

Abdullah Atmacasoy

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RESEARCH INTERESTS

• Newly arrived migrant children • Destination language education • Contextual factors in education • Classroom (ethnic) composition • Spillover effects

EDUCATION

PhD, Educational Sciences	Middle East Technical University, Ankara	2023
MA, Comparative Literature	Bilgi University, Istanbul	2013
BA, English Language and Literature	Ege University, Izmir	2009

PUBLICATIONS

Peer-Reviewed Articles

- **Atmacasoy, A., Akar, H. & Gogolin, I.** (2025). Challenging homogeneity: Migration-related learner characteristics in refugee-only and mixed-migrant destination language classes in Türkiye and Germany. *International Journal of Educational Research*, 134. <https://doi.org/10.1016/j.ijer.2025.102780>
- **Atmacasoy, A.** (2025). What characterizes the language instruction in homogeneous and heterogeneous preparatory classes for refugee and migrant children in monolingual school contexts? A comparative case study from Türkiye and Germany. *Zeitschrift für Erziehungswissenschaft*, 28(3), 609-637. <https://doi.org/10.1007/s11618-025-01335-x>
- **Atmacasoy, A. & Aksu, M.** (2018). Blended learning at pre-service teacher education in Turkey: A systematic review. *Education and Information Technologies*, 23(6), 2399-2422. <https://doi.org/10.1007/s10639-018-9723-5>

Manuscripts Under Review & in Preparation

- **Atmacasoy, A. & Plöger, S.** Perception, language, and information gaps: Parental involvement in refugee children's destination language learning in Türkiye and Germany. [Preprint]. SocArXiv. https://doi.org/10.31235/osf.io/2nsaq_v3
- **Atmacasoy, A., Akar, H. & Gogolin, I.** Individual characteristics, family environment, and destination language learning: A mixed methods study on newly arrived migrant children in Türkiye and Germany. [Preprint]. SocArXiv. https://doi.org/10.31235/osf.io/9uhpa_v1

Peer-Reviewed Book Chapters

- **Atmacasoy, A., Akar, H., & Gogolin, I.** (2023). Building responsive education systems toward multiple disruptions in refugee education: Turkey and Germany as cases. In A.W. Wiseman and L. Damaschke-Deitrick (Eds.) *Education for Refugees and Forced (Im)migrants Across Time and Context* (Vol. 45, pp. 155-176). Emerald Publishing Limited. <https://doi.org/10.1108/S1479-367920230000045009>

Thesis

- **Atmacasoy, A.** (2023). *Learning the language of instruction in monolingual countries: A mixed methods comparative study on newly arrived migrant students in Turkey and Germany* (Doctoral dissertation, Middle East Technical University, Graduate School of Social Sciences).

Data

- **Atmacasoy, A.** (2025). *Mixed methods data on language education for newly arrived migrant students in Turkey and Germany* [Data set]. Center for Sustainable Research Data Management, University of Hamburg. <http://doi.org/10.25592/uhhfdm.13981>

Commentaries

- **Atmacasoy, A.** (2020, May 12). *"This is not a school break or holiday": Syrian refugee students in Turkey during Covid-19*. Harvard Graduate School of Education REACH Blog.

RESEARCH EXPERIENCE

- **Diversity in Education Research (DivER)** 10.2020-12.2023
General, Intercultural and International Comparative Education, University of Hamburg
 - Affiliated PhD student
- **Department of Curriculum and Instruction** 10.2016-08.2023
Faculty of Education, Middle East Technical University
 - PhD student

TEACHING EXPERIENCE

- **General, Intercultural and International Comparative Education, University of Hamburg** SoSe, 2021
Lecturer, Complex Methods of Qualitative Empirical Studies
- **School of Foreign Languages, Kocaeli University** 01.2010-09.2020
Instructor & Coordinator, English Foundation Program

SELECTED CONFERENCES

- **Atmacasoy, A., Akar, H. & Gogolin, I. (2024).** *Super-diverse characteristics of newly arrived migrant students in language instruction: Evidence from Turkey and Germany* [Roundtable]. American Educational Research Association Annual Meeting, Philadelphia, USA.
- **Atmacasoy, A. (2024).** *Crafting the formal learning landscape in language instruction for newly arrived migrant students.* Next Generation Literacies (NGL) Conference, University of Hamburg, Hamburg, Germany.
- **Atmacasoy, A. (2022).** *The ecology of language education programs for newly arrived migrant students in monolingual school settings: Protective and risk factors in Istanbul and Hamburg* [Symposium]. Center for the Social Study of Migration and Refugees (CESSMIR) 2nd Conference, Ghent, Belgium.
- **Atmacasoy, A. (2022).** *What contextual factors are conducive to the literacy of newly arrived migrant students in monolingual school settings?* [Symposium]. European Conference on Educational Research (ECER) Plus, Yerevan, Armenia.
- **Atmacasoy, A. (2021).** *Family-school partnership in monolingual national education systems for newly arrived migrant students: Istanbul and Hamburg cases* [Panel]. 18th IMISCOE Annual Conference, Luxembourg.

AWARDS

- **Best Doctoral Dissertation Award** 10.2024
Graduate School of Social Sciences, Middle East Technical University
- **International Travel Award** 04.2024
American Educational Research Association
 - Stipend for emerging scholars (AERA Annual Meeting, Philadelphia).
- **2214-A International Research Fellowship** 10.2021-09.2022
The Scientific and Technological Research Council of Turkey (TUBITAK)
 - PhD scholarship, Dissertation Research (Phase 2, Hamburg).
- **12-Month International Research Grant** 10.2020-09.2021
Deutscher Akademischer Austauschdienst (DAAD)
 - PhD scholarship, Dissertation Research (Phase 1, Hamburg).
- **Course Performance Award** 06.2018
Graduate School of Social Sciences, Middle East Technical University
 - Best overall performance in the PhD Program of Curriculum and Instruction, Department of Educational Sciences, Middle East Technical University.

ACADEMIC SERVICES

- **Conference Peer Review:** ECER, EARLI, AERA
- **Journal Peer Review:** American Educational Research Journal, Journal of International Migration and Integration, Journal of Language, Identity, & Education, Frontiers in Education, Frontiers in Sociology
- **Editor:** *Refugee Review*, Emerging Scholars and Practitioners on Migration Issues (ESPMI) Network, 2019-2022

ADDITIONAL INFORMATION

Languages: Turkish (Native), English (Fluent), German (Intermediate)

Citizenship: Turkish and German (Dual)

REFERENCES

1. **Hanife Akar**

Full Professor, Department of Educational Sciences

Middle East Technical University

Email: hanif@metu.edu.tr

Relationship: Thesis Advisor

2. **Ingrid Gogolin**

Senior Professor, General, Intercultural and International Comparative Education

University of Hamburg

Email: gogolin@uni-hamburg.de

Relationship: Thesis Co-advisor

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