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WP4 – SMALL SCALE MEETINGS REPORT

YILDIZ TECHNICAL UNIVERSITY

TÜRKİYE

Erasmus+ KA220-SCH Strategic Partnership in School Education

-DICOMI-

DIGITAL COMICS OF MIGRATION

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1. INTRODUCTION

Within the scope of the DICOMI – Digital Comics of Migration project, Yıldız Technical University organized two small-scale stakeholder meetings in Istanbul, Türkiye, as part of Work Package 4 (Recommendation Program). The meetings aimed to gather feedback from educational stakeholders regarding the use of digital comics in education, migration and inclusiveness, and the digitalization of educational processes.

The meetings were designed in accordance with the WP4 Work Plan and provided a platform for participants to evaluate the Digital Comics of Migration modules and discuss recommendations for future educational practices and policies. The discussions focused on the educational value of digital comics, strategies for inclusive education, and ways to strengthen digital competencies among students, teachers, and families.

2. DESCRIPTION OF THE PARTICIPANTS

Two meetings were conducted at Yıldız Technical University, Faculty of Education. Both meetings were held face to face with relevant participants.

- First Meeting: 12 participants
- Second Meeting: 10 participants

A total of 22 participants attended the meetings.

Participants included teachers, academics, school administrators, educational stakeholders, and professionals interested in digital education, migration, inclusion, and educational innovation. The participants represented diverse educational backgrounds and contributed actively to the discussions.

3. ANALYSIS OF THE MEETING

Both meetings were held at Yıldız Technical University in Istanbul. During the meetings, the project objectives, Digital Comics of Migration modules, and the online platform were introduced to participants. Demonstrations of the educational materials were conducted, followed by guided discussions and feedback sessions.

Participants showed a high level of engagement throughout the meetings. They actively discussed the educational potential of digital comics, shared experiences regarding migration-related educational challenges, and proposed recommendations for future implementation.

Overall, participants evaluated the project positively and emphasized its potential contribution to inclusive education, digital transformation, and innovative teaching practices. They particularly

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appreciated the project's ability to combine storytelling, visual learning, and digital technologies in a meaningful educational framework.

3.1. RECOMMENDATIONS FOR STUDENTS

Participants highlighted that comics and digital comics can significantly increase student engagement, motivation, and participation in learning processes. They emphasized that visual storytelling is especially effective for complex social topics such as migration, diversity, empathy, and intercultural understanding.

Recommendations included:

• Integrating digital comics into classroom activities across different subjects.

• Using comics to facilitate discussions on migration, inclusion, human rights, and cultural diversity.

• Encouraging students to create their own digital stories and comics to develop creativity, communication, and digital skills.

• Providing opportunities for collaborative comic creation activities involving both migrant and local students.

One participant stated:

"Students often struggle to connect with abstract concepts such as migration and social inclusion. Digital comics make these issues visible, relatable, and easier to discuss in the classroom." (Teacher Participant)

Another participant emphasized:

"The visual and narrative structure of comics attracts students' attention much more effectively than traditional teaching materials. Students become active participants in learning rather than passive listeners." (School Administrator)

Participants stated that the DICOMI modules support inclusiveness by helping students understand different life experiences and promoting empathy toward migrant peers.

As one academic participant noted:

"The stories presented in the comics encourage students to see migration through the eyes of children who experience it, which can strengthen empathy and social cohesion."

Participants stated that the DICOMI modules support inclusiveness by helping students understand different life experiences and promoting empathy toward migrant peers.

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Regarding digitalization, participants emphasized that the project successfully combines digital literacy with meaningful educational content and encourages students to use technology as creators rather than merely consumers.

3.2. RECOMMENDATIONS FOR FAMILIES

Participants noted that families play an essential role in supporting inclusive and digital education. They suggested that comics can serve as an accessible educational medium for family engagement because visual narratives can be understood by individuals with different educational and linguistic backgrounds.

Recommendations included:

• Organizing family-oriented workshops introducing digital comics and storytelling.

