

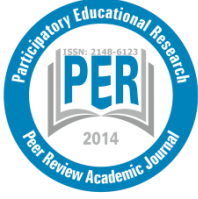
## PAPER DETAILS

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## **Attractiveness Of College Buildings In Terms Of Supplying Erasmus Students' Motivation(Evaluation of Erasmus Program in Sinop Education Faculty 2006-2016)**

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### **Abstract**

Erasmus mobility and university buildings are the main themes of this study. The question of does university buildings are supplying university student's needs was answered. The traffic of Erasmus program sharply increased in Turkey especially one direction, Turkey to European countries in last ten years. This manuscript is about Erasmus studies of Sinop Education Faculty that is located in the most north part of Turkey (Black sea shore). This study was conducted in three parts. In the first part, the beginning of the Erasmus program of Sinop Education program in 2006 was presented. In the second part, the available state was presented. In the third part, whether the faculty buildings were enough for the students who joined Erasmus program in fall term in 2013 or not was evaluated. In this study, the quantitative data gathering methods were used. Quantitative documents like internet pages, visitor professor presentations and photographs were analyzed via text analysis. In 2006, none of the students wanted to go to other countries with Erasmus program whereas, 23 students managed to have a successful Erasmus visit in 2013. This state was resulted from the intense work of Erasmus faculty coordinator. Space, time encouragement is very important in academic life. In this study, the ideal of Erasmus faculty building was presented. It is thought that the present visits don't supply the students' needs. Future studies should be conducted on motivational studies of self-determination theory and from the perspective on emotionality of social learning. We should bear in mind that new horizons of students' mobility should be conducted in cross cultural understanding of motivational needs people.

**Key words:** sinop education faculty erasmus program; college buildings features; needs hierarchy

### **Introduction**

Although there are some problems caused reluctance among college students to use their rights to visit European universities as an Erasmus student visitor, these visits are unproductive. After four years, Usakli (2009) presented problems and worries which caused resistance not to apply Erasmus visiting program. 23 students' successful being Erasmus

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visitor seems to be Erasmus contact persons' intense works of bilateral agreements in 2013. What is the bombing effect that caused students to go European cities? Although students have a big problem called KPSS (public personal selection examination) that is critic examination to find job in government, even third and fourth graders application beside sophomores to the student applied to exchange program. The author of this paper who is not only researcher but also Erasmus coordinator has been examining university students' ideas, attitudes, behaviors and general tendencies toward to passing one or two semesters in any European country for more than ten years.

The main research problem is that how do the features of that a college building affect Erasmus student's needs. Especially in this study, the links between Maslow (1970) need hierarch and college building characteristics were researched.

The main question is that "what made college students eagerly to be an Erasmus mobile college student?". Is there any effect dean of faculty and faculty Erasmus coordinators visit to Hoge School Graz ( the name of school changed as Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau) and Erasmus visiting scholars from Holland (Dr. Jan Bauman) and Czech (Prof.Dr. Milan Slavik)? If there is positive effect, what are the students' ideas on their host countries' college building in terms of motivation? Do those buildings have positive effect on five levels of motivation which are physiological, security, love, esteem and self-actualization to Sinop Education Faculty' Erasmus student? If there is no relation between college building and needs of students, the question of what affects the visits of students' self-determination?

Deci and Ryans (2000) explain self-determination theory in a structure of two components; "what" is stand for content and "why" is includes process. This theory is the base of many correlative researches (Kocayoruk, Usakli & Mert, 2014; Simsek & Demir, 2013). Self-determination is directly related to motivation that is often defined as determination of form, direction, intensity, and duration of one's actions (Usakli, 2008:278). The basic reason of Erasmus student visiting should depend on intense desire for motivational needs. Physiological needs stand for nutrition. Security is another need of step. People generally have tendency in living in secure places. Love and belonging needs are related with friendship formation if you have failure in social settings that is why you have social skills deficit form your childhood (Usakli, 2006). Esteem is a complex process that is total composition of your and environment of your attitudes toward yourself. This process explains in Bronfenbrener (1977) system theory of environment of student. So we should be suspicious in development of self-esteem in short term Erasmus visiting. The final step or the top is self-actualization that is being to be whatever you like (Sommers-Flanagan & Sommers-Flanagan, 2004:124). But as the hierarchical structure of need theory of Maslow (1970) requires fulfillment of steps from lower to upper. So searching another point seems to be solution for this dilemma. Self-determination theory is related with humanistic psychology which is motivation. Intrinsic and extrinsic motivations are key points for explanation. We can think starting history of Erasmus in European Community from the window of self-determination between countries of coal sharing story.

