of KODA and the Principal of Pembevıran Primary School in Diyarbakır-Çınar, shared in this workshop the unorthodox journey of change in the school. Working with the KODA family for 2 years, Azboy demonstrated not only the physical magnitude of change in Pembevıran school but also the radical change in children and the ecosystem of school with the doors opening wide to game-based learning.



DAY 5

Less is More: The Anatomy of Digital Transformation in Learning Environments

“Good design is as little design as possible”
Dieter Rams

In these times when we suddenly prelude to learning environments, “Learning Experience Design” takes the center stage.

Hakan Atas and R. Yalin Güçkiran addressed digital transformation in our workshop while discussing the properties of the **Best Practices in Distance Education** and sustainability, interaction and feedback in selecting digital tools.



I

Digital tools that our attendants may use in education environments were demonstrated. It was also explained the uses and the usages areas of Google For Education, Smart Learning Suite, Wordwall, Google Jamboard. Together with the attendants, we searched for an answer to this question: “What are the main factors that make a successful transformation of learning environments in your opinion?” Our attendants shared their feedbacks on Padlet application during group works. The second part of the workshop addressed blended learning models while mentioning about its practices around the world. After a pleasant and jam-packed workshop, attendants became rejuvenated and strengthened. **[Click here for the presentation of this workshop.](#)**

Circle of Philosophy

In this workshop executed by Esin Ekinci and Gülnaz Bekar, Philosophy for Children- P4C method was introduced with case studies. Developed by Matthew Lipman and Ann Sharp, this pedagogy helps children develop certain skills such as reasoning, concept formation, making connections, presumptive thinking, listening to others, expressing their ideas bravely without making them personal, and patience, self-confidence and self-esteem.

The workshop analyzed which skills are supported by philosophical inquiry, its stages and important steps to take into consideration. The Pit of Inquiry offered the attendants an experience of debate with children in moments of pleasure. This 2-hour workshop attracted a broad participation. It is safe to say that children’s interest in philosophy ranged up with this workshop which was completed after sharing the sources.

Did Special Requirements of the Children and Youth in 21st Century Change?

Lockdowns at schools due to pandemic afflicted all of us with a challenging experience with children resuming their educations at home. During this period, they had to receive their educations at their homes instead of schools, classrooms and schoolyards. The children, who used to learn in the same classroom, run and play across the same yard during recesses with their classmates, now have to resume their education with less movement and less peer communication at home.

In this workshop, we addressed the requirements of children and youngsters with special needs in this period while we have been thinking about and producing and improving solutions since the very beginning of the pandemic. We talked to realize such needs and to understand each other. Mostly attended by students, this workshop helped us exchange our experiences.



WHAT ELSE HAPPENED AT THE FORUM?

SHARED THE WORKS OF TEGV DURING PANDEMIC

We would not risk remaining separate from parents, children and volunteers. Especially not when our support is needed the most more than ever around the country... We infused distance education into our education model and developed special education programs for distance education. We established an integrated system of information and education. We reinforced our infrastructure and systems with added developments that we have been in need of for many years. We provided 30k hours of educational support to 15000 children. We delivered tablets to children all around Turkey and enabled them benefit from both school programs and TEGV programs.

HEARD ABOUT THE CHANGE FROM THE PERSPECTIVE OF TURKISH CIVIL SOCIETY ASSIGNED IN THE FIELD OF EDUCATION

Mother-Child Education Foundation (AÇEV), Argüden Academy, Darüşşafaka Educational Institutions, Another School is Possible Association (BBOM), Science Heroes, İstanbul Bilgi University Children's Studies Unit, Experiential Training Center (DEM), Maya Foundation Balat Children and Youth Center, Teachers Network, Teachers Academy Foundation (ÖRAV), Sulukule Volunteers Association, Tarlabası Community Center, Tohum Autism Foundation, Deniz Temiz Association Turmepa" declared that "change has never been so real" and shared the changes due to pandemic and told about their activities to contribute to volunteers, children and other stakeholders, while shedding light on the change and transformation in NGO world and in the field.

We would like to thank them for their added values to civil society in Turkey and to our panel on behalf of the entire Turkish society.



