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Appendix 1: List of Theses Analyzed in the Study

Abanoz, T. (2020). STEM yaklaşımına uygun fen etkinliklerinin okul öncesi dönem çocuklarının bilimsel süreç becerilerine etkisinin incelenmesi. Dokora Tezi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.

Açıkgöz, S. (2018). Fen eğitiminde okulöncesine yönelik yaklaşımlardan STEM ve Montessori yöntemlerinin öğretmen görüşleri doğrultusunda karşılaştırılması. Unpublished master's thesis). Institute of Science and Technology, Kastomonu University, Kastamonu.

Akçay, B. (2019). STEM etkinliklerinin anaokuluna devam eden 6 yaş çocukların problem çözme becerilerine etkisi. Yayımlanmamış Yüksek lisans tezi.

Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul Üniversitesi, İstanbul.

Alan, Ü. (2020). Okul öncesi dönem çocuklarına yönelik geliştirilen STEM eğitimi programının etkililiğinin incelenmesi. Doktora Tezi. Hacettepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara

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Atik, A. (2019). STEM etkinliklerinin bilimsel süreç becerileri üzerine etkisi: 5 yaş örneği. Yayımlanmamış Yüksek lisans tezi. Trabzon Üniversitesi, Lisansüstü Eğitim Enstitüsü, Trabzon.

Aydın, T. (2019). STEM uygulamalarının okul öncesi öğrencilerinin bilimsel süreç becerileri ve bilişsel alan gelişimlerine etkisi. (Yayımlanmamış Yüksek Lisans Tezi). Fırat Üniversitesi, Eğitim Bilimleri Enstitüsü, Elazığ.

Bal, E. (2018). FeTeMM (Fen, Teknoloji, Mühendislik, Matematik) etkinliklerinin 48-72 aylık okul öncesi çocuklarının bilimsel süreç ve problem çözme becerileri üzerindeki etkisinin incelenmesi. Eğitim Bilimleri Enstitüsü, Marmara Üniversitesi, İstanbul.

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Çilengir Gültekin, S. (2019). Okul öncesinde eğitimde drama temelli erken STEM programının bilimsel süreç ve yaratıcı düşünme becerilerine etkisi. Aydın Adnan Menderes Üniversitesi, Sosyal Bilimler Enstitüsü, Aydın.

Çolak, E. (2024). Okul öncesi öğretmenlerinin STEM'e yönelik tutumları ile STEM uygulamalarına yönelik öz yeterlikleri arasındaki ilişkinin incelenmesi. Yüksek Lisans Tezi. Sivas Cumhuriyet Üniversitesi, Eğitim Bilimleri Enstitüsü, Sivas.

Demir, M. A. (2023). STEM yaklaşımı odaklı mobil uygulamaların öğretmen, ebeveyn ve çocuk bakış açısından incelenmesi. Yüksek Lisans Tezi. Kilis 7 Aralık Üniversitesi, Lisansüstü Eğitim Enstitüsü, Kilis.

Demirci, A. (2024). Okul öncesi öğretmenlerinin fen eğitimine yönelik tutumlarının FETEMM farkındalıkları üzerindeki rolünün incelenmesi. Yüksek Lisans Tezi. Sinop Üniversitesi, Lisansüstü Eğitim Enstitüsü, Sinop.

Deniz-Özgök, A. (2019). 60-75 aylık çocukların STEM etkinliklerinde problem çözme ve bilişsel düşünme becerilerinin incelenmesi (Yayınlanmamış Yüksek Lisans Tezi). Bahçeşehir Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.

En, S. (2022). STEM etkinliklerinin erken çocukluk dönemi fen eğitiminde uygulanabilirliğinin çeşitli değişkenler açısından incelenmesi. Yüksek Lisans Tezi. Kastamonu Üniversitesi, Sosyal Bilimler Enstitüsü, Kastamonu.

Erol, A. (2021). STEM öğretmen eğitiminin erken çocukluk öğretmenlerine yansımaları. Doktora Tezi. Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü, Denizli.

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Hatice, G. (2023). Okul Öncesinde 21. Yüzyıl Becerilerine Ulaşmada STEM Yaklaşımı. Doktora Tezi. Ordu Üniversitesi, Fen Bilimleri Enstitüsü, Ordu.

Kale, S. (2019). STEM uygulamalarının okul öncesi öğretmenlerin bilimsel süreç becerilerine etkisinin incelenmesi. Manisa Celal Bayar Üniversitesi, Fen Bilimleri Enstitüsü, Manisa.

Kalyoncu, T. (2021). 60-72 aylık çocukların bilimsel süreç becerilerine STEM-A etkinliklerinin etkisinin incelenmesi. Yüksek Lisans Tezi. Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul

Karamete-Gözcü, Ş. (2019). Okul öncesi öğretmenlerin aldıkları STEM eğitimine ilişkin düşünceleri ve sınıf içi uygulamalarının incelenmesi (Yayımlanmamış Yüksek Lisans Tezi). Kütahya Dumlupınar Üniversitesi, Kütahya.

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Kesicioğlu, S. (2022). Okul öncesi öğretmen adaylarının STEM eğitimine ilişkin metaforik algıları ve öz yeterlik algılarının incelenmesi. Yüksek Lisans Tezi. İstanbul Bahçeşehir Üniversitesi Lisansüstü Eğitim Enstitüsü, İstanbul.

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Rusçuklu, P. (2023). Yaşam temelli STEAM etkinliklerinin okul öncesi dönem altı yaş grubu çocuklarının yaratıcı düşünme becerisi üzerine etkisi. Doktora Tezi. Bursa Uludağ Üniversitesi, Eğitim Bilimleri Enstitüsü, Bursa.

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Chapter 5

XR Applications in Healthcare Education Serious Games

Mustafa Kuş[1]

Abstract

This chapter presents a comprehensive analysis of contemporary XR-based serious game implementations in healthcare education from 2020 to 2025. The selected case studies represent commercially available and academically validated applications that demonstrate the successful integration of game mechanics with educational objectives across multiple healthcare domains.

The analysis encompasses 16 applications organized across six areas of healthcare education: medical education, nursing education, dental education, nutrition education, and physiotherapy education. Each section features Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR) examples, where available, providing diverse technological approaches to integrating serious games.

Introduction

This chapter presents a comprehensive analysis of contemporary XR-based serious games implementations in healthcare education from 2020-2025. The selected case studies represent commercially available and academically validated applications that demonstrate successful integration of game mechanics with educational objectives in healthcare contexts. Each application is evaluated through the lens of serious games design principles, examining how game elements enhance learning outcomes while maintaining educational rigor.

The case studies are organized by healthcare education domains, with each section featuring at least two VR examples, two AR examples, and Mixed Reality (MR) applications where available. These real-world

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implementations provide practical insights for educators, game designers, and administrators considering the development or adoption of XR-based serious games in their institutions. All featured applications have been validated through peer-reviewed research and demonstrate measurable educational outcomes in healthcare settings.

The analysis framework evaluates each case study across four critical dimensions: serious games design elements, pedagogical effectiveness, technological implementation, and scalability potential. This systematic approach enables readers to understand not only what makes these applications successful but also how serious games principles can be effectively integrated into XR healthcare education environments.

1.1 Medical Education Serious Games

1.1.1. 3D Organon

Application Overview:

- **Primary Use:** Gamified anatomical exploration and medical knowledge assessment
- **Target Population:** Medical, nursing, physiotherapy students
- **Technology Stack:** Multi-platform VR (Meta Quest, HTC Vive, PC VR)

Serious Games Design Elements:

- **Progressive Unlocking System:** Students unlock anatomical systems through knowledge demonstrations
- **Challenge-Based Learning:** Quiz modes with time pressure and scoring mechanics
- **Virtual Dissection Games:** Interactive layer-by-layer exploration with achievement systems
- **Collaborative Competition:** Multi-user challenges in shared virtual anatomy labs
- **Performance Analytics:** Real-time scoring and progress tracking across learning modules

Game Mechanics Integration: The platform integrates gaming elements with traditional anatomy education to enhance student engagement:

- **Achievement Badges:** Students earn credentials for mastering different body systems

- **Leaderboard Systems:** Comparative performance tracking motivates continued engagement
- **Exploration Rewards:** Discovery-based learning with hidden anatomical features
- **Mission-Based Structure:** Structured learning paths with clear objectives and goals

Research Evidence: A technology acceptance study involving n=17 medical and neuroscience students evaluated 3D Organon for eye and ear anatomy learning. Students highly accepted the platform, with enjoyment being the highest rated factor (μ = 1.9) and perceived ease of use strongly predicting behavioral intention (β = 1.01). The study's small sample size suggests need for larger-scale validation studies (Alturkustani et al.,2025).

Website: https://www.3dorganon.com/

1.1.2. Osso VR (Surgical Training Serious Games)

Application Overview:

- **Primary Use:** Gamified surgical procedure training with assessment mechanics
- **Target Population:** Medical students, surgical residents, practicing surgeons
- **Technology Stack:** VR headsets with haptic feedback and performance analytics

Serious Games Design Elements:

- **Skill Trees:** Progressive surgical competency development through game-like advancement
- **Scenario Challenges:** Time-based surgical missions with scoring systems
- **Multiplayer Training:** Team-based surgical scenarios with role-playing elements
- **Failure Mechanics:** Risk-reduced practice environment with scenario repetition options
- **Certification Games:** Competency-based advancement through surgical skill challenges

Game Mechanics Integration:

- **Performance Scoring:** Performance tracking systems that have shown improvement metrics in controlled studies
- **Procedural Mastery:** Level-based progression through increasingly complex surgical scenarios
- **Social Learning:** Peer comparison and collaborative learning environments
- **Immediate Feedback:** Game-like response systems for technical skill development

Research Evidence: A randomized controlled pilot study with n=20 medical students and residents examined VR training effectiveness for SCFE procedures. VR-trained participants demonstrated 19% shorter completion times and 70% fewer repositioning attempts, with significant angular accuracy improvements. As a pilot study, findings require validation in larger, multi-institutional trials (Cevallos et al., 2022).

Website: https://www.ossovr.com

1.1.3. MERGE Cube Medical Education (AR/VR Serious Games Platform)

Application Overview:

- **Primary Use:** Gamified organ system exploration through handheld AR interactions
- **Target Population:** Medical students, K-12 health education
- **Technology Stack:** Mobile AR with physical cube manipulatives

Serious Games Design Elements:

- **Physical-Digital Interaction:** Cube manipulation mechanics for organ system exploration
- **Collection Games:** Students "collect" anatomical knowledge through AR discoveries
- **Puzzle Challenges:** Assembling organ systems through AR-guided game mechanics
- **Knowledge Quests:** Structured learning adventures with clear progression paths

- **Achievement Systems:** Unlockable content based on learning milestones

Game Mechanics Integration: The platform gamifies medical education through:

- **Exploration Rewards:** Hidden anatomical features revealed through cube manipulation
- **Progressive Complexity:** Layered learning with increasing challenge levels
- **Social Sharing:** Platform includes features for knowledge sharing and peer interaction
- **Immediate Validation:** Real-time feedback on anatomical identification and understanding

Research Evidence: Mobile-based AR using MERGE Cube technology demonstrated effectiveness equivalent to peer teaching programs in anatomy education, with significant improvement in test scores for AR intervention groups. The study confirmed AR's potential to simulate hands-on laboratory time and provide effective 3D realistic anatomic imaging that engages visuospatial skills while being accessible remotely (Uribe et al., 2023).

Web sites: https://mergeedu.com/cube

1.1.4. HoloAnatomy MR (Microsoft HoloLens)

Application Overview:

- **Primary Use:** Holographic anatomy education with serious games elements
- **Target Population:** Medical students, surgical training programs
- **Technology Stack:** Microsoft HoloLens with spatial computing capabilities

Serious Games Design Elements:

- **Holographic Puzzles:** Students solve anatomical challenges in shared physical spaces
- **Collaborative Quests:** Team-based learning missions with role assignments
- **Spatial Challenges:** 3D problem-solving games requiring anatomical knowledge

- **Performance Competitions:** Group challenges in holographic anatomy exploration
- **Achievement Unlocking:** Progressive content access through demonstrated competency

Game Mechanics Integration:

- **Environmental Gaming:** Physical learning spaces are integrated with virtual content
- **Collaborative Mechanics:** Multiple students interact with shared holographic content
- **Spatial Problem-Solving:** 3D anatomical puzzles requiring team coordination
- **Real-Time Assessment:** Assessment features integrated within interactive scenarios

Research Evidence: The study developed an instructional model using HoloLens mixed-reality technology that targeted behavioral, emotional, and cognitive dimensions of student engagement through team-based learning (TBL) and case-based learning (CBL). Student engagement was assessed through observed behavioral indicators, demonstrating the effectiveness of this immersive technology in delivering human gross anatomy laboratory sessions to first-year osteopathic medical students (Richards, 2023).

Website: https://www.alensiaxr.com

1.2 Nursing Education Serious Games

1.2.1 UbiSim VR

Application Overview:

- **Primary Use:** Gamified nursing simulation through immersive VR scenarios
- **Target Population:** Nursing students, continuing education programs
- **Technology Stack:** Advanced VR headsets with motion tracking and scenario customization
- **Implementation Challenges:** Platform adoption requires careful curriculum integration and faculty training

- **Student Adaptation Variability:** Learning outcomes vary based on individual student technology comfort levels

Serious Games Design Elements:

- **Scenario-Based Missions:** Clinical challenges with clear objectives and success criteria
- **Multi-User Collaborative Gameplay:** Team-based patient care scenarios requiring coordination
- **Performance Scoring Systems:** Real-time evaluation of nursing interventions and decisions
- **Achievement Progression:** Competency-based advancement through clinical skill levels
- **Customizable Patient Scenarios:** Educator-controlled difficulty and complexity adaptation
- **Mixed-Modality Integration**: Combines VR simulation with traditional methods to address varied learning preferences
- **Technology Adaptation Support:** Built-in tutorials and progressive exposure to reduce technology-related anxiety

Game Mechanics Integration:

- **Immersive Patient Encounters:** VR simulation aims to provide realistic clinical scenarios for learning
- **Collaborative Team Mechanics:** Multiple nurses work together in shared virtual environments
- **Intuitive Scenario Editor:** No-code authoring tool enables custom challenge creation
- **Progress Analytics:** Performance monitoring tools designed to assess clinical reasoning progress
- **Safe Failure Environment:** Risk-free practice with immediate scenario restart capabilities

Research Evidence: The HRSA-funded study provided student nurses with supplemental virtual reality simulation experiences through UbiSim® as part of the nursing program curriculum. Virtual reality simulation received mixed evaluations among student nurses, with benefits including enhanced engagement and immersive learning experiences, while concerns centered on technology adaptation challenges and the need for comprehensive faculty

support during implementation. The study emphasizes the importance of strategic integration rather than wholesale replacement of traditional simulation methods (Thrift et al., 2025).

Website: https://www.ubisimvr.com

1.2.2. Oxford Medical Simulation

Application Overview:

- **Primary Use:** Gamified emergency nursing scenarios with crisis management
- **Target Population:** Emergency nursing programs, continuing education
- **Technology Stack:** VR headsets with physiological patient modeling

Serious Games Design Elements:

- **Crisis Management Games:** High-pressure scenarios with time constraints and scoring
- **Team Coordination Challenges:** Multi-user nursing scenarios requiring collaboration
- **Protocol Mastery:** Game-based learning of emergency nursing procedures
- **Patient Safety Missions:** Scenarios focused on preventing medical errors through gaming
- **Competency Competitions:** Skill-based challenges with peer comparison

Game Mechanics Integration:

- **Stress Simulation:** Simulation incorporates time-pressure elements designed to approximate clinical urgency
- **Performance Metrics:** Real-time scoring of nursing interventions and decisions
- **Failure Learning:** Scenario repetition capabilities allow multiple practice attempts
- **Progressive Difficulty:** Emergency scenarios increase in complexity through gameplay

Research Evidence: Multiple institutional case studies demonstrate significant efficiency gains, with one implementation showing a 2,000-session

reduction in staffing time and estate costs, resulting in a 74% decrease. At the same time, learners completed 12,800 scenarios in one month, equivalent to 380 days of simulation. Educational institutions report that students are highly engaged and immersed in VR scenarios, with Nightingale College running over 20,000 scenarios per semester and students feeling more prepared for real-life emergencies.

Website: https://oxfordmedicalsimulation.com

1.2.3. WEFI Games VR Platform

Application Overview:

- **Primary Use:** Gamified nursing care training for hyperglycemia management through immersive VR scenarios
- **Target Population:** Graduate nursing students, clinical nurses pursuing advanced education, internal medicine nursing programs
- **Technology Stack:** Oculus Quest VR headsets with Unity 2020.3.3f1 engine, head movement navigation without hand controllers

Serious Games Design Elements:

- **Immersive Patient Scenarios:** Students navigate virtual hospital environments with realistic patient encounters requiring hyperglycemia management decisions
- **Avatar-Based Learning:** Generation Z-friendly visual design with avatar-style characters and vibrant hospital environments that differ from traditional clinical settings
- **Achievement-Based Progression:** The badge system rewards successful completion of nursing care scenarios with "TEBRIKLER" (congratulations) feedback
- **Multi-Modal Information Delivery:** Continuous flow of visual and auditory information maintains student engagement in game scenarios
- **Safe Practice Environment:** Risk-free virtual space enables repeated practice of high-stakes nursing interventions without patient safety concerns

Game Mechanics Integration:

- **Experiential Learning Gameplay:** Students apply theoretical nursing knowledge directly to virtual patient care scenarios, enhancing knowledge retention through practical application
- **Head-Movement Navigation:** Simplified interaction design eliminates controller complexity, focusing attention on clinical decision-making rather than technical manipulation
- **Real-Time Performance Feedback:** Immediate visual and auditory responses to nursing interventions provide continuous learning reinforcement
- **Scenario-Based Challenges:** Structured patient care missions with clear objectives and success criteria for hyperglycemia management
- **Adaptive Learning Paths:** The platform accommodates different experience levels, from graduate students to practicing nurses

Research Evidence: A qualitative study involving 13 graduate nursing students (77% female, 23% male) reveals positive learning experiences, with 92.3% of participants having no prior experience with smart glasses. Thematic analysis reveals five key themes: emotional engagement, positive learning experiences, accessibility of technology, future clinical applications, and design feedback. Students report enhanced knowledge retention, immersive learning environments, and strong potential for clinical skill development (Calik, Ozkul and Kapucu, 2024).