The Erasmus Programme (European Community Action Scheme for the Mobility of University Students) is a European Union (EU) student exchange programme which was established in 1987. It forms a major part of the EU Lifelong Learning Programme 2007–2013 (ec.europa.eu).

This study is important in terms of physical features of college buildings effects to students. It is known that students consume good deal of time in school. Especially the college building where students spent time creates attractiveness to the student so the Maslow's motivational model as a frame of reference is in this research.

This study is limited only Erasmus students of 2012-2013 education years.

According to Maslow (1970) theory of human motivation have been popular guidelines for advertisers. For example, Maslow's hierarchy of needs posits five levels of motives that are common to all people: physiological (e.g., food, sex), safety (e.g., protection from the elements), belongingness (e.g., acceptance by others), and esteem (e.g., admiration of others), and self-actualization (e.g., fulfilment of potential) (Vargas & Yoon, 2004:56). Material needs must be fulfilled before immaterial or "higher" (growth) needs such as self-actualization become important (De Witte, 2004:252).

Maslow's hierarchy was important for work motivation because it included in the higher order needs more than just the material needs. Indeed, the highest need (self-actualization) describes the desire of individuals to be all that they can be. It represents a desire to strive, in both personal and work lives, to achieve new heights, to create, and to produce to the best of one's ability (Vancouver, 2004:626).

## **Method**

This study was conducted as qualitative research methods in third part. In the first part, the starting Erasmus program was evaluated in years between 2006-2007. In second part, the intense situation that is the high mobile student's traffic in 2012-2013 was presented and in the last part, the ideas of visiting students were examined.

## ***Participants and Settings***

Firstly, examination of three Erasmus scholars from Austria, Holland and Czech Republic speeches were analyzed. Then 23 Erasmus students were interviewed. The questions are;

- (1) Could you tell me about the college building where you have been as Erasmus visiting student?
- (2) Do you think that this building has enough capacity to supply your needs?
- (3) Does this building remedy to you for your self-actualization?

## ***Data Analysis***

Quantitative data analyses were used over all this research paper. These are text and other document analysis. Mehel (2006) explains that text analysis is any systematic reduction of a flow of text (or other symbols) to a standard set of statistically manipulable symbols representing the presence, the intensity, or the frequency of some characteristics relevant to social science psychological construct by specifying rules for when a certain theme is and is



not considered as an indicative of the construct (p.146). Net pages, conference notes, interview texts and were photos used in this study.

### *Reliability*

Data confirmation technique was used. All texts (form internet or personal speech) were confirmed by owner of text with the 90 % code confirmation.

### **Founding**

Erasmus studies started in Sinop Education faculty by the author of this paper in 2006 and after seven years that is 2013 the year of the hill point of Erasmus visiting mobility, 23 students' views on this visit were evaluated. Table I, II and III illustrate the 2006-2007 academic years of Erasmus studies in Sinop Education faculty. These intense studies caused to heavy traffic of Erasmus program of Sinop Education Faculty. In 2013, 23 students joined the program only in autumn term and returned. Their ideas are highly positive in Erasmus office. But individual interviews and focus group interviews point out those college buildings are perceived as competed in terms of supplying basic needs of students. This rate has been falling down when climbing the steps to reach self-actualization.

“.... So what is self-actualization I was hungry whole term. No canteen, no cafeteria when I returned I kissed my home land” (F/3)

This open statement shows that college buildings of Erasmus student visiting are not applicable to supply all needs.

“...Everything was beautiful... I took photos, used net I send my photos to friends, I visited thirteen different countries...” (F/17).

The presentation of colleagues is not enough for students. Students hesitate to experience new environments, new people. They have fear about new environments as Usakli (2009) pointed out.

Over all these new researches on LLP (Life Long Learning Program) towards new horizons like exchange in middle school (as in national agent' programs in Turkey) in college Erasmus, post PhD or Mevlana (in Turkey) should be conducted. Our starting point should be self determination theory to look social emotional learning for inquiry of our existential. Table IV, V and VI presents students ideas in 2013 Erasmus application and participation.

### **Conclusion**

Academic culture occurs in various ways: Academe defines itself through certain performance requirements and competences that are internally and externally visible and verifiable to a high degree. Three domains these evaluations are: Giving shape to time, Giving shape to space, Encouragement, Respect of Person, Mutuality in the communication between professors and students.