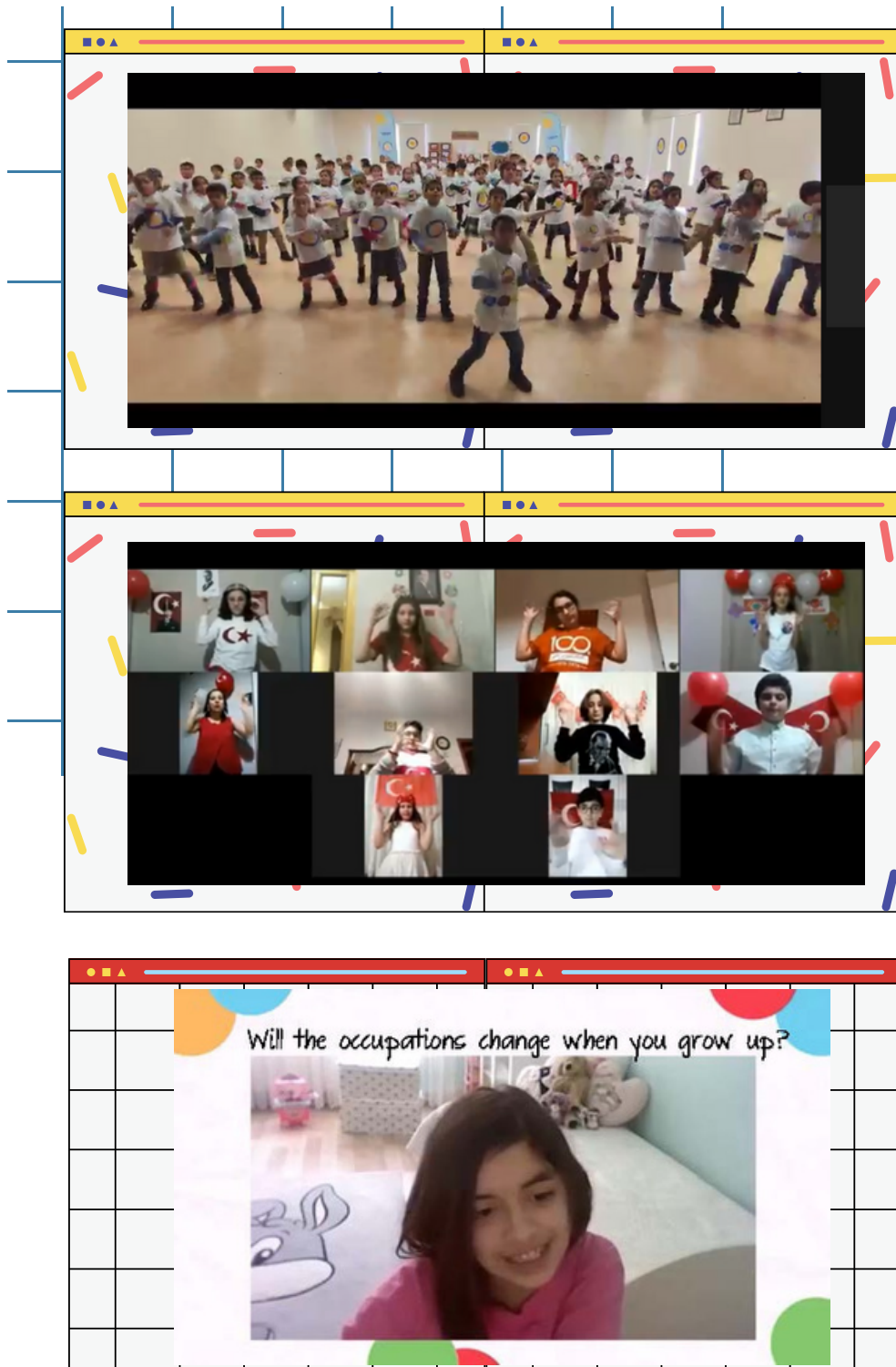
CLICK TO REVIEW OUR BRIEF VIDEO OF MANY OTHER ACHIEVEMENTS



CLICK TO PLAY VIDEO

SMILED WATCHING THE COLORFUL WORLDS, DANCES AND VIDEO CLIPS OF CHILDREN AT TEGV. WATCH THE VIDEO FOR A SMILE :)

The never-ending love and devotion of our Education Volunteers bundles all our children around Turkey into love and care; while encouraging them to find their emotions, values and rights, we are doing our best to make them discover their exclusive and creative essences with games and joy... Children are actually the most sophisticated version of human kind. To understand this, we must watch them and let them speak...