• Providing parents with access to project materials and digital resources.

• Encouraging family participation in comic-reading and storytelling activities.

• Creating opportunities for dialogue between migrant and local families through educational activities.

One participant observed:

"Parents should be involved more actively in future project activities. Families can continue the discussions initiated by the comics at home and reinforce the messages of inclusion." (Teacher Participant)

Another stakeholder remarked:

"The project should consider developing activities specifically designed for parents. This would increase awareness about migration, diversity, and digital learning among families." (Educational Expert)

Participants believed that future project activities should include parents more directly, as parental involvement would strengthen the impact of inclusive and digital educational initiatives.

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Digital literacy support for parents was also considered important to ensure effective use of educational technologies at home.

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2.3. RECOMMENDATIONS FOR TEACHERS

Participants emphasized that teachers require practical support and professional development opportunities to effectively integrate comics and digital storytelling into their teaching.

Recommendations included:

• Providing teacher training programs on digital storytelling and comic-based learning.

• Sharing examples of good practices and classroom applications.

• Developing easy-to-use digital tools and teaching materials.

• Offering continuous professional development opportunities related to inclusive and digital education.

One participant stated:

"Many teachers are interested in innovative teaching methods, but they need practical guidance and examples. DICOMI provides a useful starting point for integrating comics into education." (Teacher Participant)

Another participant commented:

"Digital storytelling can help teachers address sensitive topics such as migration in a more engaging and student-centered way." (Academic Participant)

Regarding digitalization, participants highlighted the importance of strengthening teachers' digital competencies and encouraging the pedagogically meaningful use of digital technologies.

As one school administrator explained:

"Digitalization should not simply mean using technology. Projects such as DICOMI show how technology can support meaningful learning and inclusion."

Participants reported that the DICOMI project provides innovative resources that can support teachers in addressing migration-related topics and fostering inclusive classroom environments.

Regarding digitalization, participants highlighted the importance of strengthening teachers' digital competencies and encouraging the pedagogically meaningful use of digital technologies.

2.4. RECOMMENDATIONS FOR DECISION MAKERS

Participants agreed that digital comics represent an innovative educational approach that deserves greater institutional support.

Recommendations included:

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• Integrating comic-based learning and digital storytelling into educational curricula and extracurricular activities.

• Supporting policies that promote inclusive educational practices for migrant and local students.

• Investing in digital infrastructure and teacher training initiatives.

• Encouraging collaboration among universities, schools, public institutions, and civil society organizations.

• Supporting future projects that involve a wider range of stakeholders, particularly parents and private educational institutions.

One participant remarked:

"Comic-based learning should be recognized as a legitimate educational method and supported through curriculum development and teacher training initiatives." (Educational Stakeholder)

Another participant highlighted the project's broader significance:

"DICOMI successfully combines three important priorities of contemporary education: inclusiveness, digitalization, and innovative pedagogy." (Academic Participant)

Several participants also emphasized the importance of expanding future collaborations:

"Future projects should involve private educational institutions and families more systematically. Their participation would increase the sustainability and impact of the project outcomes." (School Administrator)

A final participant summarized the general opinion of the meetings:

"This project demonstrates how digital tools can be used not only to teach academic content but also to foster empathy, intercultural understanding, and social cohesion." (Teacher Participant)

Participants stressed that long-term sustainability requires policy-level support for innovative teaching approaches and digital transformation in education.

3. CONCLUSION

The two small-scale meetings conducted at Yıldız Technical University successfully gathered valuable stakeholder perspectives regarding digital comics, migration, inclusiveness, and digitalization in education.

Participants evaluated the DICOMI project positively and recognized its potential to enhance inclusive educational practices, strengthen digital competencies, and promote empathy through

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storytelling. The meetings also generated important recommendations for students, families, teachers, and policymakers.

A recurring recommendation was the inclusion of parents and private educational institutions in future project initiatives to broaden the project's impact and sustainability. Overall, participants expressed strong support for the continuation and expansion of similar educational projects that combine digital innovation, storytelling, and inclusive education.

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