Educational Impact: Participants emphasize smart glasses as "immersive" and "interesting" learning tools that make nursing education more memorable than traditional teaching methods. Students report that applying theoretical knowledge in virtual patient scenarios increases knowledge permanence, with continuous information flow maintaining engagement throughout learning sessions.

Websites: http://wefigames.com

1.2.4. vrClinicals for Nursing (Advanced VR Clinical Training)

Application Overview:

- **Primary Use:** Multi-patient VR simulation with conversational AI and complex care scenarios
- **Target Population:** Advanced nursing students, NCLEX preparation programs

- **Technology Stack:** Advanced VR systems with conversational AI integration

Serious Games Design Elements:

- **Multi-Patient Management Games:** Complex priority-setting challenges with scoring systems
- **Conversational AI Interactions:** Natural language patient communication with performance evaluation
- **Real-Time Decision Pressure:** Time-constrained scenarios requiring quick clinical judgment
- **Interruption and Event Management:** Dynamic scenarios with changing patient conditions
- **Next Generation NCLEX Preparation:** Gaming mechanics aligned with updated nursing assessment standards

Game Mechanics Integration:

- **Priority Management Challenges:** Students must reprioritize care based on evolving patient data
- **Delegation Gaming:** Team-based scenarios requiring effective task distribution
- **Communication Skill Building:** AI-powered patient interactions with feedback on therapeutic communication
- **Clinical Judgment Advancement:** Progressive scenarios building from vSim single-patient foundation
- **Performance Analytics:** Comprehensive tracking of decision-making patterns and outcomes

Website: https://www.wolterskluwer.com/en/solutions/lippincott-nursing-faculty/vrclinicals-for-nursing

1.3 Dental Education Serious Games

1.3.1. Virteasy Dental VR (Haptic-Enhanced Dental Training Platform)

Application Overview:

- **Primary Use:** Gamified dental procedure training with haptic feedback integration

- **Target Population:** Dental students, practicing dentists, dental education programs
- **Technology Stack:** VR headsets with advanced haptic arms, 3D mouse navigation, RFID card readers

Serious Games Design Elements:

- **Progressive Skill Trees:** Students advance through increasingly complex dental procedures with achievement unlocking
- **Haptic Challenge Scenarios:** Haptic drilling simulations programmed to provide variable resistance feedback
- **Performance-Based Advancement:** Competency gates require a demonstration of technical proficiency before accessing advanced modules
- **Multi-Tool Mastery Games:** Interactive scenarios requiring proper instrument selection and manipulation techniques
- **Real-Time Assessment Challenges:** Immediate scoring and feedback on precision, technique, and procedural accuracy
- **Adaptive Complexity Management:** Platform adjusts immersion levels based on task complexity and student competency
- **Hybrid Training Approach:** Combines traditional haptic simulation with selective VR integration for optimal learning outcomes
- **Performance-Based VR Integration**: VR immersion activated progressively as students master fundamental skills

Game Mechanics Integration:

- **Tactile Feedback Systems:** The haptic arm allows for realistic manipulation of the various tools, offering the possibility to feel the different resistances to contact with the tooth components
- **Selective Immersion Scenarios:** Platform provides controlled immersion levels, balancing virtual environment benefits with task performance optimization for complex procedures
- **Customizable Learning Paths:** Virteasy Editor is a powerful tool for importing patient scans, defining caries, and fully controlling your specific cases to take learning to the next level
- **Achievement-Based Progression:** Students receive feedback recognition upon completing body system modules

- **Social Learning Elements:** Multi-user scenarios enabling collaborative dental procedure practice

Research Evidence: Research findings present mixed results for full VR immersion in dental training. While haptic simulation shows promise for skill development, the study revealed that combining VirTeaSy Dental® simulator with VR headsets resulted in decreased performance in complex access cavity preparation tasks. However, the platform's haptic feedback capabilities remain valuable for foundational skill building and procedural understanding (Bandiaky et al., 2025).

Website: https://virteasy.com/

1.3.2. Dental VR Academy (Nursing Skills Virtual Reality Platform)

Application Overview:

- **Primary Use:** Comprehensive dental nursing training through immersive VR simulations
- **Target Population:** Dental nursing students, dental assistant training programs
- **Technology Stack:** VR headset and comes with the Dental VR Academy app pre-installed and ready to go

Serious Games Design Elements:

- **Clinical Scenario Challenges:** Students can infinitely practice and hone their skills without the practical limitations of classroom training, performing the same processes that they are expected to be able to perform in the real world
- **Competency-Based Progression:** Training modes followed by assessment evaluations
- **Performance Tracking Systems:** Assessment mode, which teachers can then review in the Assessment Centre - an easy-to-use web-based tool that is included
- **Real-World Procedure Simulation:** Authentic dental clinic environments with accurate instrumentation
- **Achievement-Based Learning:** Progressive unlocking of advanced dental nursing procedures

Game Mechanics Integration:

- **Risk-Free Practice Environment:** Students practice complex procedures without patient safety concerns
- **Immediate Assessment Feedback:** Real-time evaluation of dental nursing competencies
- **Expandable Content Modules:** choosing from an expanding selection of training modules
- **Self-Paced Learning Progression:** Students advance through modules based on demonstrated competency

Website: https://www.dentalvr.academy/

1.3.3. Simodont Dental Trainer (Haptic VR Dental Education Platform)

Application Overview:

- **Primary Use:** Gamified dental procedure training with advanced haptic feedback and AI integration
- **Target Population:** Dental students, preclinical education, continuing dental education
- **Technology Stack:** VR headsets with sophisticated haptic technology, AI-trained algorithm for DICOM file conversion

Serious Games Design Elements:

- **Progressive Skill Building:** Research shows that skills learned on Simodont are carried over into the real world, improving performance
- **Patient-Specific Training 2.0:** CBCT or micro-CT scans (.DICOM files) can be easily converted into Simodont compatible models with AI-trained algorithm
- **Comprehensive Assessment Modes:** Simodont has been used for preclinical assessment in cavity preparation and tooth preparation with progress traced, recorded, and scored
- **Unlimited Learning Opportunities:** Device not only simulates the clinical scenario but also provides the unlimited learning opportunity without material consumption
- **Real-World Transfer Validation:** proven skill transfer from Simodont into the physical world, for example by training on virtual reality manual dexterity blocks

Game Mechanics Integration:

- **Realistic Haptic Feedback:** Mimics the touch sensations of clinical drilling procedures such as caries removal, tooth preparation, and pulp chamber opening through sensory feedback
- **Custom Curriculum Development:** Curriculum integration support: platform designed to complement existing dental education curricula
- **Life-like Clinical Experience:** Haptic feedback system designed to simulate handpiece manipulation
- **Evidence-Based Performance Tracking:** Tracking drill time and net score for repeated manual dexterity exercises showing evidence that practicing hand skills improves performance
- **Early Clinical Exposure:** first year students able to practice indirect vision earlier than ever in de curriculum

Research Evidence: A randomized controlled trial involving 40 dental students demonstrated that skill development in students trained using Simodont was comparable to that in students using artificial teeth, with no statistically significant difference in improvement rates (23% vs. 39%, p = .315). The study concluded that Simodont was acceptable to students and its use as an adjunct to artificial teeth in endodontic access cavity training is reasonable (Slaczka et al., 2024).

Website: https://www.simodontdentaltrainer.com/

1.4. Nutrition Education

1.4.1. IVAN VR (Immersive Virtual Alimentation)

Application Overview:

- **Primary Use:** Immersive Virtual Alimentation and Nutrition (IVAN) application designed to educate users about food-energy density and portion size control
- **Target Population:** Nutrition students, public health education programs, patient education
- **Technology Stack:** Interactive VR environments with food manipulation capabilities

Serious Games Design Elements:

- **Knowledge Construction Games:** Users actively construct knowledge about energy density by manipulating virtual food items and exploring the concept of portion size control through hypothesis testing and assembling virtual meals in iVR
- **Hypothesis Testing Challenges:** Students experiment with meal combinations to understand nutritional balance
- **Interactive Food Manipulation:** Hands-on learning through virtual food item assembly and analysis
- **Portion Control Missions:** Progressive scenarios teaching appropriate serving sizes
- **Nutritional Discovery Quests:** Guided exploration of food energy density concepts

Game Mechanics Integration:

- **Experimental Learning Mechanics:** Students test nutritional hypotheses through virtual meal creation
- **Interactive learning pathways:** Platform supports knowledge building through virtual food manipulation activities
- **Immediate Nutritional Feedback:** Real-time analysis of meal composition and energy content
- **Remote Learning Capabilities:** Remote study using the Immersive Virtual Alimentation and Nutrition (IVAN) application

Website: https://www.psu.edu/news/research/story/digital-dietician-developed-penn-state-may-help-people-make-better-choices

1.4.2. Foodbot Factory (Mobile Serious Game)

Application Overview:

- **Primary Use:** Mobile educational gaming platform designed to enhance elementary students' understanding of nutritional guidelines through Canada's Food Guide
- **Target Population:** Elementary learners aged 8-10 years, primary school health curriculum, standards-aligned education
- **Technology Stack:** Smartphone-based educational game featuring behavioral modification techniques and interactive gaming elements

Serious Games Design Elements:

- **Structured Educational Components:** Educational framework encompasses five nutritional categories: beverages, produce items, grain-based foods, animal-derived proteins, and plant-based protein sources
- **Character-Driven Learning Experiences:** Educational platform features scientific characters and robotic assistants that facilitate entertaining conversations and educational mini-challenges
- **Systematic Learning Progression:** Educational design incorporates 19 distinct learning goals, combining 13 established objectives with six newly developed competency targets
- **Practical Application Scenarios:** Narrative elements integrate nutritional wellness concepts that correspond with established educational outcomes

Game Mechanics Integration:

- **Engagement-Focused Mini-Challenges:** Educational activities feature narrative-driven challenges that reinforce nutritional wellness principles through established learning frameworks
- **Student-Focused Development Methodology:** Cyclical design process exemplifies strategies for enhancing learner participation, satisfaction, and platform accessibility
- **Evidence-Based Assessment Tools:** Nutritional understanding evaluation instrument specifically created for Canada's dietary guideline measurement
- **Educational Implementation Framework:** Standards-aligned instructional materials created to assist educators and students aged 8-12 in nutritional learning

Research Evidence: Multiple research investigations indicate that Foodbot Factory demonstrates significant promise as an educational platform for enhancing children's nutritional understanding.

Website: https://arcandnutritionlab.com/foodbot-factory/

1.5. Physiotherapy Education

1.5.1. PhysioLearn VR (Anatomy Education Platform)

Application Overview:

- **Primary Use:** Three-dimensional virtual reality learning environment designed for comprehending sophisticated anatomical structures within physiotherapy curricula
- **Target Population:** Healthcare students, physical therapy learners, medical educators and academic professionals
- **Technology Stack:** Open-access virtual reality educational system incorporating advanced VR and tactile feedback Technologies

Serious Games Design Elements:

- **Three-Dimensional Learning Exploration:** Open-access virtual reality educational system created for healthcare students, instructors, and academic practitioners
- **Tactile Learning Implementation:** Constructed using cutting-edge VR and haptic feedback systems, delivering experiential educational opportunities
- **Academic-Clinical Connection:** An educational platform connects theoretical understanding with hands-on competencies in anatomical comprehension
- **Virtual Anatomical Investigation:** Learners examine human physiological systems through unprecedented immersive digital environments
- **Multi-User Educational Spaces:** Platform capabilities support shared anatomical investigation and collaborative academic discussions

Game Mechanics Integration:

- **Interactive Anatomical Investigation:** Three-dimensional learning spaces convert conventional anatomy instruction into compelling exploratory experiences
- **Structured Competency Advancement:** The educational system provides organized learning sequences from fundamental anatomical concepts to advanced clinical implementations
- **Milestone-Based Progression:** Students progress through escalating anatomical complexity and physiological system understanding

- **Immediate Learning Assessment:** Instant evaluation of anatomical comprehension and three-dimensional spatial reasoning
- **Personalized Educational Sequences:** Dynamic content presentation responding to individual learning requirements and academic advancement

Website: https://physiolearn.netlify.app/

1.5.2. Clinical Pattern Recognition

Application Overview:

- **Primary Use:** Evidence-based simulations and interactive gamified content for physiotherapy clinical decision-making training
- **Target Population:** Physiotherapy students, clinical education programs, professional development
- **Technology Stack:** Interactive simulations, 3D anatomical models, case-based scenarios, and gamified learning modules

Serious Games Design Elements:

- **Clinical Reasoning Simulations:** The platform employs research-backed simulation scenarios that enhance student participation while facilitating knowledge synthesis and practical application
- **Neurological System Gamification:** Learning modules incorporate game-based elements to support a comprehensive understanding of neurological concepts and processes
- **Structured Competency Development:** Educational framework features incrementally advancing challenges that establish robust neuroanatomical foundations for clinical applications
- **Scenario-Based Learning Modules:** Patient-centered educational tools enable students to apply theoretical concepts within realistic clinical contexts
- **Integrated Evaluation Systems:** Multimedia assessment platform encompasses neurologic examination components with interactive testing functionalities

Game Mechanics Integration:

- **Interactive Learning Pathways:** Game-enhanced educational content transforms complex neurological concepts into accessible and engaging learning experiences

- **Three-Dimensional Anatomical Visualization:** High-quality visual representations feature manipulable brain and spinal cord models incorporating authentic anatomical cross-sections
- **Guided Clinical Decision-Making:** Educational simulations facilitate student navigation through therapeutic processes, encompassing fundamental movement assessment and strength evaluation techniques
- **Adaptive Difficulty Progression:** Educational architecture builds foundational understanding through escalating clinical complexity and enhanced decision-making requirements
- **Cross-Curricular Resource Integration:** A unified educational platform serves multiple academic courses throughout the program, minimizing reliance on course-specific textbooks

Website: https://clinicalpattern.com/physical-therapy/

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Bölüm 11

Türk Ailesinde Rollerin Değişmesine Neden Olan Unsurların Kritiği

Osman Özkul[1]

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Özet

Bu çalışma, Türk aile yapısının dönüşümünü üç temel dinamik üzerinden eleştirel bir şekilde incelemektedir: Avrupa Birliği uyum sürecindeki yasal reformlar, İstanbul Sözleşmesi ve dijital iletişim teknolojilerinin yükselişi. Tarafsız bir bakış açısının aksine, bu çalışma, yasal değişikliklere karşı toplumsal direnç, toplumsal cinsiyet eşitliği politikaları etrafındaki kamuoyu tartışmaları ve dijital platformların aile etkileşimleri üzerindeki ikircikli etkileri gibi tartışmalı yönleri vurgulamaktadır. Analiz, AB tarafından yönlendirilen yasal reformların eşitliği teşvik etmeyi amaçlamasına rağmen, etkilerinin sosyoekonomik ve bölgesel bağlamlarda farklılık gösterdiğini ve bazen kuşaklar arası ve kültürel gerilimleri şiddetlendirdiğini ortaya koymaktadır. İstanbul Sözleşmesi, kadınları koruma niyetlerine rağmen, kutuplaşmış tepkileri tetikleyerek hem erkeklerin hem de kadınların aile rollerine ilişkin algılarını karmaşık şekillerde yapılandırmıştır. Dijital iletişim teknolojileri, artan bağlantı fırsatlarının yanı sıra gizlilik zorlukları, kuşaklar arası çatışmalar ve yeni sosyal baskılar getirerek aile dinamiklerini daha da karmaşık hale getirmektedir. Bu çalışma, yasal, kültürel ve teknolojik perspektifleri bütünleştirerek, çağdaş Türk aile yaşamını etkileyen çok yönlü ve bazen çelişkili süreçlere dair eleştirel bir anlayış sunmaktadır.

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Giriş

Türkiye'de aile yapısı, tarihsel olarak geleneksel değerler, dini normlar ve devletin hukuki düzenlemeleri arasında şekillenmiştir. Osmanlı döneminden Cumhuriyet'e geçişle birlikte aile kurumu, modernleşme politikalarının odağında yer almış; medeni hukuk düzenlemeleriyle birlikte aile ilişkileri devletin pozitif hukuku aracılığıyla yeniden tanımlanmıştır. Bu travmayı, toplum kültürel genetik özellikleri ve yaşlı kuşakların derin bilgeliği sayesinde nisbeten daha aza hasar ile atlatabilmiştir. 20. yüzyılın ikinci yarısından itibaren ise, sanayileşmeye bağlı kentleşme, seküler içerikli eğitim sisteminin artması ve geçim zorluklarına neden olan ekeonomik problemler ndeniyle kadınların iş gücüne katılımının artışı, aile yapısının ve aile rollerinde önemli değişimlere yol açmıştır. Fakat bu değişimler de nisbeten tolere edilebilir derecede sınırlı kalmıştır. Ancak 21. yüzyılda Türk aile yapısı ve ailenin temelini oluşturan ana-baba ve çocukların rolleri, üç temel faktör tarafından derinden etkilenmiştir: Avrupa Birliği uyum sürecinde yapılan medeni hukuk reformları, İstanbul sözleşmesi metninin etkileri, dijitalleşme veya dijital medyanın aile içi iletişim üzerindeki etkileri. Bu makalede, söz konusu değişimlerin Türk aile yapısı ve rollerine yaptığı, yalnızca yapıcı etkilerini değil, aynı zamanda toplumsal çatışmalara, norm farklılıklarına ve kültürel gerilimlere yol açan yönleri de eleştirel bir perspektifle incelenmektedir.

Türk aile yapısındaki dönüşüm, hukuki reformlar, uluslararası sözleşmeler ve dijitalleşme gibi birbirini etkileyen üç temel dinamik tarafından şekillendirilmektedir. Ancak bu süreçler, her zaman tek yönlü ve homojen bir değişime neden olmamış; toplumsal direnç, kültürel norm farklılıkları ve teknolojiye adaptasyon problemleri gibi daha geniş çeşitliliğe sahip tartışma ve çatışma alanlarının ortaya çıkmasına yol açmıştır.