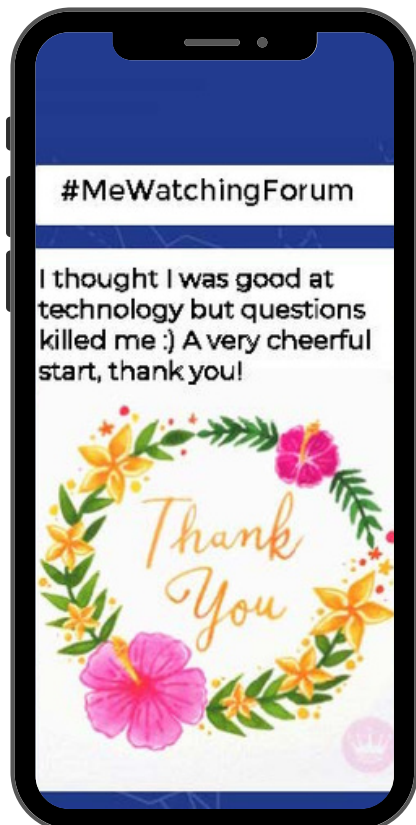
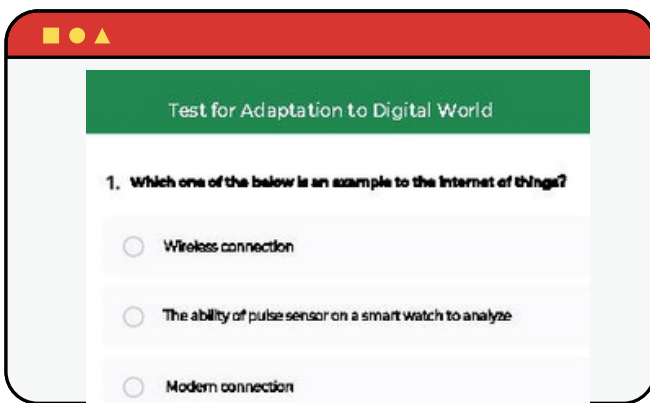


HOW WELL HAVE WE ADAPTED TO DIGITAL WORLD?

The performance of attendants in our highly interesting test for adaptation to digital world was quite high. You can also test yourself.

Answers:

1)b 2)d 3)d 4)b 5)c 6)b 7)c 8)b 9)c 10)d 11)c



1. Which one of the below is an example to the Internet of Things?

- a) Wireless connection
- b) The ability of pulse sensor on a smart watch to analyze
- c) Modem connection

2. Which one of the below is not a platform for children to develop AI projects?

- A. Google Teachable Machine
- B. Machine Learning for Kids
- C. Google MixLab
- D. AlphaGo
- E. Scratch

3. Which one of the below does not leave a digital footprint?

- A. Creating accounts on webpages
- B. Shopping online
- C. Using social media
- D. Walking on the snow with smart phone in our hand

4. Which one of the below is a feature of AI used today?

- a) It is conscious
- b) It learns what taught
- c) It is ambitious

5. A 3D printer cannot make:

- a) Food
- b) Construction
- c) Live plant
- d) Prosthesis

6. Which one of the below is not a type of AI?

- a) Narrow
- b) Special
- c) Super
- d) General

7. Which one of the below is not a type of coding?

- A) block-based coding
- B) text-based coding
- C) x-based coding

8. Which one of the below is deep learning?

- a) Growing soilless strawberries
- b) Driverless cars
- c) Crypto money

9. What is called the fear of being detached from mobile phone connectivity.

- a) Monophobia
- b) globophobia
- c) nomophobia
- d) technophobia

10. What is digital citizenship?

- a) To browse IG stories every 5 minutes
- b) To use DM instead of phone
- c) To use e-government
- d) To use information technologies in a safe, ethical and critical way

11. Digital citizenship does not cover:

- a) Digital Law
- b) Digital Health
- c) Digital Game
- d) Digital Literacy

1)b 2)d 3)d 4)b 5)c 6)b 7)c 8)b 9)c 10)d 11)c



FEEDBACK FROM OUR ATTENDEES



Thanks for your efforts. The program was quite exhaustive and effective. Panel was substantial to every field and subject. I look forward to the next panel.



A seminar elaboratively planned, exceptionally wonderful, evoking vigorous efforts. Thanks for your efforts, so glad I have you.