It is certainly justified to pursue professionalization of teaching. This means focus on the necessary competences in the communicative, social, and emotional of course professional/specialist areas. This professionalization teacher to be highly flexible but also obliges them to subordinate their own interests and personalities. Even though this professional side is important, even indispensable, it is not everything. Encouragement in the face of many discouragements that students suffer involves a conscious decision for and attitude toward students. Motivation is another issue in academic culture of universities.

There are big differences between Erasmus mobility in 2007 and 2012. Students couldn't take part in Erasmus mobility due to their fear and problems in 2007. However, there was a big rise in Erasmus mobility in 2013. The interview between students who participated in Erasmus mobility in 2013 about their colleague buildings shows that the colleague buildings in these countries aren't enough to supply student's motivation.

The reality of colleague buildings has a big role in supplying motivation for students should be taken into account. Buildings from canteen, dining hall, toilets from sport areas should be sensitive to cultural differences. Taking consideration of mobile students' motivation not only host but also guest country is very important in terms of college buildings.

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## Appendices

**Table I** Erasmus Program of Kirchliche Pädagogische Hochschule (What were the talks about?)

Pädagogische Akademie / College of Education, Graz-Eggenberg, Austria	Pädagogische Akademie of the Roman Catholic Diocese of Graz-Seckau, Georgigasse 85-89, A 8020 Graz
Erasmus team of college	Individual course descriptions are the responsibility of each member of staff (not of the editorial team).
ECTS	European Credit Transfer System
Austria (Population, Climate)	Austria has a Central European transitional climate with increasing continental influences towards the east and an Alpine climate in the higher regions.
Graz (History, Sights, City center, transportation,	Graz, capital of the province of Styria Graz is situated on a stretch of plain on both sides of the River Mur. With its 240,000 inhabitants it is the second largest city in Austria (330 m above sea-level, 17 districts) and also the capital of the province of Styria.
College (Departments, Courses, People)	This College of Education is a private institution (with full state and public recognition) of post-secondary education for the training of teachers for primary, secondary, and special schools. Curricular structure 1st phase: year 1 2nd phase: years 2 & 3 Modules Social sciences Social sciences Focus on selected aspects of the social sciences Extracurricular activities. Today, approximately 1000 students, 200 pupils, 180 teachers and 40 employees work under the shared roof of this Teacher Training Centre.

The author of this paper' made the first bilateral agreement with this college in 2006. After 2007 both colleges changed structures such as Pädagogischen Hochschule der Diözese Graz-Seckau (KPH Graz)

**Table II** Prof.Dr. Milan Slavik Presentation

Czech Republic	Location
J.A. Komenius	Do you want to identify an educated human being? Look at his deeds, gesticulation, talking and even at his silence
Maastricht Communiqué 2004	Teachers and trainers should be supported in their essential role as innovators and facilitators in the learning environment. A coherent framework should be envisaged to support the improvement of the quality of vocation teaching and training.
Key Elements of Teacher Training Models	_ Upgrade the initial and in service training in terms of knowledge and skills respond: _ to the changes and expectations in society _ to the varied groups they teach and train _ Important role in motivation and success of learners
Models of Teachers' Acting	Thinking in reflective conversation with the situation.
Internationalisation	Joint research projects, SWOT





Prof. Dr. Milan Slavík'a 21 May 2007 The author of this paper signed bilateral agreement with this college.

Dr. Hakan Usakli on the left Prof.Dr. Milan Slavik on the right in faculty Erasmus coordinator (Dr. Usakli) office

**Table III** Dr. Jan Bauman Presentation

Holland IPABO	Hogeschool IPABO, a Dutch university of applied sciences IPABO: Interconfessionele Pabo
Location and student	Main building in Amsterdam 300 fulltime and 700 part time students in Amsterdam Auxiliary branch in Alkmaar
School	College of Primary School Education Four-year Bachelor degree education Major: first two years Four minors: last two years Each year at least 25% working in practice school Major: four professional tasks Working with children in a learning situation The role of a teacher, doing a lesson / learning activity in a classroom situation Differentiation in the classroom Working within and outside the classroom





Dr. Jan Bauman 2007 May The author of this paper signed bilateral agreement with this college

Dr. Jan Bauman on the left and Dr. Hakan Usakli on the right in Sinop (The most north of Turkey)

Europe Compact 2007

***Prof.Dr. Anton Schrettle speech:***

*Academic culture*

Academe defines itself through certain performance requirements and competences that are internally and externally visible and verifiable to a high degree. Being able to reflect on one's own scholarly and pedagogical practice; refusing to set one's own viewpoint as the absolute truth, exposing oneself to an ongoing discourse and allowing one's errors to be corrected; possessing the courage to argue and substantiate one's point of view without letting oneself be intimidated by established wisdom; being ready and willing to communicate with the scientific community - these and other competences form one of the pillars of academe. There is little dispute that they are essential to academic culture.