Aslında daha sağlıklı bir aile yapısına kavuşabilmek ve daha az çatışmalı problemlerle karşılaşmak için, bu konuların çok farklı boyutlarda ele alınması ve karar mekanizmalarının daha şeffaf ve uzun vadeli hedeflere ve perspektiflere dayandırılması gerekirdi. Şimdi girift ve aile yapısı üzerinde derin etkiler bırakmış olan bu tartışma alanlarının, en azından bundan sonraki süreçte, daha tutarlı ve verimli tartışmalar ve incelemelere dayandırılması gerekmektedir. Bunun ilk adımlarından birisi olan bu yılın Türkiye'de "aile yılı" olarak ilan edilmesi, sadece resmi ve politik bir icraat olmaktak daha ileriye taşınmalıdır. Gerçekten toplumsal ve kültürel gerçekliklerle uyumlu çalışmalar gerçekleştirilmelidir. Aşağıdaki alt başlıklarda bu amaca yönelik olarak, temel problem noktaları analiz ve kritik edilmeye çalışılmaktadır.

1. Avrupa Birliği Uyum Sürecinde Medeni Hukuk Değişikliklerinin Aile Yapısına Etkisi

2000'li yılların başında Türkiye'nin Avrupa Birliği'ne aday ülke statüsünü kazanmasıyla birlikte, hukuk sisteminde köklü reformlar gerçekleştirilmiştir. 2001–2005 yılları arasında çıkarılan uyum paketleri, özellikle hukuk açısından kadın-erkek rollerinin depişmesi ve aile hukukunun Batılılaştırılması açısından kritik bir dönüm noktası olmuştur. 2001 yılında kabul edilen yeni Türk Medeni Kanunu, aile içi rollerin yeniden tanımlanması konusunda, Türk tarihinde gerçekleşen en önemli yasal düzenlemelerden birisidir.

2000'li yılların başından itibaren Türkiye'nin Avrupa Birliği adaylığı konusunda, 20. yüzyılda olduğundan daha fazla biçimde hukuk sisteminde kapsamlı değişiklikleri beraberinde getirmiştir. Medeni Kanun başta olmak üzere yapılan reformlar, aile içi eşitliği sağlamak ve kadınların haklarını güvence altına almak amacını taşısa da Pratik uygulamalarda önemli kültürel problemler sınırlılıklar ve toplumsal dirençlerle karşılaşmıştır.

Mesela, 1926 tarihli Medeni Kanun'un bazı hükümleri, aile içinde erkeği "aile reisi" olarak tanımlarken; yeni kanun bu ifadeyi kaldırarak "eşitlik" ilkesini temel almıştır. Kanunla birlikte, evlilik birliği içinde karar alma süreçlerinde eşitlik sağlanmış; aile konutunun seçimi ve yönetimi artık ortak kararlara dayandırılmıştır. Bu değişiklik, kadınların aile içindeki konumunu güçlendirmiş ve geleneksel rollere dayalı yapının hukuki dayanaklarını büyük ölçüde ortadan kaldırmıştır. Bu durumun en önemli sonuçlarından birisi ise, kadın erkek çatışmalarının artması bununla ilgili olarak boşanma oranlarının ve kadın cinayetlerinin artması olmuştur.

2001 tarihli yeni Medeni Kanun, aile içi karar alma süreçlerinde eşitliği hedeflemiş, aile reisliği kavramını kaldırmıştır. Ancak bu hukuki değişikliklerin toplumun tüm kesimlerinde benimsenmesi aynı hızda gerçekleşmemiştir. Kırsal bölgelerde ve geleneksel aile yapısına sahip topluluklarda erkeklerin otoritesi ve kadının ev içindeki rolü hâlen güçlü bir norm olarak devam etmektedir.

Yeni medeni Kanun'la birlikte "edinilmiş mallara katılma rejimi" "yasal mal rejimi" olarak kabul edilmiştir. Bu düzenleme, evlilik süresince edinilen malların boşanma halinde eşit paylaşımını öngörmektedir. İlk bakışta bu değişmelerle kadınların ev içi emeği de ekonomik değer kazanmış ve boşanma durumunda kadınların ekonomik güvenliği güçlenmiştir (Acar ve Ayata, 2002). Ancak, bundan daha çok da kültürel gecikmenin bir tezahürü olarak ailedeki karı ve kocanın çatışma unsurlarını çoğaltmıştır. Ayrıca miras hukukunda yapılan değişikliklerle kız ve erkek çocuklar

arasındaki miras paylaşımı eşitlenmiştir. Edinilmiş mallara katılma rejimi ve velayet düzenlemeleri, ayrıca teorik olarak kadınların haklarını güvence altına almış, ekonomik eşitliği teşvik etmiştir. Ancak uygulamada, özellikle ekonomik kaynaklara erişimi sınırlı olan kadınlar, hukuki haklarını etkin biçimde kullanmakta güçlük yaşamıştır. Boşanma ve velayet davalarında mahkemelerin uygulamaları farklılık göstermiş, bu da değişikliklerin eşitlik hedefini sınırlamıştır.

Yeni düzenlemeler, boşanma süreçlerini daha sistematik hale getirmiş; özellikle kadına yönelik şiddet, zina, terk gibi boşanma sebeplerinde kadınların haklarını genişletmiştir. Çocukların velayeti konusunda da "çocuğun üstün yararı" ilkesi benimsenmiş; bu yaklaşım, annelerin velayet konusunda daha güçlü bir konuma gelmesine yol açmıştır (Bozkurt, 2012). Hukuki reformlar, hedef olarak Batılılaşma projesinin bir unsuru olan eşitlikçi aile modellerinin benimsenmesini teşvik ederken; pratik uygulamalarda geleneksel normlar ile reformlar arasında çatışmalara yol açmıştır. Bu hukuki reformlar, aile içinde kadınların ve erkeklerin rollerinde önemli değişikliklere neden olmuştur. Geleneksel kültüre bağlı olarak erkeğin koruyucu rolünün otorite figürü haline dönüşmesine bir tepki olarak gerçekleştirilen yeniliklerin hakim olduğu bu yeni aile yapısı, yerini eşitlikçi karar alma süreçlerine bırakması beklenmiştir. Ancak bu dönüşümün her kesimde eşit şekilde yaşandığını söylemek güçtür. Özellikle kırsal bölgelerde geleneksel uygulamalar güçlü biçimde varlığını sürdürürken, büyük şehirlerde yasal düzenlemeler aile ilişkilerine daha hızlı yansımıştır (Yüksel, 2015).

AB uyum sürecindeki reformlar, özellikle muhafazakâr Türk toplumu tarafından tartışmalara neden olmuştur. Kadın-erkek eşitliği iddiasını merkeze alan hukuki düzenlemeler, bazı gruplar tarafından aileyi zayıflatıcı ve geleneksel değerleri tehdit edici olarak şüphe ile karşılanmıştır (Arat, 2010). Ancak, bu şüphenin ne kadar haklı olduğu, geçen yıllar boyunca daha iyi anlaşılmaktadır. Ailede boşanma oranları artmakta, kadın cinayetlerinin önüne geçilememekte ve evlilik oranları gittikçe dramatik bir boyuta erişmiştir.

2. İstanbul Sözleşmesi Maddelerinin Kadın ve Erkek Tutumları Üzerindeki Etkisi

2011 yılında Avrupa Konseyi tarafından kabul edilen ve Türkiye'nin ilk imzacısı olduğu "Kadınlara Yönelik Şiddet ve Aile İçi Şiddetin Önlenmesi ve Bunlarla Mücadeleye Dair İstanbul Sözleşmesi", toplumsal cinsiyet eşitliğini temel alan kapsamlı bir uluslararası belge olarak takdim edilmiştir. Türkiye, sözleşmeyi 2011'de imzalamış ve 2014 yılında yürürlüğe

koymuştur. Sözleşme, hem devletlere kadınlara yönelik şiddeti önleme konusunda yükümlülükler getirmiş hem de kadın ve erkeklerin aile içindeki rollerine ilişkin toplumsal algılarda çok önemli değişiklikler yapmıştır. Tarih boyunca, Türk toplumunun kültür, ahlak ve dini değerleri ile çatışan hukuki değişikliklerin en etkileyicilerinden birisi olduğu geçen uzun yıllar sonucunda fark edilmiştir.

Türk toplumuna İstanbul Sözleşmesi'nin temel amacı, kadınlara yönelik her türlü şiddeti önlemek, mağdurları korumak ve failleri cezalandırmak olarak yansıtılmaktadır. Buna göre, sözleşmede dört temel unsur öne çıkarılmaktadır: 1) Şiddetin önlenmesi, 2) Mağdurların korunması, 3) Suçluların kovuşturulması, 4) Bütüncül politika yaklaşımı. Ayrıca sözleşme, toplumsal cinsiyet kalıplarının değiştirilmesi gerektiğini vurgular (Bozkurt, 2014). Sözleşmenin kadınlar üzerindeki etkilerine bakılacak olursa, sözleşmenin yürürlüğe girmesiyle kadınların haklarını arama kapasitesi teorik olarak güçlendiği varsayılmaktadır. Ayrıca, mağdurları koruma mekanizmaları, hukuki süreçlerde kadınların lehine değişiklikler ve farkındalık kampanyalarının da kadınlar arasında güven duygusunu vurgulanmaktadır.

Sözleşmenin yürürlüğe girmesiyle birlikte kadınların aile içindeki konumuna ilişkin farkındalık artmıştır. Özellikle şiddete maruz kalan kadınların yasal mekanizmalara erişimi kolaylaşmış, ALO 183 hattı vb. gibi destek mekanizmaları yaygınlaştırılmıştır. Kadın örgütleri, sözleşmeyi kadınların kamusal ve özel alanlarda güçlenmesi açısından bir "hukuki kalkan" olarak değerlendirmiştir (Çavdar ve Yılmaz, 2019). Fakat sonuçlara bakıldığında, aynı iyimser ifadeleri kullanmak mümkün görülmemektedir. Özellikle, önceden erkekler lehine olan mahalle baskısının, şimdi kadınlar lehine dönüşmesini, kültürel ve psikolojik olarak özümseyememiş ve kabullenememiş erkekler, hukuki erke dayanarak cesaretle konuşan ve karar veren kadınlara karşı, fiziki güce ve cinayetlere yönelmiştir. Nitekim bu yönüyle erkekler üzerindeki algılar ve tepkiler sözleşmenin bazı erkekler tarafından "potansiyel fail varsayımı" oluşturduğu iddia edilmektedir. Tartışma ve çatışma süreçlerinde kadınların beyanlarının delil aranmaksızın esas alınması; boşanma ve velayet süreçlerinde, erkeklerin dezavantajlı duruma düştüğü algısı, erkeklerdeki şüpheyi, direnci ve tepkiyi artırmıştır. Sözleşmenin toplumsal etkisi yalnızca kadınlarla sınırlı kalmamıştır. Erkeklerin aile içindeki rollerine ilişkin algılarında da önemli değişimler gözlemlenmiştir. Bazı erkek grupları, sözleşmenin erkekleri "potansiyel fail" olarak gösterdiğini savunmuş; boşanma süreçlerinde velayet ve nafaka gibi konularda erkeklerin dezavantajlı duruma düştüğünü iddia etmiştir (Güneş ve Ayata, 2016). Bu nedenle bazı erkekler, aşırı tepkiler göstermekte kendilerini mazur görür hale gelmiştir. Toplumsal kutuplaşma ve medya

tartışmaları bakımından bu sözleşme, Türkiye'de toplumsal ve siyasal bir tartışma nesnesi haline gelmiştir. Muhafazakâr kesimler sözleşmenin aileyi ve geleneksel değerleri tehdit ettiğini savunurken; kadın hakları savunucuları sözleşmeyi koruma ve eşitlik aracı olarak görmektedir (Çavdar ve Yılmaz, 2019). Hatta siyasi bakımdan Türkiye'nin en çok oy alan iki siyasi partisi ve taraftarlarının bir çatışma alanına dönüşmüştür. Toplumsal algı ve kamusal tartışmalar açısından bakıldığında, sözleşmenin imzalanmasından sonraki yıllarda yapılan araştırmalar, toplumda sözleşmeye ilişkin bilgi düzeyinin sınırlı olmakla birlikte, kadınların büyük çoğunluğunun sözleşmenin varlığını olumlu değerlendirdiği iddia edilmektedir (TÜSİAD, 2019). Ancak bu görüşün ideolojik ve Batılılaşmacı bir paradigmaya dayandığı söylenebilir. Muhafazakâr kesimlerde, siyasi taraftarlık nedeniyle, uzun yıllar boyunca, başını kuma gömerek, gerçekleri görememiştir. Ancak son yıllarda, Batı karşıtlığı tartışmalarının yoğunlaşması ve dramatik sonuçların görülmeye başlanmasıyla, sözleşmenin aileyi zayıflattığı, hatta "dağıttığı" yönünde eleştiriler de gelişmeye başlamıştır. Daha çok Türk toplumunun muhafazakâr kesimlerinde sözleşmenin "aileyi zayıflattığı" yönünde güçlü eleştiriler gelişmiştir. Özellikle "toplumsal cinsiyet" kavramının bazı çevrelerde "geleneksel cinsiyet rollerini yok ettiği" yönünde algılanması, sözleşmenin meşruiyetini tartışmalı hale getirmiştir. 2021 yılında Türkiye'nin sözleşmeden Cumhurbaşkanlığı Kararnamesi ile çekilmesi, bu tartışmaların ne kadar derinleştiğini göstermektedir (Resmî Gazete, 2021).

Çekilme kararına rağmen sözleşmenin toplumsal etkileri tamamen ortadan kalkmamıştır. Yasal reformlar ve oluşturulan farkındalık, kadın-erkek ilişkilerinde daha eşitlikçi bir dilin yaygınlaşmasına katkıda bulunmuştur. Ancak uygulamada yaşanan aksaklıklar, özellikle kırsal bölgelerde ve düşük gelirli kesimlerde sözleşmenin etkisinin sınırlı kalmasına yol açmıştır (Kaya ve Ercan, 2022).

Aile içi roller açısından değerlendirildiğinde, İstanbul Sözleşmesi'nin aile yapısına etkisi hem hukuki hem de kültürel bakımdan değerlendirildiğinde iki yönlü olmuştur. Hukuki düzeyde, kadınların korunmasına yönelik mekanizmalar güçlendirilirken; beklenmedik şekilde kadın erkek çatışması kışkırtılmaktadır. Diğer taraftan kültürel düzeyde ise, toplumsal cinsiyet rollerinin Batı toplumunun kültürel kodlarına göre yeniden tanımlanması yapılarak, aktif kadın pasif erkek yaklaşımı teşvik edilmektedir. Böylece kadınlar ve erkekler tarafından geleneksel olarak benimsenen toplumsal rollerin yerine bu statüleri küçümseyip, dışlayan bir bakış açısına alan açılmaktadır. Böylece, kadının ekonomik özgürlüğü söylemi üzerine inşa edilen feminist mahalle baskısı sonucunda, annenin evden/çocuğundan mahrum bırakılması ve uzaklaştırılması tehlikesi yaygınlaşmaya başlamıştır. Kadının aile içindeki

"anne" rolünün karşısına bir alternatif olarak konulan, "çalışan kadın" rolü, güçlü bir mahalle baskısı oluşturmaktadır. Kadınlara duygusal bir rüşvet olarak ise, bireysel özgürlüğünü kazanma vaat edilmektedir. Oysa esas hedef, geleneksel Türk toplumunda kendi ailesi için üreten kadını; başkaları için üreten ve tüketim toplumunun aktif bir üyesi haline getirmektir.

3. Dijital Mecralara Dayalı İletişim Araçlarının Aile Yapısına Etkisi

21. yüzyılda aile kurumunu etkileyen en güçlü dönüşüm dinamiklerinden biri de dijitalleşmedir. İnternetin yaygınlaşması, akıllı telefonların kullanımı ve sosyal medya platformlarının günlük yaşamın ayrılmaz bir parçası haline gelmesi, aile içi iletişim biçimlerini kökten değiştirmiştir (Castells, 2008; TÜİK, 2023).

Dijital iletişim araçlarının yaygınlaşması genel olarak dijitalleşme, Türk aile yapısını etkileyen en belirgin ve tartışmalı faktörlerden biridir. İnternet, akıllı telefonlar ve sosyal medya platformları, aile bireylerinin iletişim biçimlerini dönüştürmekte, mahremiyet ihlali, kuşaklar arası çatışmalar ve sosyal baskı gibi yeni riskler oluşturmaktadır). Aile bireyleri WhatsApp grupları, video görüşmeleri veya sosyal medya üzerinden haberleşmekte; özellikle şehirlerarası veya uluslararası göçle parçalanmış ailelerde dijital araçlar "birlikte olma" hissini güçlendirmektedir.

İletişim ve dayanışma bakımından dijital araçlar, aile bireylerinin mekânsal olarak ayrı olsalar bile etkileşimde kalmasını sağlamaktadır. Dijital iletişim araçları, aile bireylerinin mekânsal olarak ayrı olsalar bile etkileşimde kalmasını sağlamaktadır. Uzaktan eğitim, evden çalışma ve sosyal medya aracılığıyla yapılan iletişim, özellikle göçle parçalanmış ailelerde "birlikte olma" hissini güçlendirmektedir (Çetin ve Koçak, 2021). Ayrıca, çevrim içi platformlar ailelerin kriz durumlarında hızlı bilgi paylaşımı ve dayanışma mekanizmaları geliştirmesine imkân tanımaktadır. Ancak diğer taraftan sosyal medya ve diğer dijital platformlar, aile bireylerinin mahremiyet sınırlarını bulanıklaştırmaktadır. Ebeveynlerin çocuklarının fotoğraflarını paylaşması veya eşlerin sosyal medya kullanım alışkanlıkları, kıskançlık ve güven problemlerine yol açabilmektedir. Ayrıca, dijital araçlar, özellikle ergenler ve genç yetişkinler arasında aşırı kullanım veya bağımlılık risklerini artırmakta; ebeveynlerle kuşaklar arası çatışmalara sebep olabilmektedir. Toplumda dijitalleşmenin yaygınlaşması, ebeveynlik rollerinde de önemli değişikliklere sebep olmaktadır. Ebeveynler, çocuklarının dijital ortamlardaki etkinliklerini denetleme, yönlendirme ve koruma sorumluluğu taşımaktadır (Çetin, 2022).

Dijitalleşme, kuşaklar arası ilişkilerde uçurumun artmasına neden olmaktadır. Genç kuşaklar dijital araçlara daha hızlı adapte olurken, yaşlı kuşaklar çoğu zaman bu teknolojileri kullanmakta zorlanmakta, sınırlı düzeyde kullanmakta veya teknolojiye direnç göstermektedir. Bu durum, aile içi iletişimde kopukluklara sebep olmakta, aile içinde "dijital uçurum" oluşturabilmektedir. Kuşaklar arası dijital uçurum ve dijital adaptasyon farkları, aile içi iletişimde kopukluklar oluşturmakta, kuşaklar arası anlayış ve uyum problemlerini gündeme getirmekte ve kuşaklar arası çatışmalara sebep olmaktadır. Mesela bazı genç aile bireyleri özel hayatlarının belirli kısımlarını sosyal medya üzerinden paylaşarak kamusal alanda görünür hale getirmektedir. Bu durum, aile mahremiyetinin sınırlarını bulanıklaştırmakta ve zaman zaman aile içi çatışmalara yol açmaktadır.