I hope these educational studies to improve teachers and expand their horizons will always be in your agenda so that we can benefit. Thanks a lot.



The panel was brilliant and informative. It was never boring, and I learnt a lot and it made me prepare a list for future sources.



It was a very useful day. I cannot wait to write down my starred anecdotes on my book of changes, which I believe will contribute substantially to my professional life... THANK YOU TEGV



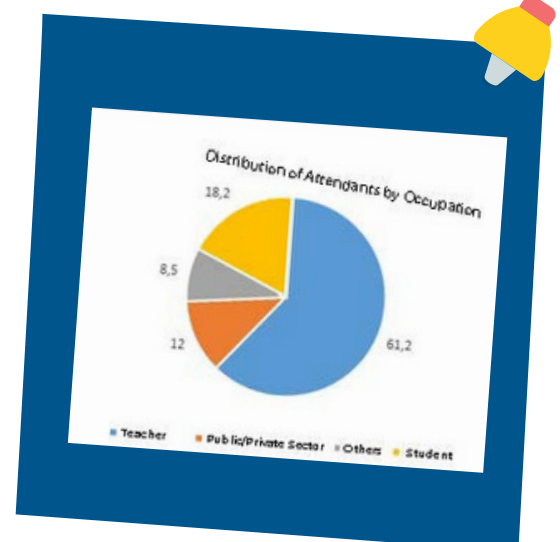
It was nice seeing all speakers in that moment with great efforts and devotion. And you also involved us in until that hour. I can't thank you enough. I wish you get rewarded for your efforts.