From our own and others' experience, however, we know very well that a variety of fights, intrigues and wars are carried out in academic environments. The culture of cooperation and communication is often extremely limited, being owned out by motives of rivalry and jealousy. Cognitive and intellectual competence are unaccompanied by emotional and social competence. And this can lead to a conspicuous lack of academic culture.

What may not necessarily be among the central issues of higher learning as such is nevertheless of decisive relevance for pedagogical education and our very existence. The impact and significance of our pedagogical practice is never limited to a "What" of isolated pieces of content. Rather, it extends to the "How" of a way of life, a communication, an attitude toward life in general and many social and political issues in particular. Paul Watzlawick's well-known axiom "One cannot not communicate" is a fundamental dogma for pedagogical practice -however, it is a dogma that one does not have to believe in, because it addresses a fundamental experience.

Against this background, I would like to name a few key aspects that I believe to be especially relevant for academic culture. My own biographical background is my job at this teacher training college that I have been doing for almost forty years. I know that our school offers certain conditions that cannot be taken for granted for other schools and institutions. As a perspective, I would like to mention them.

Giving shape to time: Academic life produces its own rhythm. Lectures, seminars, courses and examinations are the cornerstones of student life. Many students orient and organize their lives around them. But what can sometimes result from this is a great monotony. The structuring of time is one of the most important and deepest problems—not only for children. Statements like "I am so bored" and questions like "How long is it until Christmas?" remind us of the fact that time is not merely a quantitative extension. It is animated by climaxes that permeate our quotidian lives. How can we shape the regular flow

of time at a college? At our institution, we have made a point of making visible the great festive seasons. We do not stage major events but try to create distinctive accents. The weeks before Christmas and before Easter are marked by “interruptions” during lunch break: students and teachers present their thoughts, sing songs with others, share their experiences, prepare themselves and the others for the celebration of Christmas or Easter.

Giving shape to space: When we enter other people's homes, for instance at a social event, it does not take us long to see how they live. Are there pictures on the walls? Are there cards that remind the family of central events? What books are there, if any? A house or apartment is charged with an atmosphere. Public spaces and public buildings, by contrast, are neutral because they are not living spaces. Schools are public; yet they are also living spaces of children and adults. Thus, they have a significant impact on the quality of and attitude toward life of those working in them.

Seen from the outside, our school seems very plain and maybe even repulsive. Inside, however, we have always tried to create and make visible individual visual accents, particularly from the field of fine arts. Installations at the entrance; large paintings in and around the staircase; the gallery in the hallway with alternating exhibitions; the seminar rooms where student works are presented.

At any college and in similar buildings there will unavoidably be an abundance of miscellaneous notes and pieces of information on the bulletin board and elsewhere. They are among the first things to meet our eyes at the entrance and in the hallway. But they should not be the only "decoration" of a building like this.

Greater horizons that go beyond our house: Student life has long lost the careless lightness and ease by which it used to be marked. There are quite rigid schedules and syllabi; attendance is required in most classes; assessments and grades put pressure on students; and there are individual and collective fears that are rarely openly discussed. There is therefore a certain temptation for people, even in academe, to isolate themselves within their personal cocoon.

It is not enough for us to criticize such tendencies and to preach more openness. Attitudes are changed most effectively through concrete actions. Our college has a long tradition of cultivating contacts with some non-academic projects. The “Vinzi-Verein” for instance, is a charity institution run by a nearby parish.

Representatives of this institution often visit our college, and some of our colleagues are among its board members. In addition to this, we have well-established contacts with projects in Latin America and Africa. We also organize field trips there. They are usually preceded and followed by courses designed to prepare students for the trip and to help them deepen and process their experience.

### *Encouragement*

On the one hand, culture is something that has to do with the Exterior, which has so far been the focus of my reflections. How do we shape time and space, and how do we allow our lives to be touched by the great outside world?



This, however, is only one side. The other side concerns our personal attitudes. It is not easy to talk about this, as one is easily misunderstood.