Dijitalleşmenin aile yapısına etkisini çift yönlü olarak ele almak mümkündür. Bir yandan iletişimi kolaylaştırmakta, aile bağlarını güçlendirebilen araçlar sunmakta; diğer yandan bağımlılık, mahremiyet ihlali ve kuşaklar arası çatışma gibi yeni riskler oluşturmaktadır. Dijitalleşme, aile bireylerinin rollerini yalnızca iletişim düzeyinde değil, ekonomik ve sosyal düzeyde de yeniden tanımlamaktadır. Evden çalışma, toplumsal cinsiyet rollerine ilişkin yeni tartışmaları gündeme getirmektedir.

Diğer yandan da dijitalleşme, ebeveynlerin çocuklarının dijital aktivitelerini denetleme ve yönlendirme sorumluluğunu artırmış, aile içi rol paylaşımında yeni çatışma alanları doğurmuştur Dijitalleşme, ebeveynlik rollerini de yeniden şekillendirmektedir. Ebeveynler, çocuklarının dijital dünyadaki aktivitelerini denetleme, yönlendirme ve koruma sorumluluğu taşımaktadır. Bu durum, aile içi iş bölümünü ve karar alma süreçlerini etkilemekte, ebeveynler arasında yeni çatışma alanları yaratmaktadır. Öte yandan, dijital araçlar eğitim ve sosyal gelişim açısından fırsatlar sunmaktadır, bu da modern ebeveynliğin karmaşık ve çatışmalı bir yapısının varlığını ortaya koymaktadır (Çetin, 2022). Bu nedenle dijitalleşmenin etkilerini incelerken, aile içinde yol açtığı problemleri dikkate almak gerekir.

Son yıllarda Türkiye'de kadının iş gücüne katılım oranının artması, aile içi rollerin yeniden şekillenmesine neden olmuştur. Geleneksel olarak kadının ev ve çocuk bakımıyla özdeşleştiği aile yapısı, ekonomik ve sosyal zorunluluklar nedeniyle değişime uğramaktadır. Kadınların çalışma hayatına aktif olarak katılması, aile gelirini artırmakta ve ekonomik bağımsızlık sağlamaktadır; ancak bu durum bazı yan etkiler de yapmaktadır. Özellikle küçük yaştaki çocukların günlük bakım ve ilgisinde azalma gözlemlenmektedir. Çalışan annelerin yoğun iş temposu, çocuklarla yeterli zaman geçirememelerine yol açmakta, bu durum çocukların duygusal ve sosyal gelişiminde eksikliklere

neden olabilmektedir. Ayrıca, aile içi görev dağılımı hâlâ çoğunlukla kadın üzerinde yoğunlaşmakta, erkeklerin ev içi sorumlulukları sınırlı kalmaktadır. Bu durum, hem kadının üzerindeki bakım yükünü artırmakta hem de çocukların ihtiyaç duyduğu ilgi ve rehberliği eksik bırakmaktadır. Diğer yandan, teknoloji ve dijital iletişim araçları bazı dengelemeler sağlamaktadır; ebeveynler, iş yerinden kısa süreli iletişimle çocuklarıyla bağlantıda kalabilmektedir. Ancak bu, yüz yüze etkileşimin yerini tamamen dolduramamaktadır. Dolayısıyla, kadının iş hayatına katılımı ekonomik ve toplumsal açıdan olumlu bir adım olmakla birlikte, aile içi rollerin yeniden düzenlenmesi ve eşit görev paylaşımı sağlanmadığı sürece, çocukların yeterli ilgiyi görememesi gibi olumsuz sonuçlar devam etmektedir.

4. Sonuç

Türk aile yapısı, tarihsel olarak geleneksel değerlerin, dini normların ve devletin düzenleyici rolünün birleşimiyle şekillenmiş bir kurumdur. 21. yüzyılda ise Avrupa Birliği uyum süreci, İstanbul Sözleşmesi ve dijitalleşme, aile kurumunu dönüştüren üç temel dinamik olarak öne çıkmaktadır. Bu üç faktörün etkileşimi, aile yapısının homojen olmadığını, farklı toplumsal gruplarda farklı değer sistemlerinin bir arada var olduğunu göstermektedir.

Türkiye'de yukarıda sayılan hukuki, siyasi ve teknolojik faktörlerin etkisiyle kadının iş gücüne katılımı son yıllarda önemli ölçüde artmıştır (TÜİK, 2023). Bu durum ekonomik bağımsızlık ve toplumsal statü açısından olumlu bir gelişme olarak değerlendirilmektedir; ancak aile içi rollerin yeniden düzenlenmesini zorunlu kılmaktadır. Geleneksel olarak ev ve çocuk bakımından sorumlu olan kadınlar, çalışma hayatının yoğun temposu nedeniyle çocuklarına ayırabilecekleri zamanı sınırlı hâle getirmektedir (Çağlar, 2019). Bu durum, özellikle küçük yaştaki çocukların duygusal ve sosyal gelişimini etkileyebilmekte, aile içi etkileşimi azaltabilmektedir. Ayrıca, ev işlerinin ve çocuk bakımının hâlâ büyük ölçüde kadın üzerinde yoğunlaşması, toplumsal cinsiyet eşitsizliğini pekiştirmektedir. Dijital iletişim araçları, ebeveynlerin çocuklarıyla kısa süreli etkileşim kurmasına olanak sağlasa da yüz yüze etkileşimin yerini tam olarak dolduramamaktadır. Sonuç olarak, kadının iş hayatına katılımı ekonomik ve toplumsal açıdan olumlu bir adım olmakla birlikte, çocukların yeterli ilgiyi görmesi için aile içi sorumluluk paylaşımının yeniden düzenlenmesi ve toplumsal farkındalığın artırılması gerekmektedir. Bu bağlamda, erkeklerin ev içi rolü ve bakım sorumlulukları da eşit bir şekilde paylaşılmalıdır.

Türk aile yapısındaki dönüşüm, hukuki reformlar, İstanbul Sözleşmesi ve dijitalleşme tarafından şekillendirilmiştir. Ancak bu süreçler, toplumsal

direnç, kültürel normlar ve teknolojiye adaptasyon sorunları nedeniyle karmaşık ve çelişkili sonuçlar doğurmuştur. Aile yapısının geleceği, hukuki ve teknolojik reformların yanında kültürel farkındalık, eğitim ve toplumsal uzlaşı çabalarıyla şekillenecektir. Türkiye'de çeşitli faktörlerin etkisi ile aile içindeki ana-babanın rol değişimi, kadının ekonomik ve sosyal hayattaki konumunu güçlendirirken, çocukların gelişimi ve aile içi etkileşim açısından yeni stratejiler geliştirilmesini zorunlu kılmaktadır. İş ve aile hayatının dengelenmesi, erkeklerin sorumluluk paylaşımının kültürel yapı ile uyumlu bir biçimde yorumlanması ve toplumsal hassasiyetin yükseltilmesi, sağlıklı bir aile yapısı için kritik öneme sahiptir.

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Egzersiz, Beslenme ve Sağlık: Bireysel ve Toplumsal Perspektifler

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Bölüm 2

Probiyotik ve Prebiyotiklerin Sporcu Beslenmesindeki Rolü

Senanur Dönmez[1] -
Asiye Hande Başkan[2]

Özet

Bu bölümde probiyotik ve prebiyotiklerin sporcu beslenmesindeki rolü ele alınmaktadır. Bağırsak mikrobiyotası, bağışıklık sistemi, performans ve toparlanma süreçleri açısından sporcu sağlığının kritik bir bileşeni olarak değerlendirilmektedir. Probiyotikler, uygun dozlarda alındığında konağın bağırsak sağlığını destekleyen canlı mikroorganizmalar olup fermente gıdalar başlıca kaynaklarını oluşturmaktadır. Prebiyotikler ise sindirilemeyen karbonhidrat yapısındaki bileşikler olup faydalı mikroorganizmaların gelişimini teşvik etmektedir.

Sporcularda probiyotik ve prebiyotik kullanımı; bağışıklık sisteminin güçlendirilmesi, üst solunum yolu enfeksiyonlarının azaltılması, gastrointestinal rahatsızlıkların önlenmesi, inflamasyonun baskılanması ve oksidatif stresin azaltılması gibi yararlar sunmaktadır. Ayrıca enerji metabolizmasının desteklenmesi, besin emiliminin artırılması, kısa zincirli yağ asitlerinin üretimi ve bağırsak–beyin ekseninin düzenlenmesi yoluyla psikolojik iyi oluş üzerinde de olumlu etkiler göstermektedir.

Uygulamada bireysel farklılıklar, doz, süre ve kullanım şekli göz önünde bulundurulmalı; hem gıda kaynaklı hem de takviye formlarında güvenli ve kontrollü kullanım esas alınmalıdır. Sonuç olarak, probiyotik ve prebiyotiklerin düzenli ve uygun şekilde tüketimi, sporcularda performansın korunması, toparlanmanın hızlandırılması ve genel sağlığın desteklenmesi açısından önemli bir strateji olarak değerlendirilmektedir.

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1. GİRİŞ: MİKROBİYOTA VE SPORCULARDA BAĞIRSAK SAĞLIĞI

Bağırsak mikrobiyotası, insan vücudundaki pek çok fizyolojik süreçte rol oynamakta ve sporcu beslenmesinde giderek daha fazla önem kazanmaktadır. Mikrobiyota ve egzersiz arasındaki ilişkinin, performans, bağışıklık sistemi ve toparlanma süreçleri bağlamında ele alındığı görülmektedir. Bu doğrultuda probiyotik ve prebiyotik içeren besinler ve takviyeler de sporcu beslenmesinde dikkate alınan unsurlardan biri haline gelmiştir.

Konakçıyla simbiyotik biçimde birlikte yaşayan tüm mikroorganizmalar mikrobiyota olarak tanımlanırken, bu mikroorganizmaların genetik materyali mikrobiyom olarak adlandırılır. Mikrobiyom bakteriler, arkeler, mantarlar, protozoalar ve virüsleri içeren oldukça karmaşık bir yapıya sahiptir(El-Sayed ve ark., 2021; Methé ve ark., 2012).İnsan vücudunda mikrobiyal hücre sayısının yaklaşık 10^{14} olduğu ve bunların yaklaşık %90'ının bağırsaklarda bulunduğu öngörülmektedir(Xu ve Knight, 2014).Bileşim ve fonksiyonel kapasite açısından kişiden kişiye farklılık gösteren mikrobiyota, bağışıklık yanıtlarının düzenlenmesine katkıda bulunur ve organizmanın sağlıklı ya da hastalıklı durumlarla ilişkili biyolojik süreçlerinde önemli bir rol oynar(Abt ve Artis, 2009).

Sporcularda bağırsak sağlığı, mikrobiyota ile beslenme ve antrenman alışkanlıkları arasındaki etkileşimler aracılığıyla performansın sürdürülmesi ve toparlanmanın hızlanmasında önemli bir rol oynamaktadır(Chen ve ark., 2024). Bu alandaki araştırmalar, sporcularda bağırsak mikrobiyotasının çeşitliliği ve işlevlerinin performans, kas uyumu ve toparlanma süreçleri üzerindeki etkilerini inceleme yönünde giderek artmaktadır (Codella ve ark., 2017).

Bu doğrultuda bölümde özellikle sporcularda bağırsak mikrobiyotasını etkileyen probiyotik ve prebiyotiklerin; performans, toparlanma, bağışıklık, sindirim ve psikolojik süreçler üzerindeki potansiyel katkıları ele alınacaktır.

Probiyotikler

Probiyotikler, bağırsak mikrobiyal dengesini destekleyerek tüketicilerin sağlığına katkıda bulunan, uygun miktarlarda alındığında konağa sağlık yararı sağlayan canlı mikroorganizmalardır (Kerry ve ark., 2018). Asit ve safra tuzlarına karşı direnç göstererek gastrointestinal sistemde canlılıklarını koruyarak, bağırsak yüzeyine tutunma yetenekleri sayesinde mikrobiyal dengeyi olumlu yönde düzenler. Ayrıca antimikrobiyal bileşikler ve metabolitler üreterek konağın bağırsak sağlığının korunmasına ve patojenlerin baskılanmasına katkıda bulunurlar (Charitos ve ark., 2025).

Genel olarak güvenli kabul edilen maddeler (GRAS) kapsamında değerlendirilen probiyotiklerin, başlıcaLactococcus*(L. lactis, L. reuteri, L. rhamnosus, L. casei, L. acidophilus, L. curvatus, L. Plantarum)*, Lactobacillus*(L. plantarum, L. paracasei, L. acidophilus, L. casei, L. rhamnosus, L. crispatus, L. gasseri, L. reuteri, L. bulgaricus)*, Streptococcus*(S. sanguis, S. oralis, S. mitis, S. thermophilus, S. salivarius)*, Enterococcus*(E. faecium)*ve Bifidobacterium*(B. longum, B. catenulatum, B. breve, B. animalis, B. bifidum)* olmak üzere;Bacteroides *(B. uniformis)*,Propionibacterium *(P. jensenii, P. freudenreichii)*, Peptostreptococcus *(P. productus)*, Bacillus *(B. coagulans, B. subtilis, B. Laterosporus)*, Pediococcus *(P. acidilactici, P. pentosaceus)*, Akkermansia *(A. muciniphila)*, Saccharomyces *(S. boulardii)*türleri bulunmaktadır (Kerry ve ark., 2018).

Fermantasyon, mikroorganizmalar veya enzimler sayesinde gıdaların besin değerini ve biyoyararlılığını artıran bir süreçtir. Bu süreç, bazı gıdalarda doğal olarak bulunan probiyotikleri aktive etmektedir ve probiyotiklerin büyümesi ve çoğalması için uygun ortam sağlamaktadır; böylece fermente gıdalar probiyotik kaynağı hâline gelmektedir (Sharma ve ark., 2020).
Fermente süt ve süt ürünleri (yoğurt, kefir, peynir, ayran gibi) sindirimi düzenler, laktoz sindirimini artırır ve bağışıklık fonksiyonlarını güçlendirir. Bitki bazlı fermente ürünler (lahana turşusu, kimchi, miso, tempeh, natto, kombucha vb.) bağırsak mikrobiyotasının çeşitliliğini artırır, antioksidan kapasiteyi yükseltir ve bağışıklık yanıtlarını modüle eder. Tahıl bazlı fermente ürünler (boza, tarhana, fermente pirinç ve mısır içecekleri) hem probiyotik mikroorganizmaları hem de prebiyotik lifleri içererek sindirim sağlığı ve enerji metabolizmasını iyileştirir. Fermente et ve balık ürünleri (sucuk ve bazı balık sosları) probiyotik bakteri türlerini barındırır ve protein sindirilebilirliğini artırır; ancak yüksek tuz içerikleri nedeniyle tüketim miktarlarına dikkat edilmelidir (D'Almeida et al., 2024).

Prebiyotikler

Prebiyotikler; konakçının enzimleriyle sindirilemeyen polisakkarit ve oligosakkaritler olup, gastrointestinal sisteme ulaştıklarında yararlı bağırsak bakterilerinin seçici olarak büyümesini ve metabolik faaliyetleriuyararak sağlık üzerinde olumlu etkiler gösteren bileşiklerdir (Patel & Goyal, 2012).

Prebiyotikler, gelişim aşamaları ve düzenleyici özelliklerine göre farklı gruplara ayrılmaktadır. Bu sınıflamaya göre yerleşik prebiyotikler inülin, galaktooligosakkaritler, fruktooligosakkaritler ve laktüloz; yükselen prebiyotikler ksilo-oligosakkaritler, izomaltooligosakkaritler, kitooligosakkaritler ve laktosukroz; geliştirilmekte olan prebiyotikler ise raffinoz, neoagaro-oligosakkaritler ve epilaktoz olarak tanımlanmaktadır.

Ayrıca insan sütü oligosakkaritleri, polifenoller, çoklu doymamış yağ asitleri, proteinler ve peptitler yeni potansiyel prebiyotik adayları arasında yer almaktadır (Cardoso ve ark., 2020).

Prebiyotikler, bağırsak mikrobiyotasının seçici olarak faydalı bakterilerini teşvik ederek fermantasyon yoluyla kısa zincirli yağ asitleri (SCFA) üretimini artırır; bu mekanizma, bağırsak bariyer bütünlüğünü güçlendirir, immün yanıtı düzenler, metabolik homeostazı destekler ve bağırsak-beyin ekseni aracılığıyla nöropsikiyatrik fonksiyonları olumlu yönde etkiler (Ali ve ark., 2025). Doğal olarak yer elması, hindiba, süt, bal, kuşkonmaz, soğan, pırasa, muz, sarımsak, çavdar, buğday kepeği, un ve arpa gibiçeşitli gıdalarda bulunmakta olup, konsantrasyonları kaynaklara göre değişkenlik göstermektedir (Panesar ve ark., 2022).

Bağışıklık Sistemi

Yoğun antrenman ve yarışma süreçlerinde sporcuların bağışıklık sistemi baskılanabilmekte, bağışıklık parametrelerinde meydana gelen küçük ölçekli değişimlerin birikimli etkisi üst solunum yolu enfeksiyonları gibi sağlık sorunlarına yatkınlığı artırabilmektedir (Gleeson, 2007).

Probiyotikler, epitel hücrelerine bağlanarak immün hücrelerin aktivasyonunu artırmakta, immünoglobulin ve γ-interferon üretimini desteklemekte ve patojenlerin kolonizasyonunu önleyerek bağışıklık yanıtını güçlendirmektedir. Bu süreçler, probiyotiklerin inflamasyonu düzenleyerek bağışıklık sistemine koruyucu etkiler sağladığını ortaya koymaktadır (Panesar ve ark., 2022).