Thank you very much for this organization, which has been effective, exhaustive, informative and innovative due to changes in post-pandemic education. We had the chance to meet with many precious educators on the same day. Thank you again for your efforts.

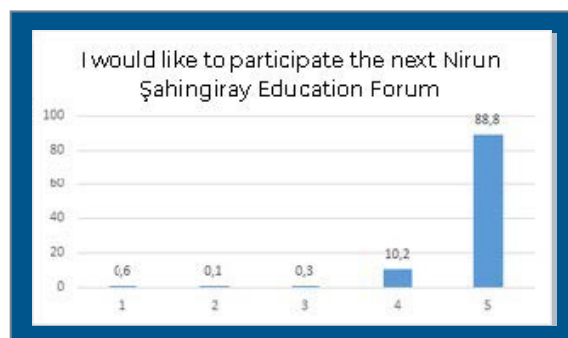
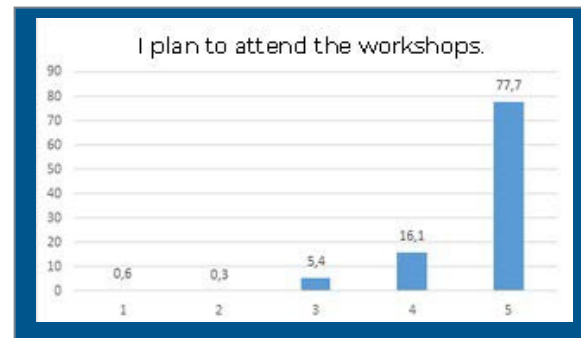
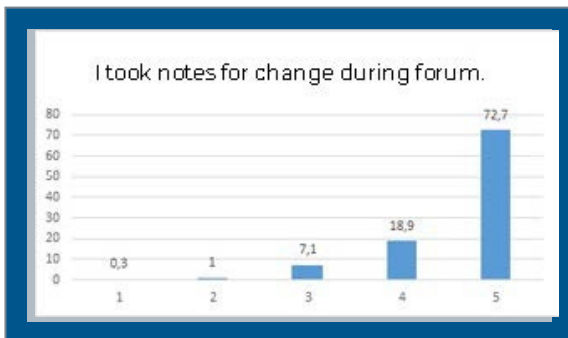
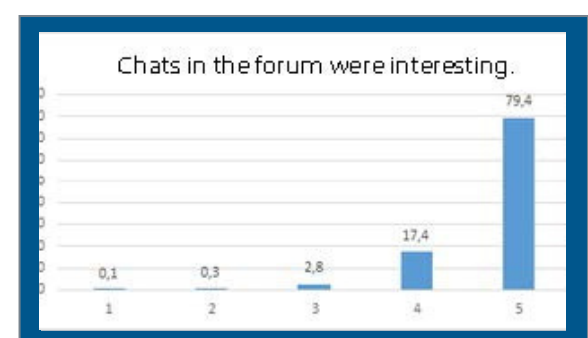
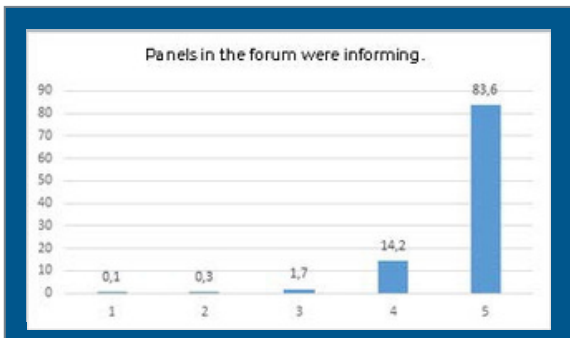
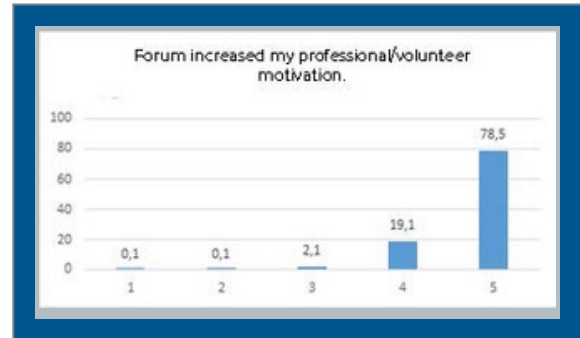
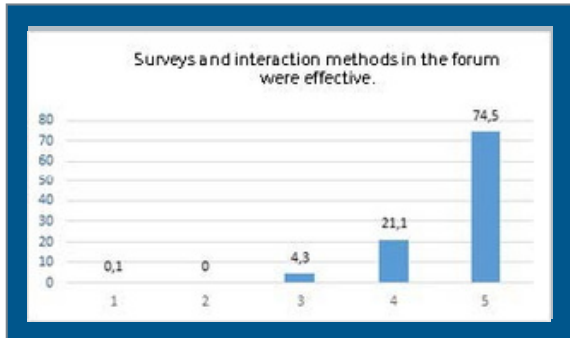