It is certainly justified to pursue professionalization of teaching. This means focus on the necessary competences in the communicative, social, and emotional of course professional/specialist areas. This professionalization teachers to be highly flexible but also obliges them to subordinate their own interests and personalities. Even though this professional side is important, even indispensable, it is not everything. Encouragement in the face of many discouragements that students suffer involves a conscious decision for and attitude toward our students.

### *"Respect of Person"*

We live in a society whose most prominent feature is functional differentiation. My status and acceptance depend on the performance that I achieve within the framework of a differentiated social order. I function, therefore I am.

One consequence of this paradigm is anonymization. People disappear behind their functions and performance. There is no doubt that this development has won us many advantages. We are no longer at the mercy of individual office barriers. Rather, we have a right to certain benefits. We can our knowledge and skills. We gain prestige when we perform well et cetera.

However, we soon learn about the downside of this development It is not my own self that others are interested in but only my competence in this or that regard. I am not precious as a distinctive and unmistakable person but I am considered interchangeable. I might be recognized as an individually and some friends. But how can students experience this recognition framework of a highly specialized professional academic education, on the one hand, take performance and achievements seriously, as challenge, but on the other hand, at the same time, recognize the perform persons rather than merely as deliverers of performance? If a certain-especially with a high-quality of life, then it has to manifest itself my context as well.

### *What we have to unlearn - Learning processes as unlearning processes*

What would be missing if an institution of higher education lacked this kind of culture? This question can be compared to another one. What would we be missing if we could not listen to Mozart's music, if we could not visit museums, if we did not have theaters or opera houses? We could live fairly well without all that. What do we need such culture for?

Statements of this kind should, first of all, be taken seriously. They can only be countered effectively if they are answered by contrary experience. I cannot "prove" by in a scientific sense that we "need" culture of any kind, but there is an evidence of experience that provides different kinds of insights.

### *Mutuality in the communication between professors and students*

Communication determines and constitutes the day-to-day life in academe. It takes place at several levels. There are various examples of a lack of culture of communication in our society: superficiality; avoiding each other; lack of respect lack of time for each other and for conversations.

The fact that we see ourselves in a pedagogical perspective, i.e. in regard to future students, ought to oblige us to pay particular regard to successful, satisfying and productive communication in our college life.

This speech translated to Turkish and read to Sinop Education Faculty Student by the author.



Prof.Dr.Erdogan Basar Dean of Education Faculty in Sinop. He presented the importance of Village Institutions in socialization of Turkey (in left photo)

Prof.Dr. E. Basar (left),Mrs.Usakli(M.S.) Prof.Dr. Anton Schrettle speech on the center the second one. Mrs.Usakli (M.S.) translated, interpreted and edited all speeches not only in Graz but also in Sinop (in middle photo)



Three photos from Pädagogische Akademie/College of Education, Graz-Eggenberg, Austria(A mobile college student can fully actualize self in here)

This photo was taken while Asst.Prof.Dr.Hakan Usakli was sharing and arguing his data with school psychologist on Erasmus students problem especially suicide. His course was shared in you tube. His presentations were puplished.(Usakli, 2009, Usakli 2009) [(in left photo)

Prof.Dr.Evelin Fuchs after her short presentation about “how we teach multi cultural students” (in middle photo)

A classroom designed Montessori interactive and individualized learning environment (in right photo)

**Table IV** An Overview of today’s numbers 2012-2013 Spring in Sinop Education Faculty

Application Number totally	Abandon	Reason of Abandon	List of Countries
41	18	Family Economic Visa	Hungary Poland Lithuania Latvia Romania Slovakia

**Table V** University Students Explanation of What did we Gain

Themes	Domains	Specific	n	%
	Cognitive	New methods of learning, teaching and application	12	52
	Emotional	Aware of own and others feeling,	8	35
	Social	Cultural, Assertiveness,	23	100

Total 23 students response to Erasmus office unstructured interview themes. The domains specified by author of this study. Specific notes interpretations of Erasmus office staff (Data gathered from Sinop University Erasmus Office)

**Table VI** The founding of interview of Attractiveness of College Buildings In Terms of Supplying Erasmus Students Motivation

Themes			n	%
	Self-actualization	Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts	2	7
	Esteem	Self-esteem, confidence, achievement, respect of others, respect by others	6	26
	Love/belonging	Friendship, family, sexual intimacy	12	52
	Safety	Security of: body, employment, resources, morality, the family, health, property	16	70
	Physiological	Breathing, food, water, sex, sleep, homeostasis, excretion	10	43





TRNAVA (SlovakRepublic)

KLIPEDIA (Lithuania)



KAPOSFAR (Hungary)

EDUCATION (Sinop)