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.** & Plöger, S. (2026) Perception, language, and information gaps: Parental involvement in refugee children's destination language learning in Türkiye and Germany. Accepted for publication in *European Educational Research Journal* [Preprint]. SocArxiv. https://doi.org/10.31235/osf.io/2nsaq_v3
SSCI · JIF: 2.0 (2025)
- **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
SSCI · JIF: 3.3 (2025)
- 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
SSCI · JIF: 1.4 (2025)
- **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
SSCI · JIF: 7.2 (2025)

Manuscripts Under Review & in Preparation

- **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. Preprint]. SocArxiv. https://osf.io/preprints/socarxiv/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.

External Funding

- **Educational Spillover Effects of Newly Arrived Migrant Students in Germany** 2026-2028
  Principal Investigator · DFG Walter Benjamin Programme, German Research Foundation €227,042

Awards, Scholarships, Further Competitive Grants

- **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).
- **Doctoral Student Workshop Travel & Accommodation Grant** 11.2021
  Uppsala Forum on Democracy, Peace, and Justice, Uppsala University
- **Destination Language Learning in Türkiye and Germany (Phase 2, Hamburg)** 2021-2022
  Scholarship · Scientific and Technological Research Council of Türkiye (TÜBİTAK) €18,000
- **Destination Language Learning in Türkiye and Germany (Phase 1, Hamburg)** 2020-2021
  Scholarship · German Academic Exchange Service (DAAD) €22,600
- **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.
- **Grant Program for Participation in Scientific Meetings Abroad** 04.2018
  2224-A International Scientific Meetings Fellowship Program · TÜBİTAK

Research Experience

- **Diversity in Education Research (DivER)** 10.2020-12.2023
  General, Intercultural and International Comparative Education, University of Hamburg
  ◦ Affliated 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

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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