I am a TEGV volunteer for 20 years during when I had inactive times. And when I join in such nice and jam-packed activities, I can't stop thinking about what I have missed during my inactive times. Thank you for efforts and devotion. So glad to be a TEGV volunteer.



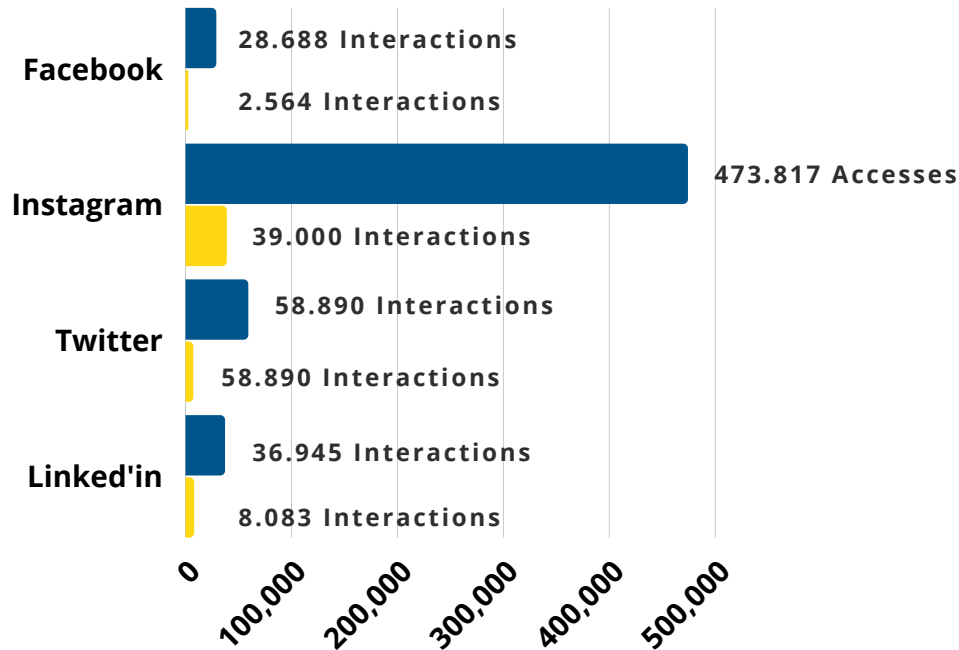


**97 %
RATE OF
SATISFACTION**
(TOP 2 BOXES)

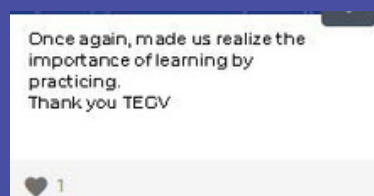
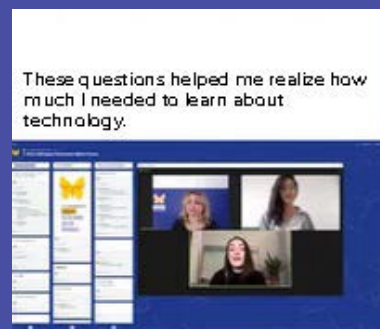
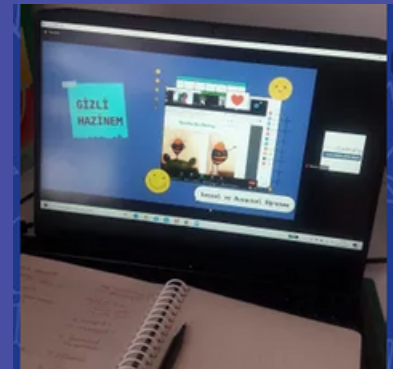
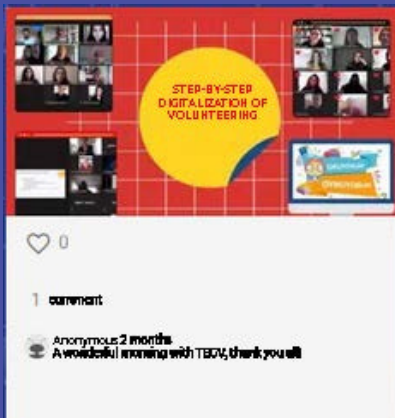


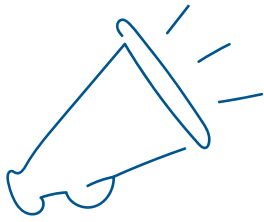


SOCIAL MEDIA ACCESS & INTERACTION NUMBERS



PADLET POSTS DURING FORUM





CONCLUSIONS AND TEGV'S INSIGHTS ON TRANSFORMATION IN EDUCATION

While the children and the young suffer from social, emotional, physical and academic loss during the pandemic, access to qualified education and to internet and tools required for distance education has deepened the divide before equal opportunities in education. Distance education, hybrid education, synchronous and asynchronous learning, e-learning, video conference tools, learning management systems have now become the most frequently discussed topics in our lives. This change stroke in harshly and rapidly. However, this experience was just a precursor of a change or alteration in education. The biggest acquisition of pandemic for education world is the fact that we can remove education outside the bricks and mortars of school.

Groundbreaking technologies for meaningful learning and effective learning experiences and for instructional designs are not yet fully shaped, and linking these experiences solely to new technologies is not correct at all. While new technologies bring innovations to our lives as supplementary to "learning", the scopes that need to be globally improved are suggested as follows in 4th Nirun Şahingiray International Education Forum.

1) It is not possible to talk about a technologically driven sustainable education system and a learning ecosystem that allows gaining 21st century skills with cooperation and creativity in the foreground without eliminating the inequalities in access to technology.

2) The mindset of "creative, experiential and scientific learning" should be expanded across the entire community so that the children can produce original, useful ideas while gaining meaningful and permanent learning experiences. Family and society should experience new learning methods so that they can adapt to the change with their children as "lifelong learners".

3) AI-supported applications offer various opportunities such as skill development, expediting learning, fast and instant feedbacking, assessment and evaluation design and practicing its application. AI applications are also valuable for their abilities to detail and facilitate researches about "learning". Digital learning assistants will provide a different kind of learning experience. However, the studies and expert opinions in this field emphasize that social and emotional learning and supporting peer learning is highly critical to the development of children and the young and it is not possible to make this happen only through digital means. Therefore, educators need to know this technology better in order to make the best of artificial intelligence for education and become active members of development teams in this field.