Prebiyotikler, bağırsak mikrobiyotasını modüle ederek immün sistemi güçlendirdiği ve inflamasyonu azalttığı görülmüştür (Al-Habsi ve ark., 2024). Cani ve arkadaşlarının (2009) obez ve diyabetik farelerde yaptığı çalışmada, prebiyotik uygulamasının bağırsak bariyer bütünlüğünü artırdığı, inflamatuvar belirteçleri düşürdüğü ve metabolik semptomları hafiflettiği gösterilmiştir. Bu sonuçlar, prebiyotiklerin bağışıklık yanıtının düzenlenmesinde ve metabolik bozuklukların önlenmesinde önemli etkiler sağladığını göstermektedir.

Sindirim Sağlığı

Sporcularda yoğun egzersiz, mikrobiyota dengesizliği, yüksek kalori alımı ve seyahat kaynaklı stres gibi faktörlerin gastrointestinal rahatsızlıklara sebep olup, performansı olumsuz etkileyebileceği görülmüştür (Nami ve ark., 2025).

Probiyotikler, bağırsak mikrobiyotasındaki dengeyi destekleyerek gaz, şişkinlik ve ishal gibi semptomların azalmasına katkı sağlar. Özellikle antibiyotik kullanımına bağlı gelişen ishalde bağırsak florasını düzenleyerek şikâyetlerin hafiflemesine yardımcı olur. Ayrıca bağırsak bariyerini güçlendirerek patojenlerin tutunma ve çoğalma riskini azaltır (Maftei ve ark., 2024).Prebiyotikler ise bağırsak mikrobiyotasını düzenleyerek sindirim sisteminin işlevselliğini geliştirir ve özellikle inülin, fruktooligosakkaritler, galaktooligosakkaritler ile ksilooligosakkaritler gibi bileşikler aracılığıyla kalsiyum, magnezyum ve demir emilimini destekler (Yoo ve ark., 2024).

Toparlanma ve İnflamasyon

Yoğun egzersiz, sporcularda oksidatif stres düzeylerini artırarak ve inflamatuvar süreçleri tetikleyerek hem iyileşme sürecini hem de performans kapasitesini sınırlayabilmektedir (Kruk ve ark., 2021).

Probiyotikler, bağışıklık sisteminin yanıtlarını modüle ederek anti-inflamatuvar etki gösterebilmektedir. Özellikle Lactobacillus ve Bifidobacterium türlerine ait bazı suşlar, pro-inflamatuvar sitokin düzeylerini azaltma ve anti-inflamatuvar mekanizmaları destekleme potansiyeli olduğu gösterilmiştir (Falalyeyeva ve ark., 2017).Prebiyotikler, bağırsak mikrobiyotasını düzenleyerek asetat, propiyonat ve bütirat gibi kısa zincirli yağ asitlerinin üretimini artırmakta ve bu yolla immün yanıtı modüle edip pro-inflamatuvar sitokinleri baskılayarak inflamasyonla ilişkili patolojiler üzerinde terapötik etki göstermektedir (Yoo ve ark., 2024). Bu mekanizmalar, egzersiz sonrası iyileşme sürecini desteklemektedir (Bayrakdar & Zorba, 2020).

Performans ve Dayanıklılık

• Besin Emilimi ve Enerji Metabolizması:

Probiyotikler ve prebiyotikler, bağırsak mikrobiyotasını modüle ederek enerji metabolizması ve besin emilimini iyileştirir. Kısa zincirli yağ asitleri üretimini artırarak bağırsak hücrelerine enerji sağlar, glikoz ve lipid metabolizmasını düzenleyerek insülin duyarlılığını artırır ve kolesterol ile trigliserit seviyelerini düşürür. Özellikle B grubu olmak üzere, C ve K vitaminlerinin sentezini destekleyerek konakçı sağlığını güçlendirir (Maftei ve ark., 2024). Bu etkiler, özellikle enerji ihtiyacının yüksek olduğu sporcularda performansın ve toparlanmanın desteklenmesine katkı sağlar.

• Performans ve Dayanıklılık:

Probiyotikler, sporcularda bağırsak mikrobiyotasını modüle ederek besin

emilimi ve sindirim verimliliğini artırır ve bağırsak bariyer fonksiyonunu güçlendirir. Bu etkiler, enerji kaynaklarının daha etkin kullanılmasını sağlayarak sporcularda enerji homeostazını optimize eder ve dayanıklılık ile egzersiz kapasitesinin geliştirilmesine katkıda bulunur (Miles, 2020; Çevik vd. 2023; Makaracı & Bayrakdar, 2025).

Psikolojik Etkiler

Psikoloji çok boyutlu bir kavramdır (Göksel vd., 2020). Bu boyutlardan biri de Sporcu beslenmesidir. Probiyotikler ve prebiyotikler, bağırsak mikrobiyotası aracılığıyla bağırsak–beyin eksesini modüle ederek anksiyete, depresyon, ruh hali ve bilişsel işlevleri doğrudan etkiler (Nami ve ark., 2025).

Gastrointestinal mikrobiyota, humoral, immünolojik, endokrin ve sinirsel yollarla beyinle çift yönlü iletişim kurarken; disbiyoz ise bu iletişimi bozarak nörolojik ve bilişsel bozukluklara yol açmaktadır. Probiyotikler, bağırsak mikrobiyotasının dengesini yeniden sağlayarak beyin homeostazını doğrudan destekler (Kumar ve ark., 2024).

Probiyotikler, anksiyete ve depresyon semptomlarının şiddetini azaltmaktadır. Lactobacillus reuteri, L. rhamnosus ve Bifidobacterium infantis içeren probiyotik kombinasyonları, inflamatuvar yanıtları baskılayarak ruh hali üzerinde olumlu etki gösterir. Ayrıca, bazı Lactobacillus suşları (L. rhamnosus, L. casei) sıçan modellerinde anksiyete ile ilişkili davranışları ve duygusal düzenlemeyi modüle eder (Lee, Lee ve Hur, 2022).

Probiyotik takviyelerinde genellikle $10^{\square}$–10^{11} CFU/g aralığında dozlar kullanılmakla birlikte, optimal miktar kullanılan suşa ve hedeflenen etkiye göre farklılık göstermektedir. Bu nedenle standart bir doz önerisi henüz net olarak tanımlanmamıştır (Zang ve ark., 2023). Prebiyotik takviyeleri, özellikle fruktooligosakkaritler (FOS), bağırsak mikrobiyotasını modüle ederek *Bifidobacterium spp.* düzeylerini artırmakta ve genellikle iyi tolere edilmektedir. Bu konuda yapılan meta-analizler, günde 7.5–15 g arasındaki doz kullanımınlarında ve 4 haftadan uzun süreli kullanımlarda bu etkinin en belirgin şekilde görüldüğünü göstermektedir (Dou ve ark., 2022). Probiyotik ve prebiyotiklerin sağlıklı yetişkinlerin kullanımında ve optimal doz aralığında kullanımında belirgin ve ciddi yan etkiler gözlenmediği görülmüştür. En sık bildirilen yan etkiler hafif düzeyde gastointestinal sistemle ilişkilidir (gaz, gevşek dışkı, diyare, şişkinlik vb.). Diğer yan etkiler ise nadiren baş ağrısı, uykuya dalma veya sürdürmede zorluk, boğaz ağrısı ve kas ağrısı olarak bildirilmiştir. Probiyotik ve prebiyotikler genellikle güvenli kabul edilse de, hassas popülasyonlarda nadir fakat ciddi riskler göz önünde bulundurulmalıdır (Ryan ve ark., 2021).

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Dr. Ayşe Bayraktar Çetin

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Extended Abstract

Global communication is a topic that deserves attention in the field of arts management, in terms of public image and interaction. It is stated that it is easier for most people to communicate in their native language, that they express themselves better, that they understand the other party more clearly, and that they can establish an emotional bond with the other party more easily (CSA Research, 2020; LangWit, 2018; Vacalares, 2023; RWS, 2023). To bring art to a wider audience, both translation and the appropriate and systematic implementation of this translation are crucial points. This study explains building a translation policy for the successful operation of the translation process in arts management and the positive impact this policy can have on institutions' recognition and prestige. It argues that establishing order in the translation process will strengthen communication, enabling a wider audience to be reached. While there are not many academic studies on the role of translation in arts management, existing studies have focused on specific cases. Research examining the field of arts management from the perspective of translation studies covers a wide range of topics, addressing issues such as appropriate translation theories, compliance with quality standards, the form of translated material, strategy changes depending on the translated material, and the use of different theories based on culture or user needs (Manfredi & Bartolini, 2023). Studies examining translation from the perspective of arts management explore a different spectrum, addressing issues such as the translator's working conditions as a third party, the budget allocated for translation in institutions, and the placement of translated texts in institutions such as museums (Ghazi, 2022; Kim, 2020). This study aims to provide a comprehensive perspective by giving a two-way perspective into the topic. The materials undergoing the translation process in arts management are categorized according to the difference between translation and interpreting. It is emphasized that the translation process itself changes depending on the characteristics of these materials. The status of the translator as an artist in literary translation is discussed. The positive impact of incorporating translation theories into translation policies is argued via case studies. It is suggested that applying certain translation strategies will hinder miscommunication, help the audience form connections with the art presented, and allow organizations to express their values regarding what is presented to an international audience. It is outlined how Turkey's multilingual and multicultural structure should be addressed in translation policy. There are nearly 35 languages that are often used in communication in Turkey and considering the variance in audience while building a policy is important to achieve a wider audience and strong communication. The

concepts of accessibility, customization, and diversity are correlated to the translation process, and potential improvements within these frameworks are discussed. The language barrier is suggested as an accessibility issue and a well-planned translation and interpretation policy is suggested as solution. Trending in customization in user experience is also correlated with translation process, and it is suggested that providing translation is included in customization. The importance of institutions' presence in online media for international recognition is emphasized while underlining the importance of implementing the translation policy in online media as well. The websites of various world-renowned museums were examined in terms of language access, and the services they offer in terms of translation were discussed. Population density, globality, geographical proximity and touristic purposes have been prioritized in the language selection of most museums. It is suggested that there are numerous other criteria that can be included in this decision. The language services offered on the websites of some renowned museums in Turkey were also comparatively criticized. The steps to be taken when building a written translation policy, the concepts to be considered, and the current situation are brought together to discuss the place of translation in arts management from a broad perspective and to reveal the positive impact of this policy on international recognition.

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Bahar Zeynep Barut

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ÖZGÜR YAYINLARI

Kaynaklar

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Ceren Şahin

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The advantages of using smoothed ranks in Spearman's correlation are manifold. First, they provide a more nuanced understanding of the relationship between variables, particularly in the presence of noisy or tied data. Second, the approach is more robust to outliers and non-linear relationships. Third, it allows for a more flexible interpretation of ranks, accommodating the specific characteristics and distributions of the data. The proposed method can yield more accurate and meaningful insights into the underlying monotonic relationships, especially in complex data sets where traditional methods might not work the best. Finally, one of the future research objectives would be implementation of adaptive score functions that would address non-monotone associations when Spearman's correlation might not be an ideal method.

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Author Contributions

Both authors contributed equally to the finalization of this paper.

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Author Contributions

BS: Project idea, data collection, data analysis, interpreting the result, literature search, writing the manuscript; ÇK: Project idea, data collection, data analysis, interpreting the result, literature search, writing the manuscript and final check of the manuscript.

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Author Contributions

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Author Contributions

All aspects of the study, including conceptualization, methodology, analysis, and writing, were carried out by the sole author.

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Author Contributions

Eyup Sayin: Methodology, investigation, visualization, writing.

Murat Topuz: Validation, Methodology.

Muhammet Fatih Aslan: Writing, supervision.

Akif Durdu: Supervision.

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Gizem Şara Onay:

Conceptual framework of the study, data collection, execution of analyses, development of the artificial neural network model, ERP integration, and manuscript writing.

Mehmet Çakmakçı:

Academic supervision, methodological guidance, evaluation of the modeling process, interpretation of results, and revision of the manuscript.

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Author Contributions

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Author Contributions

ZC: Conceptualization, Project administration, Resources, Visualization, Data curation, Formal Analysis, Software, Resources, Writing – original draft, Writing.

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Cafer Yıldırım: Coordinator, Obtaining data from database, Interpretation, Investigation, Writing – review & editing

Özlem Türkşen: Writing – Original draft, review & editing, Methodology, Statistical Analysis, Data visualization, Interpretation, Investigation

Necdet Ünüvar: Resources, Legal Representative of European Union Projects, Policy maker

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Murat Açıkgöz: Writing – original draft, review & editing, Statistical Analysis, Methodology, Investigation, Interpretation

Defne Akay: Writing – original draft, review & editing, Obtaining data, Investigation, Interpretation, Conceptualization

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Prof. Dr. Semra Aktaş Polat
Dr. Çağla Çetinkaya

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ÖZGÜR YAYINLARI

6. Kaynaklar

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göstermektedir. Gelecek çalışmaların, çerçeveleme etkisinin kültürel bağlamlara, dijital karar ortamlarına ve uzun dönemli davranış sonuçlarına etkisini daha ayrıntılı biçimde incelemesi, davranışsal iktisadın açıklayıcı gücünü daha da artıracaktır. Bu yönüyle çerçeveleme etkisi, yalnızca iktisadi kararların değil, modern toplumlarda bireylerin anlamlandırma ve tercih üretme biçimlerinin de merkezinde yer alan temel bir analitik kavram olarak önemini korumaktadır.

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Kaynakça

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Analyzing the Effect of Personality and Self Aspects on Music Preferences

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Bölüm 9

Finansal Okuryazarlığın İnternet Bankacılığı Tutumu ve Kredi Kartı Kullanımı Tutumu Üzerine Etkisinde Dijital Okuryazarlığın Aracılık Rolü[1]

Sinan Çavuşoğlu[2]

Özlem Doğan[3]

Özet

Finansal okuryazarlık, bireylerin finansal kavramlara ve araçlara ilişkin bilgi düzeylerini artırmanın yanı sıra, tasarruf alışkanlıklarının gelişmesine ve etkin finansal risk yönetiminin sağlanmasına önemli katkılar sunmaktadır. Finansal bilgi düzeyindeki artış, bireylerin bütçe planlama, yatırım, borç yönetimi gibi konularda daha bilinçli, doğru ve stratejik kararlar alabilmelerini desteklemektedir. Özellikle dijitalleşmenin hız kazandığı günümüzde teknolojik yenilikler, finansal işlemlerin biçim ve kapsamını dönüştürmekte; internet bankacılığı gibi uygulamalar aracılığıyla işlemleri zamandan ve mekândan bağımsız, hızlı ve kolay erişilebilir hâle getirmektedir. Çeşitlenen finansal araçlar bireyleri farklı yatırım ve harcama seçeneklerine yönlendirirken, kredi kartı kullanımı; ödeme kolaylığı, nakit taşıma gereksinimini azaltması, sağladığı teşvikler ve toplumda yarattığı prestij algısı nedeniyle yaygın biçimde tercih edilmektedir.

Bu çalışma, Türkiye'deki bireylerin finansal okuryazarlık düzeyleri ile internet bankacılığı ve kredi kartı kullanımına yönelik tutumları arasındaki ilişkileri incelemekte; ayrıca dijital okuryazarlığın bu ilişkilerdeki aracılık rolünü değerlendirmektedir. Araştırma kapsamında internet bankacılığı kullanan 395 katılımcıdan kolayda örnekleme yöntemiyle anket verileri toplanmış,

1 Bu çalışma 24-25 Ekim 2025 tarihlerinde çevrimiçi olarak düzenlenen 5. Uluslararası Dijital İşletme, Yönetim ve Ekonomi Kongresi'nde (ICDBME2025) özet hali sözlü bildiri olarak sunulan çalışmanın gözden geçirilmiş ve genişletilmiş halidir.

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Kaynakça

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ÖZGÜR YAYINLARI

Bu bağlamda, geleceğin öğretmeni sadece mesleki bilgiyle değil; etik farkındalıkla, toplumsal sorumlulukla ve kolektif bilinçle donanmış bir figür olmalıdır. Bu öğretmen profili, dijital çağda eğitimin insanî ve dönüştürücü gücünü koruyacak temel dayanak noktasıdır. Bu nedenle öğretmenliğin etik varlığı, sadece bir bireysel duruş değil; aynı zamanda toplumsal bir direniş biçimi ve kültürel bir hafıza inşasıdır.

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BCA, 30.18.1.1/ 34.16.7 13.03.1933

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ÖNERİLER

Bu araştırmanın bulguları, sosyal bilgiler ders kitaplarında TYMM kapsamında tanımlanan değerlerin belirli ölçülerde temsil edildiğini, ancak bu temsillerin niteliği ve bütüncüllüğünün geliştirmeye açık olduğunu göstermektedir. Bu doğrultuda, hem öğretim materyallerinin niteliğini artırmaya hem de değerler eğitiminin sistematik bir biçimde desteklenmesine yönelik çeşitli öneriler sunulabilir.

1. Ders kitaplarının değerler açısından dengeli bir yapıya kavuşturulması gerekir. Bu kapsamda içerik geliştirme süreçlerinde her bir değerin kapsayıcı ve tutarlı biçimde ele alınmasına yönelik standartlar oluşturulmalıdır.

2. Değerlerin metinlerde yalnızca dolaylı biçimde değil, daha açık ve yapılandırılmış bir pedagojik çerçeve içerisinde sunulması önerilmektedir. Değer kavramı, hikâye, etkinlik, görsel ve yönerge gibi farklı türdeki içeriklerde farklı derinliklerde verildiği için, gelecekteki kitaplarda değer kazanımlarına yönelik daha görünür ve bütüncül bir yapı oluşturulması yararlı olacaktır.

3. Öğretmenlerin değerler eğitimini ders kitabının sunduğu içerikle sınırlı tutmamaları önemlidir. TYMM'nin hedeflediği yetkin ve erdemli birey profilinin yalnızca içerik aktarımıyla değil, sınıf içi etkileşim, tartışma, drama, örnek olay analizi gibi öğrenci merkezli uygulamalarla desteklenmesi önerilmektedir. Bu nedenle öğretmenlere yönelik hizmet içi eğitim programlarında değer temelli öğretim yöntemlerine ağırlık verilmelidir.

4. Değerlerin öğrenci yaşamında somut karşılık bulabilmesi için okulların bütüncül bir öğrenme ortamı olarak yapılandırılması gerekmektedir. Bu bağlamda okul yönetimi, rehberlik birimleri ve ailelerle iş birliği içinde planlanan sosyal sorumluluk projeleri, okul içi demokrasi uygulamaları, akran dayanışması ve toplumsal katılım etkinlikleri değerlerin içselleştirilmesine katkı sağlayacaktır.

