

Dr. Abdullah Atmacasoy

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CURRENT POSITION

- **DFG Walter Benjamin Postdoctoral Researcher** 08.2026-Present
Berlin Institute for Empirical Integration and Migration Research (BIM), Humboldt-Universität zu Berlin
 - Principal Investigator, *Educational Spillover Effects of Newly Arrived Migrant Students in Germany* (DFG Walter Benjamin Programme, German Research Foundation, 2026-2028)

RESEARCH INTERESTS

- Newly arrived migrant children • Curriculum and instruction of preparatory classes • Inclusion in mainstream classes • Destination language education • Classroom (ethnic) composition

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.** (2025) 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_v2
- **Atmacasoy, A., Akar, H. & Gogolin, I.** (2026) Individual characteristics, family environment, and destination language learning: A mixed methods study on newly arrived migrant children in Türkiye and Germany.

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 FUNDING

• Educational Spillover Effects of Newly Arrived Migrant Students in Germany	2026-2028
<i>Principal Investigator · DFG Walter Benjamin Programme, German Research Foundation</i>	€227,042
• Destination Language Learning in Türkiye and Germany (Phase 2, Hamburg)	2021-2022
<i>Principal Investigator · Scientific and Technological Research Council of Türkiye (TÜBİTAK)</i>	€18,000
• Destination Language Learning in Türkiye and Germany (Phase 1, Hamburg)	2020-2021
<i>Principal Investigator · German Academic Exchange Service (DAAD)</i>	€22,600
Total funding: €267,642	

AWARDS

• Best Doctoral Dissertation Award	10.2024
<i>Graduate School of Social Sciences, Middle East Technical University</i>	
• International Travel Award	04.2024
<i>American Educational Research Association</i>	
◦ Stipend for emerging scholars (AERA Annual Meeting, Philadelphia).	
• Course Performance Award	06.2018
<i>Graduate School of Social Sciences, Middle East Technical University</i>	
◦ Best overall performance in the PhD Program of Curriculum and Instruction, Department of Educational Sciences, Middle East Technical University.	

RESEARCH EXPERIENCE

• Independent Researcher	01.2024-07.2026
<i>No institutional affiliation · continued academic writing & proposal development</i>	
• Diversity in Education Research (DivER)	10.2020-12.2023
<i>General, Intercultural and International Comparative Education, University of Hamburg</i>	
◦ Affiliated PhD student	
• Department of Curriculum and Instruction	10.2016-08.2023
<i>Faculty of Education, Middle East Technical University</i>	
◦ PhD student	

TEACHING EXPERIENCE

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

PRESENTATIONS

Conference Presentations

- **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.
- **Atmacasoy, A. (2019).** *Inclusion strategies, facilitators, and obstacles in language support programs for refugee students in Istanbul*. Istanbul Policy Center Mercator Initiative Migration Conference, Istanbul, Turkey.
- **Atmacasoy, A. (2019).** *Do language provisions facilitate refugee students' access to quality education? A comparative perspective from Istanbul and Hamburg* [Workshop]. Doctoral Student Forum on International Migration and Human Rights, Uppsala Forum on Democracy, Peace and Justice, Uppsala, Sweden.
- **Atmacasoy, A. & Akar, H. (2018).** *A discussion on language policy and how to overcome this challenge for Syrian students in Turkey*. European Conference on Educational Research (ECER), Bolzano, Italy.
- **Atmacasoy, A. & Engin-Demir, C. (2018).** *Challenges to inclusive education of Syrian students in Turkey*. European Conference on Educational Research (ECER), Bolzano, Italy.
- **Atmacasoy, A., Ok, A., & Sahin, G. (2018).** *An evaluation of Introduction to Industrial Engineering course at Sabancı University using CIPP Model*. The 9th Conference on Engineering Education for Sustainable Development, New Jersey, USA.
- **Atmacasoy, A. & Aksu, M. (2017).** *Blended learning at pre-service teacher education in Turkey: A systematic review*. The 5th International Curriculum and Instruction Congress, Mugla, Turkey.
- **Atmacasoy, A. (2017).** *The impact of equivalent proficient peer feedback and teacher feedback on the writing skills of EFL students*. Junior Researchers of EARLI, Tampere, Finland.

Invited Talks

- **Atmacasoy, A. (2021).** *A multiphase mixed-methods study on the bridging systems and determinants of destination language proficiency of newly arrived migrant students in monolingual countries: Istanbul and Hamburg cases*. Canada Excellence Research Chair (CERC) in Migration and Integration Working Group Series, Ryerson University, Toronto, Canada.
- **Atmacasoy, A. (2021).** *On the trajectory of refugee education: The case of Turkey*. Faculty of Education, University of Hamburg, Hamburg, Germany.
- **Atmacasoy, A. (2019).** *A curriculum evaluation on ENS 208 - Introduction to Industrial Engineering course*. Sabancı University 2nd Internal Education Conference, Istanbul, Turkey.

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, Scandinavian Journal of Educational Research
- **Editor:** *Refugee Review*, Emerging Scholars and Practitioners on Migration Issues (ESPMI) Network, 2019-2022

ADDITIONAL INFORMATION

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

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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