4)Pandemic revealed how important the teachers and school ecosystems are for the academic statuses of children and the young as well as their social and emotional well-beings. We also witnessed that teachers must maintain lifelong learning through innovative technologies and learning methods and become intellectually more flexible and equipped than ever. We believe that the profession of teaching must be credited and reconsidered in all seriousness by decision-makers to have such well-equipped educators.

5)Field studies manifest that practicing Socio-emotional Learning at schools creates an increase mainly in academic achievement. Supported SAL leads to progresses and increases in wellbeing, self-esteem and self-efficacy, responsible decision making, constructive resolution of conflicts, belonging and attendance to school, endurance and cooperation and sharing in children and the young while aggression and violence, tentation, early age sexual experience, use of drugs and alcohol, the feeling of unworthiness, truancy, dropout, bullying and cyber bullying, disciplinary penalties and stress and anxiety decrease. We need to ensure systematic application of socio-emotional learning curriculum in order to create a positive school climate and to gain a cooperative working culture, to respect for diversity and to gain several 21st century skills and values in Turkey.

6)Education is rapidly globalizing along with technology. Attendance of teachers to international communities, international conferences and trainings and seminars at international standards will help them improve their occupational qualifications, motivation and self-esteem.

4th International Nirun Şahingiray Education Forum, organized by the Educational Volunteers Foundation of Turkey (TEGV) to honor the name and memory of Nirun Şahingiray who passed away in 2008, has become a platform where the innovations and development in education are discussed. The Education Forum discussed the learning culture changing in 21st century.



What SHOULD BE THE PARAMETERS for the NEW EDUCATION SYSTEM

Okay Özinci, CEO of TEGV, made an opening speech for the forum that is organized online due to the pandemic. Özinci expressed his pleasure to see on screen hundreds of people, who have set their hearts on education, and mentioned about the importance of equal opportunities in education adding: "In the forthcoming months, the governments, educators, non-society organizations like us, will need to join hands and work harder to wipe out the negative influences of pandemic. As a Foundation operating in the field of education, it is an integral part of our vision to keep ourselves up-to-date with the latest developments and innovations."

DISTANCE EDUCATION TO 10K CHILDREN, AND TABLETS TO MORE THAN 2K CHILDREN

Sait Tosyalı, Managing Director of TEGV said "We intended to see the pandemic as a seeding time rather than a chaos" and continued: "During this period, we have always reflected upon how to do better. We have been in touch with our children at all times. We migrated all our educational contents

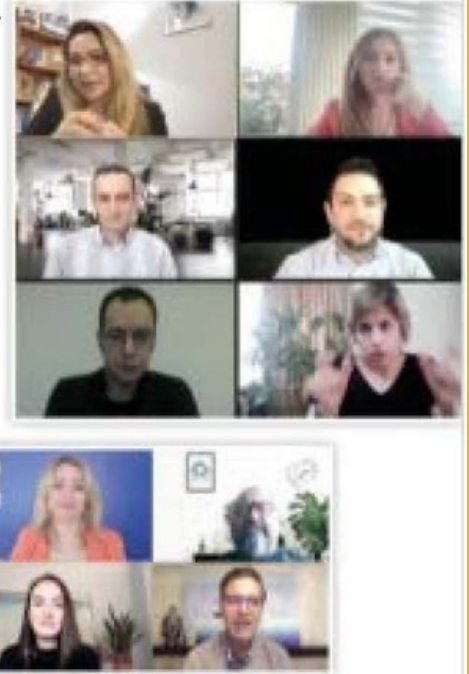
to digital platform and switched to Distance Education on October 27. We managed to meet with around 10k children all across Turkey. We also observed that technological deficits particularly in village schools inhibited the proper delivery of education. Conducted in collaboration with Arçelik and the Association of Former Members of Arçelik, our 'New World' campaign has provided more than 2.200 children with tablets until now".

WILL TEACHERS BE REPLACED BY TECHNOLOGY?

Vikas Pota, one of the most reputed names in education worldwide, talked about post-pandemic education: "Many people believe that technology will replace teachers and schools yet I find it hard to believe. I organized the world's biggest education conference last year and witnessed that teachers will have to contribute more and more to minimize loss of learning

in steering the way to new normal. However, as a result of our experiences, I do believe that the teacher's role will become more prominent" and highlighted that teaching requires a substantial level of intellectual knowhow and is the most significant profession and policymakers should be engaged in enhancing the value of this profession.