5. Ders kitaplarında yer alan değerlerin görsel materyallerle desteklenmesine ilişkin daha nitelikli bir tasarım anlayışı benimsenmelidir.

6. Gelecek araştırmaların öğretim sürecinin sınıf içi uygulamaların gözlemlendiği, öğretmen ve öğrenci deneyimlerinin değerlendirildiği, hatta uzunlamasına tasarlanan çalışmaların yapılması, TYMM'de yer alan değerlerin eğitim-öğretim sürecindeki yansımalarının daha kapsamlı biçimde anlaşılmasına katkı sağlayacaktır.

Bu öneriler doğrultusunda, sosyal bilgiler öğretim materyallerinin geliştirilme sürecinde TYMM'nin ortaya koyduğu *"Yetkin ve Erdemli İnsan"* profiline daha bütünlüklü ve sürdürülebilir bir şekilde hizmet eden içeriklerin oluşturulması mümkün olacaktır.

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Esra Gündeşli

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ÖZGÜR YAYINLARI

6. Kaynaklar

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Kaynaklar

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ÖZGÜR YAYINLARI

Kaynakça

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Şekil 6 ve 7: Kolye amaçlı hazırlanan krizopras süstaşı ve Kolye görünümü

Genel Muhasebe

Ali Apalı
Hatice Çalışkan

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Dr. Gulzoda Makhmudjonova Akay

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Ek-1 ATC Flight Plan Codes

FPL = Filed Flight Plan
JEP123 = airline 3 letter identifier and flight number callsign for flight
IS = will be rules of flight and type of flight I = IFR S = scheduled
B763/H = type of aircraft and wake turbulence category – boeing 767-300 with heavy wake turbulence
-BDFGHILORVWY/SB1 = equipment loaded on aircraft along with surveillance and pbn equipment
VVNB = departure aerodrome ie departure airfield
2040 = time of departure
The next block is the routing of the flight
When N0455F370 is used it is stating the initial cruise speed and altitude in this case a speed of 455knots and flight level 370 or 37000ft.
If you see K0843S1130 it is the same only metric rules apply. 843 kmh at an altitude of 11300 meters
NOTE: that Jeppesen only displays the metric system for Chinese airspace, everywhere else is standard imperial system of knots and feet
RKSI = arrival airport
0346 = total estimated elapsed time to arrive at arrival airport
RKSS = alternate airfield
PBN/A1B1C1D1L1O1S1S2 = performance based navigation equipment
DOF = date of flight indicated as YYMMDD
REG = registration of aircraft
EET = Estimated elapse time of a fir boundary crossing
SEL= SELCAL set in aircraft database for the code designated by ATS authority
OPR = operator set in the aircraft database
RMK = Remarks can be set in the Flight brief database or modified when filing
E/ = fuel endurance on board
Beyond this is set in the aircraft database
P/ = passengers TBN is to be notified NOTE: TBD is not accepted TBN is the only approved use
R/ = Radio frequency
U if frequency 243.0 MHz (UHF) is available,
V if frequency 121.5 MHz (VHF) is available,
E if emergency locator transmitter (ELT) is available.
S/ = survival equipment
P = polar
D = desert

M = maritime
J = jungle
J/ = life jacket type
L = lighted
F = fluorescent
U = uhf
V = vhf
D/ = dinghies on board followed by how many souls fit on them and their color type
A/ = aircraft color

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Dr. Öğr. Üyesi Servet Önal

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Zeynep Polat Satoğlu

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Elit Genç Futbolcularda Seçilmiş Fiziksel ve Fizyolojik Özelliklerin Antrenmansız Evredeki (Detraınıng) Dönemsel Değişimlerinin İncelenmesi

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- Doğal boyar maddelerin endüstriyel ölçekte uygulanabilirliği, performans optimizasyonu ve ekonomik analizleri,
- Nano-teknoloji tabanlı kimyasal risk azaltıcı çözümler ve bunların iş sağlığına katkıları,
- Kimyasal risk yönetimi stratejilerinin uzun vadede toplumsal refah ve çevresel sürdürülebilirlik üzerindeki etkilerinin nicel ve nitel değerlendirilmesi.

Bu yaklaşımlar, hem sektörel gelişim hem de ulusal düzeyde kimyasal risklerin etkin yönetimi açısından kritik önem taşımaktadır.

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Düşün ki her sabah kalkıyorsun yaradan aşkıyla bugün hangi insana ve insanlığa nasıl faydam dokunabilir diye düşünüyorsun? Hiçbir ideolojik ayrım yapmadan.

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Dışarı çıkıyorsun göle bakıyorsun irtibat kuruyorsun iletişime geçiyorsun görebildiklerin göremediğin çok şey düşünüyorsun işbirliği ve iştirak aşamasına geçiyorsun

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SANAT ve DİL ARAŞTIRMALARI I

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medeniyet seviyesinin üstüne" çıkma hedefini destekleyen hem evrensel sanata uygun hem de millî karaktere sahip bir sanat dili yaratmıştır.

Sonuç olarak; Türk sanatında millîlik kavramı, yalnızca yerel konuları ele almakla sınırlı kalmamış, mitolojik ve destansı unsurların yeniden yorumlanmasıyla toplumsal belleği koruyan, millî kimliği güçlendiren ve nesiller arası kültürel aktarımı sağlayan dinamik bir sürece dönüştürmüştür. Türk mitolojisi, sanatçılar için geçmişin diri ve canlı olaylarını geleceğe taşıyan, kültürel sürekliliği tükenmeyen bir kaynak olmayı daima sürdürmektedir.

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Figure 4 : Naval Battle of Navarino, Şehnâme-i Selim Han TSMK H.3595, fols. 130b–131a

Figure 5: Naval Battle of Navarino, Şehnâme-i Selim Han, TSMK H.3595, fols.131a https://warfare.x10host.com/Ottoman/Sehname-i_Selim_Han.htm

Figure 6: The martyrdom of Sultan Murad I by the Serbian knight Miloš, Hünernâme, TSMK H.1523, y. 94a.

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Figure 10: He Pavilion of Commander Iskender Pasha Established Opposite the Enemy Territory at Akare near Basra, Şehnâme-i Selim Han, T.S.M.K. H. 3595, fols. 42b–43a.

Figure 11: The Battle at Akare, Şehnâme-i Selim Han, T.S.M.K. H. 3595, fol. 44a.

Figure 12: Özdemiroğlu Osman Pasha's Battle of Taaz, Şehnâme-i Selim Han,T.S.M.K. H. 3595, fol. 68b.

Figure 13: Hüseyin Pasha's Battle of Anavarna (Navarino), Şehnâme-i Selim Han, T.S.M.K. H. 3595, fols. 130b–131a.

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EXTENDED ABSTRACT

This study critically analyzes the representation of the family institution in state and media discourses following Turkey's declaration of 2025 as the "Year of the Family." The research begins by examining the historical and social transformation of the family institution, investigating how macro-level dynamics such as industrialization, urbanization, and modernization have influenced the transition from traditional extended family structures to nuclear families.

The study's primary focus is Turkey's contemporary demographic reality. Using data from the United Nations and the Turkish Statistical Institute (TÜİK), it reveals that Turkey's population is rapidly aging, fertility rates are declining, and this situation could lead to serious socio-economic challenges in the future. In this context, the declaration of the "2025 Year of the Family" is presented as a high-level policy initiative by the state to address this demographic threat.

A central finding of the research concerns how these multifaceted policies are handled by the media. Analyses of news content related to the Year of the Family indicate that the media largely operates according to a logic of "announcement journalism." News items predominantly convey statements from official institutions, primarily the Ministry of Family and Social Services, with limited critical engagement regarding the policies' background, implementation mechanisms, potential effects, or evaluation. For instance, even content-rich materials such as the Ministry's "Digital

Neşet Günal, Orta Anadolu köylüsünü merkeze alan toplumsal gerçekçi yaklaşımıyla aile temasının dönüşümünde belirleyici bir rol oynamaktadır. Sanatçı, kütlesel figür anlayışı, toprak tonlarına dayalı renk düzeni ve yalın kompozisyon diliyle aileyi kültürel kimlik, toplumsal dayanışma ve ekonomik mücadelenin somutlaştığı bir odak olarak sunmuştur. Günal'ın eserleri, köylü yaşamının sosyo-kültürel dokusunu görünür kılarken aileyi direncin ve sürekliliğin sembolü hâline getirmektedir.

Sonuç olarak aile teması, Türk resim sanatında hem bireysel hem de toplumsal boyutlarıyla kalıcı bir ifade alanı olarak varlığını sürdürmüştür. Neşet Günal'ın sanatında ise toplumsal gerçekçi bir perspektifle yeniden tanımlanarak Orta Anadolu'nun kültürel belleğine dair güçlü bir görsel kayıt niteliği kazanmıştır.

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Nöropazarlama Yaklaşımı

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ÖZGÜR YAYINLARI

UV reçinelerin daha yüksek sıcaklık ve mukavemete ulaştırılması ile kalıp ömrünün uzatılabilmesi (daha fazla sayıda parça üretimi) mümkün olacaktır.

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Appendix: Survey Instrument

This questionnaire investigates how different search interfaces influence product selection experiences. All items were measured on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) unless otherwise indicated.

Part 1 – Demographic Information

1. **Age**: ___ (years)
2. **Gender**

o ☐ Male

o ☐ Female

o ☐ Prefer not to say

o ☐ Other (please specify): _____

Part 2 – Experimental Conditions ***(recorded by the researcher)***

· Interface type: ☐ Voice ☐ Text

· Task complexity: ☐ Low ☐ High

Part 3 – Personal Innovativeness (Agarwal & Prasad, 1998)

1. I enjoy experimenting with new information technologies.

2. If I heard about a new information technology, I would look for ways to experiment with it.

3. Among my peers, I am usually the first to try out new information technologies.

4. I like to experiment with new information technologies.

Part 4 – Perceived Choice Simplicity (Huffman & Kahn, 1998)

1. I found the product selection process simple and manageable.

2. It was easy for me to understand my choices.
3. The selection task required little mental effort.
4. Overall, selecting a product felt straightforward.

Part 5 – Behavioral Intention (Venkatesh et al., 2003)

1. I would consider purchasing the product I selected.
2. I am likely to choose this product in the future.
3. I would recommend this product selection method to others.

Manipulation Checks

· "I used a voice-based interface during this task."

· "The decision task was complex and required significant effort."

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$$= C'' \parallel b \parallel^{m}_{\mathrm{Lip}_{\beta}} \parallel f \parallel_{L^{p(\cdot)}},$$

elde edilir, burada $C'' = CC' \parallel \Omega \parallel_{L^{\infty}_{x} L^{s}_{S^{n-1}}}$ dir. Bu da tam olarak istenen eşitsizliktir.

3 Sonuç ve Değerlendirme

Elde edilen sonuçlar, değişken çekirdeklerin, kesirli yapının ve standart olmayan büyüme koşullarının birlikte ele alındığı daha genel bir çerçevede komütatörlerin davranışını açıklamaktadır. Bu yaklaşım, hem teorik harmonik analizde hem de doğrusal olmayan problemlerin analizinde kullanılabilecek yeni genellemelere kapı aralamaktadır.

Çalışmanın ilerleyen araştırmalarda, ağırlıklı değişken üslü uzaylar veya daha genel integral operatörleri için benzer sonuçlara genişletilmesi mümkündür.

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Meltem İnce Yenilmez

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Kaynaklar

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4. Kaynaklar

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Muhammed Sami Belet

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• Doğal apatitler, a ekseni yönelimli levha şeklindeki kristallerdir. Sinterlemeden sonra apatit kristalleri a ve c ekseni boyunca büyür. C ekseni boyunca büyümeleri, a ekseni boyunca büyümelerine kıyasla, sonunda 20 μm boyutunda çubuk benzeri kristaller gelişir.

• Sinterlemeden sonra apatitin kafes parametreleri azalmış ve a ekseni boyunca 9,305 Å, c ekseni boyunca ise 6,839 Å olmuştur.

• Apatitin kristallik yüzdesi, sinterlemeden sonra %10 artarak 88,00 olmuştur.

• Kristal morfolojisi, sinterlemeden sonra çubuk şeklinde bir gelişim göstermiştir. Küresel taneli kristallerde olduğu gibi, uzun bir sinterleme işleminden sonra büyüyüp çubuk benzeri bir şekil alabilecekleri belirlenmiştir.

• İnce, uzun çubuk benzeri apatit kristallerinde Ca/P oranının hesaplanması 1,25, kalın kristallerde ise 1,51 olarak bulunmuştur.

• Daha uzun sinterleme işlemlerinde çubuk benzeri kristallerin miktarı arttığından, zamana bağlı bir kristal evrimi araştırması gerekli olacaktır..

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Zeyneb Türkoğlu

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Bölüm 6

Enerji Uygulamaları İçin Polimer–MOF'lar (Metal-Organik İskeletler)

Nihal Deligönül[1]

Özet

Sürdürülebilir enerji çözümlerine artan talep, enerji depolama ve dönüşümü için ileri malzemelerin araştırılmasını teşvik etmiştir. Geleneksel malzemeler sıklıkla düşük yüzey alanı, sınırlı ayarlanabilirlik ve sınırlı mekanik stabilite gibi kısıtlamalarla karşı karşıyadır. Metal-organik çerçeveler (MOF'lar) ve polimer bazlı hibritleri bu konuda çok yönlü bir çözüm sunar. MOF'lar yüksek yüzey alanı, ayarlanabilir gözeneklilik ve çok işlevli özellikler sağlayarak piller, süperkapasitörler, gaz adsorpsiyonu ve fotokataliz gibi uygulamalara uygun hâle gelir.

Polimerler ise esneklik, kimyasal ayarlanabilirlik ve işlenebilirlik katarak MOF hibritlerinde mekanik stabiliteyi ve arayüz uyumluluğunu artırır. Bu polimer–MOF malzemeler, MOF'un gözenekliliği ve aktivitelerini polimerin iletkenliği ve dayanıklılığı ile sinerjik şekilde birleştirerek iyonik/elektronik taşıma, döngü stabilitesi ve yapısal sağlamlığı iyileştirir. Uygulama alanları arasında gaz depolama ve ayrım (H_2, CH_4, CO_2), enerji depolama, enerji dönüşümü (yakıt hücreleri, fotokataliz) ve katalitik süreçler yer alır.

Potansiyeline rağmen, uzun dönem stabilite, ölçeklenebilir sentez, tekrarlanabilirlik ve MOF'un intrinsik iletkenliği hâlâ önemli zorluklar olarak durmaktadır. Gelecek yönelimler arasında esnek/giyilebilir cihazlar, katı elektrolitler, 2D veya katmanlı MOF'lar, çevre dostu sentez yöntemleri ve çok işlevli hibritler öne çıkmaktadır. Bu zorlukların aşılması, polimer–MOF hibritlerinin sürdürülebilir ve yüksek performanslı enerji teknolojileri için temel malzemeler hâline gelmesini sağlayacaktır.

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ÖZGÜR YAYINLARI

Bölüm 1

Spinal Cerrahi Sonrası Dural Yırtık ve Bos Fistülü Yönetiminde Güncel Protokoller

Güven Gürsoy[1]

Özet

Spinal cerrahi sonrası dural yırtık ve buna bağlı beyin omurilik sıvısı (BOS) fistülü, nöroşirurjide en sık karşılaşılan komplikasyonlardan biridir. Dural bütünlüğün bozulması, BOS'un epidural veya subkutan alana sızmasına yol açarak psödomeningosel, yara yeri enfeksiyonu, menenjit ve sinir kökü irritasyonu gibi ciddi klinik sonuçlara neden olur. Günümüzde intraoperatif dönemde fark edilen dural yırtıkların primer sütür, greft veya fibrin yapıştırıcı ile onarımı standart yaklaşım haline gelmiştir. Ancak postoperatif dönemde fark edilmeyen ya da tekrarlayan BOS fistülleri hasta yönetiminde ciddi zorluklar oluşturur. Bu bölümde, dural yırtıkların patofizyolojisi, risk faktörleri, tanı ve tedavi yöntemleri, güncel literatür verileriyle birlikte ayrıntılı olarak tartışılmıştır. Erken tanı, dikkatli cerrahi onarım ve uygun postoperatif yönetimin komplikasyon riskini anlamlı ölçüde azalttığı gösterilmiştir.

GİRİŞ

Spinal cerrahilerde dural yırtık insidansı cerrahi tekniğe, operasyon tipine ve hastanın klinik özelliklerine bağlı olarak %1 ila %17 arasında değişmektedir [1]. Revizyon cerrahilerinde ve ileri dejeneratif hastalıklarda bu oran %20 'ye kadar ulaşabilir. Dural bütünlüğün bozulması sonucunda BOS, epidural veya subkutan dokulara sızarak yara iyileşmesini geciktirir, psödomeningosel oluşumuna ve enfeksiyon riskinin artmasına neden olur. BOS fistülü, yalnızca mekanik bir komplikasyon değil, aynı zamanda menenjit gibi hayatı tehdit eden enfeksiyonların da temel hazırlayıcısıdır [2]. Bu nedenle erken tanı ve uygun tedavi protokolü, hasta prognozu üzerinde belirleyici öneme sahiptir.

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PATOGENEZ VE RİSK FAKTÖRLERİ

Dural yırtık genellikle cerrahi manipülasyon, anatomik varyasyonlar veya önceden geçirilmiş operasyonlara bağlı gelişir. Adezyon varlığı, dura ile çevre dokular arasındaki planların kaybolmasına yol açar ve diseksiyonu zorlaştırır [3]. İnce dural yapılar, konjenital meningeal divertiküller veya sinir kök varyasyonları da riski artıran faktörlerdir [4]. Revizyon cerrahileri, skolyoz veya deformite düzeltme operasyonları, ileri yaş, osteoporoz ve kronik steroid kullanımı ek risk faktörleridir [1, 5].

Dural defekt sonrası BOS, basınç farkı nedeniyle epidural veya subkutan alana sızar. BOS üretiminin devam etmesi, fistül hattında kronik basınç oluşturur ve spontan kapanmayı engeller. Bu nedenle hem mekanik onarımın kalitesi hem de intratekal basınç yönetimi tedavi başarısını belirler [6].

KLİNİK BULGULAR VE TANISAL YAKLAŞIMLAR

BOS fistülünün klinik bulguları değişken olup, en sık görülen semptomlar postural baş ağrısı, bulantı, yara yerinden berrak sıvı gelmesi ve psödomeningosel oluşumudur [3]. Uzamış olgularda menenjit belirtileri veya sinir kökü irritasyonu gelişebilir.

Tanısal süreçte MRI, özellikle T2 ağırlıklı sekanslarda sıvı koleksiyonlarını ve fistül hattını göstermede altın standarttır [7]. BOS varlığının biyokimyasal doğrulaması için beta-2 transferrin testi yüksek özgüllüğe sahiptir [8]. Lokalizasyonun belirlenmesinde BT-miyelografi veya radyoizotop sisternografi gibi ileri görüntüleme yöntemlerinden yararlanılabilir [6].

Erken tanı, cerrahi müdahale zamanlamasını belirlemede kritik öneme sahiptir; zira gecikmiş olgularda enfeksiyon riski dramatik biçimde artar [4].

İNTRAOPERATİF YÖNETİM STRATEJİLERİ

Dural yırtık intraoperatif olarak fark edildiğinde en etkin yöntem primer sütür onarımıdır [1]. 6-0 veya 7-0 non-absorbe sütür materyaliyle su geçirmez dikiş, BOS kaçağını önlemede altın standart kabul edilmektedir. Geniş defektlerde otolog fasya, kas grefti veya kollajen bazlı yamalarla desteklenmiş tamir uygulanır [5].

Fibrin yapıştırıcılar, sütür hattının sızdırmazlığını artırmak için sıklıkla tercih edilir. Takahashi ve arkadaşlarının (2020) çalışmasında fibrin yapıştırıcının, sütür hattına uygulandığında BOS kaçağını %80 oranında azalttığı gösterilmiştir [6]. Yapay dural yama materyalleri (örneğin poliüretan veya kollajen bazlı ürünler) su geçirmezliği artırırken inflamatuar yanıtı azaltır [7].

Dural onarım sonrası kısa süreli bel drenajı, onarım hattındaki basıncı düşürerek iyileşmeye katkı sağlar. Ancak drenajın uzatılması fistül hattının kapanmasını geciktirebilir [8]. Bu nedenle dren süresi genellikle 48–72 saatle sınırlandırılmalıdır.

POSTOPERATİF YÖNETİM VE KONSERVATİF YAKLAŞIMLAR

Postoperatif dönemde fark edilen BOS fistüllerinde ilk yaklaşım konservatiftir. Yatak istirahati, başın yüksekte tutulması, öksürük ve ıkınma gibi intratekal basıncı artıran eylemlerden kaçınılması önerilir [1]. Negatif basınçlı dren sistemlerinin erken dönemde kapatılması, onarım hattındaki negatif basıncın BOS üretimini artırmasının önüne geçer [5].

Konservatif tedaviye rağmen sızıntının beş ila yedi gün içinde düzelmemesi veya enfeksiyon bulgularının ortaya çıkması durumunda cerrahi revizyon endikasyonu doğar [3]. Epstein (2022) serisinde konservatif tedaviyle başarılı iyileşme oranı %68 olarak bildirilmiş, geri kalan hastalarda cerrahi müdahale gerekmiştir [4].

Postoperatif enfeksiyon riski, özellikle BOS sızıntısı devam eden olgularda anlamlı şekilde yükselir. Bu nedenle erken antibiyotik profilaksisi ve kültür takibi önerilmektedir [8].

REVİZYON CERRAHİSİ VE GELİŞMİŞ ONARIM TEKNİKLERİ

Başarısız primer onarımlar veya geniş dural defektlerde revizyon cerrahisi gereklidir. Cerrahi sırasında önceki sütür hattı açılarak defekt sınırları yeniden tanımlanır. Primer sütür mümkünse uygulanır; aksi halde kas flebi veya yapay dural yama tercih edilir [2].

Son yıllarda geliştirilen biyomateryal temelli dural yamalar, daha az inflamatuar yanıt oluşturarak uzun süreli sızdırmazlık sağlamaktadır [7]. Ayrıca poliüretan esaslı yamaların biyolojik uyumunun yüksek olduğu ve enfeksiyon riskini azalttığı gösterilmiştir [6].

Revizyon sonrasında kısa süreli lomber dren uygulaması, onarım hattındaki basıncın dengelenmesini sağlar; ancak drenaj süresinin beş günü aşmaması önerilmektedir [8].

KOMPLİKASYONLAR VE ÖNLEME YÖNTEMLERİ

Yetersiz onarım veya gecikmiş tanı, psödomeningosel, menenjit, epidural abse ve sinir kökü irritasyonu gibi ciddi komplikasyonlara neden olabilir [3]. Menenjit riski, tedavi edilmeyen BOS fistüllerinde %10'un üzerindedir [4].

Önleme stratejileri arasında mikroskop veya endoskop altında diseksiyon, bipolar koterin sınırlı kullanımı, dura kenarlarının dikkatle korunması ve yüksek riskli olgularda preoperatif MRI ile adezyon bölgelerinin değerlendirilmesi sayılabilir [5]. Ayrıca, cerrahi deneyim ve intraoperatif nöromonitörizasyonun komplikasyon oranlarını azalttığı bildirilmiştir [6].

Wang ve ark. (2020) tarafından yapılan meta-analizde, primer sütür grubunda BOS kaçağı oranı %4,5 iken fibrin yapıştırıcı kullanılan grupta %1,2 olarak bulunmuştur [1]. Khan ve arkadaşlarının (2023) çalışmasında ise kas flebi veya yapay yama kullanılan revizyonlarda başarı oranı %90'a ulaşmıştır [2].

Buna karşılık, profilaktik drenajın gerekliliği konusunda literatürde görüş birliği bulunmamaktadır. Cammisa ve ark. (2019) drenaj uygulamasının erken dönemde onarım hattını koruduğunu, ancak uzun süreli kullanımın fistül hattını bozabileceğini bildirmiştir [3].

Tüm kanıtlar, erken tanı, uygun cerrahi teknik ve multidisipliner postoperatif bakımın BOS fistülü komplikasyonlarını belirgin ölçüde azalttığını göstermektedir [7],[8].

SONUÇ

Spinal cerrahi sonrası dural yırtık, dikkatli cerrahi teknikle büyük ölçüde önlenebilir bir komplikasyondur. Ancak geliştiğinde erken tanı ve su geçirmez onarım uygulaması, enfeksiyon ve nörolojik morbiditeyi azaltmada kilit rol oynar. Güncel veriler, primer sütürün fibrin yapıştırıcı veya yama ile desteklenmesinin en etkin yaklaşım olduğunu göstermektedir [6]. Postoperatif dönemde uygun drenaj kontrolü, basınç yönetimi ve enfeksiyon profilaksisi, hastanın prognozunu belirleyen temel unsurlardır.

Biyomateryal temelli dural yamalar, nanoteknolojik kaplamalar ve rejeneratif tıp ürünleri gelecekte dural tamir sürecinde standart hale gelebilir. Bu yenilikler, spinal cerrahi komplikasyon yönetiminde daha güvenli, etkili ve kişiselleştirilmiş yaklaşımların önünü açacaktır [7].

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Dr. Nurgül Ergül

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Dr. Ozan Yetkin

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Dr. Cenk Ahmet Şen

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6.3. Recommendations for Practice

1. Curriculum Integration

Gamified emotional training should be embedded in core psychiatric nursing curricula, particularly within communication and mental health modules.

2. Faculty Training

Instructors need to be trained in both emotional facilitation and the technical aspects of gamification to ensure emotionally safe and educationally sound implementation.

3. Technology-Enhanced Design

Incorporate digital tools such as virtual simulations, learning apps, and AR/VR environments to enhance emotional realism and interactivity.

4. Sustained Reinforcement

Emotional competencies should be reinforced longitudinally with follow-up tasks, booster sessions, or digital challenges throughout clinical placements.

5. Cultural Sensitivity

Scenarios and emotional challenges should be tailored to culturally relevant clinical realities to ensure learner connection and authenticity.

7. Future Directions

As gamification continues to gain traction in healthcare education, its application in emotional skill development—particularly in psychiatric nursing—presents several promising avenues for future exploration. Based on current trends and identified gaps in the literature, the following future directions are recommended:

1. Longitudinal Impact Studies

While short-term improvements in emotional competencies have been reported, there is a need for longitudinal research to evaluate the sustainability of these outcomes over time. Studies tracking emotional resilience, clinical performance, and job retention post-training would provide critical insight into the long-term value of gamified interventions (Foster et al., 2020).

2. Culturally Adapted Scenarios

Emotional expression and interpretation are deeply influenced by cultural context. Future interventions should develop and validate culturally

sensitive scenarios that reflect the socio-emotional realities of diverse patient populations. Such alignment enhances the contextual relevance of instructional content, strengthens learner engagement, and increases the likelihood that emotional competencies will transfer effectively to real clinical settings (Mukaihata et al., 2020).

3. AI-Enhanced Personalization

Artificial intelligence holds considerable potential for enriching gamified learning environments by enabling real-time emotional analytics and delivering adaptive feedback. Through emotion recognition technologies and AI-facilitated reflective prompts, instructional content can be dynamically tailored to align with learners' affective states, thereby supporting a more personalized and responsive emotional development process.

4. Interprofessional Education (IPE) Models

Future applications of gamified emotional training would benefit from integration into interprofessional educational settings. Bringing together learners from nursing, psychology, social work, and medicine within shared gamified environments has the potential to strengthen team-based emotional competence and foster more cohesive, collaborative approaches to mental health care delivery (Zainuddin et al., 2023).

5. Policy Integration and Accreditation Standards

To achieve broader and lasting impact, gamification models that focus on emotional competencies need to be woven into national nursing education standards and accreditation guidelines. Pilot programs that demonstrate tangible educational and clinical benefits can serve as persuasive evidence for shaping policy and encouraging institutional adoption.

6. A Research Agenda Grounded in Educational Innovation

This chapter also lays the groundwork for a future research agenda that connects gamification, emotional learning, and psychiatric nursing education. By offering an integrated lens, it invites deeper inquiry into culturally responsive teaching strategies, AI-enhanced emotional feedback systems, and ways to embed emotional development more intentionally across nursing curricula. In doing so, it provides both a conceptual anchor and a practical direction for educators and researchers committed to advancing emotionally intelligent pedagogies in mental health training.

8. Conclusion

This chapter explored how gamification can be deliberately applied within psychiatric nursing education to strengthen emotional competencies essential for therapeutic care. Skills like emotional intelligence, empathy, self-awareness, and affect regulation were identified as core to meaningful engagement in mental health settings. Yet, despite their significance, these competencies often receive limited attention in traditional nursing programs.

By grounding gamified learning in established educational theories—constructivism, experiential learning, self-determination, and flow—the chapter illustrated how game-informed strategies can support emotional preparedness, critical reflection, and deeper affective engagement. The four-week training module presented here offers a practical example of how theory can move into action through immersive and structured learning experiences.

Evidence from the literature reinforces the value of these approaches. Gamified interventions have been shown to improve empathy, build emotional resilience under stress, and sustain motivation. The dual-method evaluation model described in this work provides a flexible framework for assessing both behavioral growth and emotional insight—key outcomes for future clinical practice.

Looking forward, the research agenda proposed here points toward promising directions: culturally responsive instructional design, AI-assisted affective analytics, and long-term curricular integration. Together, these threads suggest a pathway for embedding emotionally intelligent pedagogy more deeply and sustainably into psychiatric nursing education.

Taken together, this chapter offers more than a training intervention—it proposes a scholarly and pedagogical framework that contributes to the evolving discourse on affective education in psychiatric nursing. By formalizing the principles, delivery, and assessment of gamified emotional learning, it supports the formation of nurses who are not only clinically competent but emotionally attuned to the complexities of modern mental health practice.

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9.Kaynakça

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Dr. Selin Ilsay

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1. Sosyal medya platformlarından biri olan X Platformu, deprem sürecinde eski adı olan Twitter adıyla bilinmektedir. Görüşmeciler ifadelerinde "Twitter" olarak kullandıkları için çalışmamızda eski ismi kullanılmıştır.

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Dr. Seyyid Halid Özgür

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Spor ve Sağlık

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G15 endeks zorunlu provizyonlar

1. Kuruluşunuzda, yönetim ve kontrol hükümlerine aktif olarak katılan bağımsız yönetim kurulu üyeleri vardır.

2. Kuruluşunuz, yatırımcılara ve tüm paydaşlara, finansal durum ve yatırım hedefleri ile ilgili mevcut durumla tutarlı bir tavsiye sistemi sürdürmektedir.

3. Şirketinizde aktif olarak kullanılan tazminat düzenlemeleri vardır.

4. Kuruluşunuz, borç ve oy hakları açısından daha fazla hissedar ve çalışan katılımına izin vermektedir.

5. Hissedarlar, yönetim kurulu boyutunu artırmak ve azaltmak ve tüzüğü/yönetmeliği değiştirmek için kümülatif oy haklarına sahiptir.

6. Şirketinizin şu anda borç piyasasında ödenmemiş borçlanma araçları bulunmaktadır.

7. Şirketinizin hisse senedi piyasasında ödenmemiş kurumsal hisse senetleri bulunmaktadır.

8. Şirketinizin bir strateji yatırım finansman komitesi vardır.

9. Kuruluşunuzun bir ödül sistemi vardır.

10. Şirketinizin, dış kaynaklardan bilgi toplayan ve işleri ilk ve hızlı bir şekilde yapmak için mevcut piyasa durumlarını analiz eden ekipleri ve yöneticileri vardır.

11. Şirketinizin bir temettü ve kamu bilgilendirme politikası vardır. 12. Kuruluşunuzun, sermaye piyasası araçları (finansal yenilikler) ile ilgili yeni gelişmeleri yürürlükteki yasalara uygun olarak uygulama ve kullanma biçimi hakkında kamuoyunu bilgilendiren bir bilgilendirme politikası vardır.

13. Şirketiniz, yurtdışında, örneğin yabancı bir menkul kıymetler borsasında kullanılan sermaye piyasası araçlarının sonuçlarını ve faaliyetlerinin mali durumunu kanıtlarla birlikte açıklar.

14. Şirketiniz, yürürlükteki yasalara göre toplam sermayesi ve oy hakları hakkında bilgi sağlar.

15. Yönetim Kurulu tarafından gerçekleştirilen tüm işlemler kamuoyuna açıklanır.

G17 endeks zorunlu provizyonlar

1. Kuruluşta, departmanlar çalışanlara mülkiyet çıkarları ve kar paylaşım hakları hakkında doğru bilgi sağlar.

2. Tüm çalışanlara güç müzakere etme ve açıkça işbirlikçi kararlara ulaşma hakkı verilir.

3. Departmanlardaki çalışanlara bir proje üzerinde çalışmak üzere atanır.

4. Çalışanlar, ödül sisteminin ve davranış biçimleri hükümlerinin kuruluşta uygulanma biçiminden memnundur.

Çalışanların şirketlerinde hisse sahibi olmalarına izin verilir.

6. Kuruluşunuzun, ortamda rekabet avantajını korumaya yardımcı olmak için bir yönetim stratejisi (Misyon Beyanı) vardır.

7. Kuruluşunuzun, mükemmel müşteri hizmeti sağlamak için bir Müşteri Sözleşmesi (CC) politikası (standartlaştırılmış kuralların sayısı) vardır.

8. Kuruluşunuz şu anda bir yenilik üzerinde çalışmaktadır.

9. Kuruluşunuz yakın zamanda yeni bir ürün piyasaya sürdü.

10. Kuruluşunuz, yeni ürün benzersizliğini oluşturmak için yeni kaynaklar edinir.

11. Kuruluşunuz, dış takdir yetkisini korumak için işleri ilk önce yapma yönetim stratejisini sürdürür.

12. Kuruluşunuzun ürün inovasyonu hakkında bilgi bulmaya yardımcı olmak için bir Pazar Araştırması (MR) ekibi var.

13. Kuruluşunuz müşterilere geri bildirim formları sağlıyor.

14. Kuruluşunuz son on yılda bir pazar ödülü aldı.

15. Kuruluşunuz uluslararası ticaret ve kalite standartlarını takip ediyor (ör. ISO 9000).

16. Kuruluşunuz Avrupa Birliği (AB) gibi bir ticaret bloğunun üyesidir.

17. Son on yılda kuruluşunuzdan bir kar payı aldınız.

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CHAPTER 5

5. Conclusions and Recommendations

5.1. Flow structure around single and multiple staggered slotted-cylinders

Heat exchangers, which are used in wide variety of industrial applications, are one of the devices that can be developed further in regard to energy-saving, from the hydrodynamics point of view. Therefore the main aim of the present study is to investigate details of flow structure in the upstream and downstream of a circular single slotted-cylinder and multiple staggered slotted-cylinders mounted on a flat surface in a narrow gaped rectangular duct in the case of confined flow which is used in plate-fin-and-tube type of heat exchangers.

It is known that multiple cylinders in staggered arrangement are more efficient then in-line tube arrangement in the case of heat transfer. With this in mind, this study examines the effect of a combination of multiple slotted-cylinders on flow characteristics. Therefore the effect of staggered arrangement of slotted-cylinders on the flow characteristic in confined flow was investigated both using dye visualization and the PIV technique. PIV experiments were carried out for single-slotted cylinder and multiple staggered slotted-cylinders.

The width of the slot is 5 mm, the diameters of the cylinders are 50 mm and the ratio of B/D is 0.1, the gap ratio G/D is 2 where the slot width is B, diameter of the cylinder is D and distance between the centers of the cylinders in the lateral direction is G. The laser sheet was located parallel to the bottom surface of the water channel at the elevation of $h_l/h_w=0.1$.

The slotted-cylinders significantly change the flow characteristics in downstream directions. The most important change occurs on the Reynolds stress concentrations and it substantially decreases the peak concentration of Reynolds stress.

Water jet-flow passing through the slot was remarkably effective for the gap ratio B/D=0.1 in case of staggered cylinder arrangements. The jet-like flow changed direction and switched from one side to the other randomly. Jet-flow between cylinders was effective and almost symmetrical wake region in downstream direction for Re_d=1500 and Re_d=4000. At the bottom surface plane (h_l/h_w=0.1), the analysis of the instantaneous flow data and time-averaged velocity vectors map, <V> patterns of streamlines, <ψ> and corresponding vorticity contours, <ω>, Reynolds stress correlations <uv′>/U and fluctuations of the velocity components shows that the horseshoe vortices take place in the base of the cylinder in three dimensional forms causing a scour mechanisms. These vortices also magnify the entrainment process and circulatory motions between core and wake flow regions downstream of the cylinder mounted on the flat plate in confined flow

Control of jet-like-flow both on the shoulders of slotted-cylinders and in the slot along the cylinder provides the absence of biased flow. In terms of the size of the wake region, wake region elongates in streamwise direction due to the momentum transfer from the slot of the cylinder in case of single slotted-cylinder. The vortex shedding., Kelvin-Helmholtz instabilities in the shear layer become effective on the flow characteristics downstream of the cylinder.