Jim Larimore, RIIDLab's Chief Officer for Equality in Learning, presented a speech on 'Equal Opportunities in Education: Can AI be the Solution?' In his speech, Jim Larimore said: I think diversity, equality and ethics are centrally important to the use of artificial intelligence technology. COVID-19 outbreak, which has led the shutdown of schools across the planet, called the people's attention to equality in education. Equality is a problem in education in each and every region worldwide. Even if skills and potentials are spread equally across the world population, the opportunity to improve such skills and potentials is not so.



In general, high household incomes and priorities increase the possibility to possess in-school and out-of-school assistances that a youngster needs in order to learn and improve and therefore, low household income and poverty reduces such possibility" and shared his ideas about how AI may help solving the equality issue in education. Ryan Jenkins, the cofounder and leading trainer of Wonderful Idea Company, a creative design studio that develops sources to support art, science and technology discoveries through "tinkering" (generation of a product through tinkering and trial-error method) seated in San Francisco, shared his experiences from his travels to different museums, schools and creative areas across the world to lead tinkering workshops. Jenkins said: "Tinkering is a learning approach focused on self-discovery of our very own ideas. Tinkering is based upon working with real materials and creating physical prototypes because we believe that we can learn better if we have a concrete representation of learning process. Having a physical prototype helps us see where things go wrong and gives us something to look at when we connect with peers and to obtain direct feedback from materials when things go wrong. Tinkering gives the best result when combined with art, science and technology and thus, we can produce new and unconventional ideas". Dr. Yavuz Samur, Vice Dean and Head of CEIT Department, Bahçeşehir University, gave a magic touch to the panel with highly enjoyable games played with the attendants as a response to naysayers to play in remote education. Having served as an educator and education executive for more than 20 years, Kayhan Karlı said in his speech: "We should raise our children with 3 ever-present

competencies until the age of 10. These three ever-present competencies are: native language literacy, critical literacy and mathematic literacy. All these topics should be primarily addressed by parents and educators. Another ever-present competency should be added at the age of 10-14: science literacy. If we want our children to solve problems, then we have to equip them with these types of literacies. On top of that, our children must know that they are a part of the nature not its master due to the changing world order. We need to improve ecological awareness and use technology as a means of our ever-present competencies". Banu Soyak, Head of Marketing & Communications at Lenovo, delivered a presentation on 'Artificial Intelligence & Future'. The most interesting topics of the presentation were physical and software robots as today's AI technologies, speech recognition, image and face recognition, machine learning and deep learning. Soyak also gave information about the uses of artificial intelligence in healthcare, agriculture, retailing, education, automotive and logistics and suggested that the core material and the most important component of AI is 'data' and the most brilliant profession of the future would be data analysis. Within the scope of 4th International Nirun Şahingiray Education Forum, two panels were organized under topics "Learning and Technology: Where Are We? Where Should We Be? What Should We Care?" and Socioemotional Learning: Requirements, Scope and Applications".

Alp Köksal, Managing Director of Khan Academy, moderated the panel titled "Learning and Technology, Where are We? Where Should We Be? What Should We Care?". Köksal reminded of the legendary lines of the movie Hababam Sınıfı quoting "A school is not only a building surrounded by walls with a roof on top. Anywhere with learning, with knowledge is a school" in the panel where Prof. Dr. Şirin Karadeniz, Rector of Bahçeşehir University, Hakan Umutlu, VP and Technology Director of Enka Schools, Işıl Boy Ergül, founder of ETZ Academy offering education and consulting services to institutions and Asst. Prof. Yavuz Samur, Coordinator of Master's Degree and Doctorate's Degree Programs for Educational Technologies at Bahçeşehir University shared their opinions.

The second panel titled "Socioemotional Learning, Requirements, Scopes and Applications" was moderated by Dr. Mine Göl Güven from the Basic Education Department of Boğaziçi University. Mine Göl Güven mentioned addressed socioemotional learning and competencies with this regard while presenting statistical information about the practicability of socioemotional learning by teachers and said: "by supporting socioemotional skills, cooperation and sharing, endurance, belonging and attendance to school, constructive resolution of conflicts, responsible decision making, responsible citizenship, self-esteem and self-efficacy, well-being and academic success can be improved while resetting aggression and violence, temptation, early age sexual experience, use of drugs and alcohol, the feeling of unworthiness, truancy, dropout, bullying and cyber bullying, anxiety and stress".

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