5.2. Flow Control around Slotted-Cylinders

In this section, flow characteristics of circular slotted-cylinders arrangement

Has been investigated experimentally. Experiments were only carried out for the gap ratio of G/D=2 and B/D=0.1. During the experiments, Reynolds numbers were changed between 1500 and 4000. The cylinders having same slot widths were used during the experiments. All experiments were carried out at elevation of h_l/h_w=0.1. The slot width has an effect on the flow characteristics. The peak value of Reynolds shear stress concentration decreases due to slot width.

Following conclusions can be derived from the overall experimental studies.

·A test model geometry comprised of multiple slotted-cylinders row surrounded by a fin plate configuration should be considered in the context of optimization and design of plate fin and tube heat exchangers. Fluid flow and corresponding heat transfer characteristics of multiple row heat exchanger geometry can be extended to investigate for different ratio of B/D for fin and tube heat exchangers.

·Tube row number, tube arrangement with slot, fin configuration and Reynolds number are important governing design parameters for the plate fin and tube heat exchangers.

·The heat transfer rate increases with an increase of the Reynolds number.

·Staggered slotted-cylinders arrangements enhance the heat transfer rate hydrodynamically, even in wake-flow region compared to the arrangement of multiple in-line cylinders since staggered cylinder arrangements activate the flow behaviours further because of the repetition of boundary-layer development.

·The magnitude of the pressure drop along the tube surface in the staggered slotted arrangement is found to be lower comparing staggered arrangement without slot.

·A continous flow development, involving shearing phenomena and interactions of shedding and horseshoe vortices, causes a high rate of fluctuations and heat transfer over the whole flow field. For the staggered arrangement with slot has higher heat transfer rate than for the inlined arrangement.

·The distributions of the time-averaged flow data for multiple slotted-cylinders demonstrate that the wake-flow region is shortened in size in the longitudinal direction but slightly enlarged in size in the lateral direction, comparing

·The size of the wake region differs slightly depending on the Reynolds number for single slotted-cylinder but not multiple slotted-cylinders. As the Reynolds number is increased, the size of the wake region becomes smaller.

·The positive and the negative vorticity layers are approximately equal and symmetric with each other.

5.3. Recommendations for Future Work

The present work focused on the flow control for single and staggered slotted arrangement of cylinders in confined flow which is similar to heat exchanger flow passage. The flow behavior in the heat exchanger flow passage

is really a complex, three-dimensional and unsteady with flow separation, reattachment, recirculation zones, and vortices in the wake of the cylinders.

The present study can be further extended heat transfer aspect of plate fin and tube heat exchangers. Different control techniques can be also used to control vortex formation around staggered arrangements of slotted-cylinders.

In addition to that, the study may be further extended to investigate effects of tube diameter, slot width, effects of different tube shapes having oval or elliptical configurations, and effects of transverse and longitudinal distance between the tubes on the flow and heat transfer characteristics of plate fin and tube heat exchangers.

Besides three dimensional experimental investigations with 3-D PIV system can be undertaken to measure the third velocity component over a complete flow field of the confined flow of multiple slotted-cylinders.

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Osmanlı'dan Günümüze Devlet, Sivil Toplum ve Kadın Örgütlenmeleri

Hediye Şirin Ak

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Introduction to Research Writing

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TEDARİK ZİNCİRİ YÖNETİMİNDE STRATEJİK PLANLAMA

Bir Dağıtım Ağı Simülasyonu Örneği

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Tedarik Zinciri Yönetiminde Stratejik Planlama
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8. Kaynakça

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The Digital Wasteconomy

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Kaynaklar

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Spinal cord injuries are more commonly seen in sports that involve frequent contact or high-speed movements. These types of injuries are particularly prevalent in contact sports such as American football, soccer, wrestling, rugby, and hockey, as well as in high-speed sports like motorcycling, surfing, and skiing, and activities such as mountaineering and gymnastics. Sudden movements and high-risk factors inherent to these sports significantly increase the risk of spinal cord injury (Boden & Jarvis, 2009).

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Kaynak Kişi Dizin

1. Kaynak Kişi: F. K., Erkek, Yaş Aralığı: 25-34, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer Mardin/Midyat. (1 Haziran 2022 Tarihli Görüşme).
2. Kaynak Kişi: I. Z., Kadın, Yaş Aralığı: 18-24, Lise Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: 14 yıldır Mardin/Midyat (2 Haziran 2022 Tarihli Görüşme).
3. Kaynak Kişi: Mesut Aslan, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (3 Haziran 2022 Tarihli Görüşme).
4. Kaynak Kişi: Sami Akyol, Yaş Aralığı: 45-54, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (3 Haziran 2022 Tarihli Görüşme).
5. Kaynak Kişi: E. G., Yaş Aralığı: 35-44, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (4 Haziran 2022 Tarihli Görüşme).
6. Kaynak Kişi: Aydın Alkan, Erkek, Yaş Aralığı: 18-24, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (4 Haziran 2022 Tarihli Görüşme).

7. Kaynak Kişi: S. G., Erkek, Yaş Aralığı: 25-34, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (6 Haziran 2022 Tarihli Görüşme).
8. Kaynak Kişi: E. A., Erkek, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (6 Haziran 2022 Tarihli Görüşme).
9. Kaynak Kişi: F. Ç., Erkek, Yaş Aralığı: 35-44, İlkokul Mezunu, Doğum Yeri: Mardin/Nusaybin, Yaşadığı Yer: Mardin/Nusaybin/Üçköy. (7 Haziran 2022 Tarihli Görüşme).
10. Kaynak Kişi: Yıldız Çınar, Kadın, Yaş Aralığı: 45-54, İlkokul Mezunu, Doğum Yeri: Mardin/Nusaybin, Yaşadığı Yer. Mardin/Nusaybin/Üçköy. (7 Haziran 2022 Tarihli Görüşme)
11. Kaynak Kişi: Ö. I., Kadın, Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (9 Haziran 2022 Tarihli Görüşme).
12. Kaynak Kişi: Ayhan Gürkan, Erkek, Yaş Aralığı: 65 Yaş ve Üstü, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (9 Haziran 2022 Tarihli Görüşme).
13. Kaynak Kişi: Aziz Demir, Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat/Kafro Köyü, Yaşadığı Yer: 2006'dan beri Mardin/Midyat/Kafro Köyü. (11 Haziran 2022 Tarihli Görüşme).
14. Kaynak Kişi: İsa Kaya, Erkek, Yaş Aralığı: 35-44, İlkokul Mezunu, Doğum Yeri: Mardin, Yaşadığı Yer: Mardin/Midyat/ Doğanbey Köyü (12 Haziran 2022 Tarihli Görüşme)
15. Kaynak Kişi: E. A., Erkek, Yaş Aralığı: 35-44, Lisansüstü Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: Mardin/Merkez. (14 Haziran 2022 Tarihli Görüşme).
16. Kaynak Kişi: Kuryakus Acar, Erkek, Yaş Aralığı: 35-44, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Merkez-Mardin/Midyat. (14 Haziran 2022 Tarihli Görüşme).
17. Kaynak Kişi: A. G., Kadın, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2004'ten beri Mardin/Midyat (16 Haziran 2022 Tarihli Görüşme).
18. Kaynak Kişi: Saliba Özmen, Erkek, Yaş Aralığı: 55-64, Lisans Üstü Mezunu, Doğum Yeri: Mardin/Nusaybin/Günyurdu (Marboho) Köyü, Yaşadığı Yer: Mardin/Merkez. (20 Haziran 2022 Tarihli Görüşme).
19. Kaynak Kişi: Gabriel Akyüz, Erkek, Yaş Aralığı: 55-64, İlkokul mezunu, Doğum yeri: Mardin/Midyat Bakısyan (Alagöz) Köyü, Yaşadığı yer: Mardin/Merkez. (22 Haziran 2022 Tarihli Görüşme)

20. Kaynak Kişi: M. N., Kadın, Yaş Aralığı: 18-24, Lise Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: 2004'ten beri Mardin/Midyat. (22 Haziran 2022 Tarihli Görüşme
21. Kaynak Kişi: Kerim Arslan, Erkek, Yaş Aralığı 35-44, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin Midyat. (22 Haziran 2022 Tarihli Görüşme).
22. Kaynak Kişi: M. Ş., Erkek, Yaş Aralığı: 25-34, Lise mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (22 Haziran 2022 Tarihli Görüşme).
23. Kaynak Kişi: İ. A., Erkek, Yaş Aralığı: 25-34, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (23 Haziran 2022 Tarihli Görüşme).
24. Kaynak Kişi: Habib Acar, Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat/Anıtlı Köyü, Yaşadığı Yer: Mardin/Midyat/Anıtlı Köyü. (26 Haziran 2022 Tarihli Görüşme).
25. Kaynak Kişi: Evgin Türker, Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2010'dan beri Mardin/Midyat. (27 Haziran 2022 Tarihli Görüşme).
26. Kaynak Kişi: Ü. A., Erkek, Yaş Aralığı: 65 yaş ve üzeri, İlkokul mezunu, Doğum Yeri: Mardin/ İdil/ Öğündük Köyü (Şimdi Şırnak'a bağlı) Yaşadığı Yer: Şırnak/İdil/Öğündük Köyü. (29 Haziran 2022 Tarihli Görülme).
27. Kaynak Kişi: U. Ş. Erkek, Yaş aralığı: 35-44, İlkokul mezunu, Doğum yeri: Mardin/ İdil (Şimdi Şırnak'a bağlı) Yaşadığı Yer: Şırnak/İdil. (29 Haziran 2022 Tarihli Görüşme).
28. Kaynak Kişi: M. K., Erkek, Yaş Aralığı: 18-24, Lise Mezunu, Doğum Yeri: Şırnak/İdil, Yaşadığı Yer: Şırnak/İdil. (29 Haziran 2022 Tarihli Görüşme).
29. Kaynak Kişi: Ş. G., Erkek, Yaş Aralığı: 35-44, Lise Mezunu, Doğum Yeri: Şırnak/İdil, Yaşadığı Yer: Şırnak/İdil. (29 Haziran 2022 Tarihli Görüşme).
30. Kaynak Kişi: Tuma Çelik, Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Midyat, Yaşadığı Yer: Mardin/Midyat, Ankara ve İstanbul. (1 Temmuz 2022 Tarihli Görüşme).
31. Kaynak Kişi: A. S., Kadın, Yaş Aralığı: 65 ve Üstü, İlkokul Mezunu, Doğum Yeri: Şırnak/İdil/Öğündük Köyü, Yaşadığı Yer: Şırnak/İdil/Öğündük Köyü. (3 Temmuz 2022 Tarihli Görüşme)
32. Kaynak Kişi: K. L., Kadın, Yaş Aralığı: 65 ve Üstü, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Mardin/Midyat. (5 Temmuz 2022 Tarihli Görüşme)

33. Kaynak Kişi: M. Ö., Kadın, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2004'den beri İstanbul. (1 Ağustos 2022 Tarihli Görüşme)
34. Kaynak Kişi: A. K., Kadın, Yaş Aralığı: 55-64, İlkokul terk, Doğum Yeri: Mardin/Midyat/Üç Köy, Yaşadığı Yer: 1996'dan beri İstanbul. (1 Ağustos 2022 Tarihli Görüşme)
35. Kaynak Kişi: S. K., Kadın, Yaş Aralığı: 55-64, İlkokul terk, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer. 1987'den beri İstanbul. (1 Ağustos 2022 Tarihli Görüşme)
36. Kaynak Kişi: M. İ., Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Adıyaman, Yaşadığı Yer: 1984'ten beri İstanbul. (2 Ağustos 2022 Tarihli Görüşme).
37. Kaynak Kişi: Edip Arslan, Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1977'den beri İstanbul. (2 Ağustos 2022 Tarihli Görüşme)
38. Kaynak Kişi: E. K., Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1973'den beri İstanbul. (2 Ağustos 2022 Tarihli Görüşme)
39. Kaynak Kişi: Tuma Özdemir, Yaş Aralığı, 25-34, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1975'ten beri İstanbul. (3 Ağustos 2022 Tarihli Görüşme).
40. Kaynak Kişi: E. G., Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1972'den beri İstanbul. (3 Ağustos 2022 Tarihli Görüşme)
41. Kaynak Kişi: Ş. Y., Erkek, Yaş Aralığı: 25-34, Lise Mezunu, Doğum Yeri: İstanbul: Yaşadığı Yer: İstanbul/Bakırköy. (3 Ağustos 2022 Tarihli Görüşme)
42. Kaynak Kişi: Sait Susin, Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, Üniversite Mezunu, Doğum Yeri: Mardin, Yaşadığı Yer: İstanbul. (4 Ağustos 2022 Tarihli Görüşme).
43. Kaynak Kişi: A. K., Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1992'den beri İstanbul. (4 Ağustos 2022 Tarihli Görüşme).
44. Kaynak Kişi: Kenan Gürdal, Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, Üniversite Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1971'den beri İstanbul. (5 Ağustos 2022 Tarihli Görüşme).
45. Kaynak Kişi: Özcan Geçer, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı Yer: 1987'den beri İstanbul. (5 Ağustos 2022 Tarihli Görüşme)

46. Kaynak Kişi: Bülent Çitgez, Erkek, Yaş Aralığı: 45-54, Lisansüstü Mezunu, Doğum Yeri: İstanbul: Yaşadığı Yer: İstanbul. (5 Ağustos 2022 Tarihli Görüşme).
47. Kaynak Kişi: H. H. Kadın, 35-44, Lise Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: İstanbul. (5 Ağustos 2022 Tarihli Görüşme).
48. Kaynak Kişi: S. S. Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1996'dan beri İstanbul. (6 Ağustos 2022 Tarihli Görüşme).
49. Kaynak Kişi: Behnan Konutgan, Erkek, Yaş Aralığı: 55-64, Lisansüstü Mezunu, Doğum Yeri: Mardin, İdil (şu anda Şırnak'a bağlı): Yaşadığı Yer: 1970'den beri İstanbul (6 Ağustos 2022 Tarihli Görüşme)
50. Kaynak Kişi: S. E., Kadın, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı yer: 1993'ten beri İstanbul. (6 Ağustos 2022 Tarihli Görüşme).
51. Kaynak Kişi: İshak Çepe, Erkek, Yaş Aralığı: 45-54, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: İstanbul. (7 Ağustos 2022 Tarihli Görüşme).
52. Kaynak Kişi: Matay Çepe, Erkek, Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: İstanbul. (7 Ağustos 2022 Tarihli Görüşme).
53. Kaynak Kişi: S. Ç., Erkek, Yaş Aralığı: 18-24, Lise Mezunu, Doğum Yeri: Mardin/Midyat. Yaşadığı Yer: İstanbul. (7 Ağustos 2022 Tarihli Görüşme).
54. Kaynak Kişi: L. Ç., Erkek, Yaş Aralığı: 18-24, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: İstanbul. (7 Ağustos 2022 Tarihli Görüşme).
55. Kaynak Kişi: Can Bernard Tosun, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: İstanbul, Yaşadığı yer: İstanbul. (10 Ağustos 2022 Tarihli Görüşme)
56. Kaynak Kişi: A. S., Kadın, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin, Yaşadığı Yer: 1985'ten beri İstanbul. (11 Ağustos 2022 Tarihli Görüşme)
57. Kaynak Kişi: Remzi Diril, Erkek, Yaş Aralığı: 35-44, Lise Mezunu, Doğum Yeri: Hakkari/Koyankaya Köyü (Şu an Şırnak'a bağlı), Yaşadığı Yer: 1989'dan beri İstanbul. (12 Ağustos 2022 Tarihli Görüşme)
58. Kaynak Kişi: Ö. Ç., Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı yer: 1971'den beri İstanbul. (12 Ağustos 2022 Tarihli Görüşme).
59. Kaynak Kişi: S. Ç., Erkek, Yaş Aralığı: 65 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1974'ten beri İstanbul. (13 Ağustos 2022 Tarihli Görüşme).

60. Kaynak Kişi: S. K., Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, Lise Mezunu, Doğum Yeri: Mardin, Yaşadığı Yer: 1966'dan beri İstanbul. (14 Ağustos 2022 Tarihli Görüşme).
61. Kaynak Kişi: E. A., Erkek, Yaş Aralığı: 25-34, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2005'ten beri İstanbul. (15 Ağustos 2022 Tarihli Görüşme).
62. Kaynak Kişi: A. Ş., Erkek, Yaş Aralığı: 55-64, İlk Okul Mezunu, Doğum Yeri: Şanlıurfa, Yaşadığı Yer: 1970'den beri İstanbul. (16 Ağustos 2022 Tarihli Görüşme).
63. Kaynak Kişi: Can Ustabaşı, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: İstanbul, Yaşadığı yer: İstanbul. (17 Ağustos 2022 Tarihli Görüşme).
64. Kaynak Kişi: S. L., Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı Yer: 1983'ten beri İstanbul. (17 Ağustos 2022 Tarihli Görüşme).
65. Kaynak Kişi: K. Ş., Kadın, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1994'ten beri İstanbul. (18 Ağustos 2022 Tarihli Görüşme).
66. Kaynak Kişi: C. K., Erkek, Yaş Aralığı: 45-54, Lise Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: 1983'den beri İstanbul. (18 Ağustos 2022 Tarihli Görüşme).
67. Kaynak Kişi: Leon Aydın, Erkek, Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: İstanbul: Yaşadığı Yer: İstanbul. (19 Ağustos 2022 Tarihli Görüşme).
68. Kaynak Kişi: E. G., Erkek, Yaş Aralığı: (35-44). Üniversite Mezunu, Doğum Yeri: İstanbul: Yaşadığı Yer: İstanbul. (19 Ağustos 2022 Tarihli Görüşme).
69. Kaynak Kişi: E. K., Kadın, Yaş Aralığı: 55-64, Lise Mezunu, Doğum yeri: Mardin/Merkez, Yaşadığı Yer: 1986'dan beri İstanbul. (20 Ağustos 2022 Tarihli Görüşme).
70. Kaynak Kişi: T. U., Kadın, Yaş Aralığı: 45-54, Lise Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı yer: 1996'dan beri İstanbul. (22 Ağustos 2022 Tarihli Görüşme).
71. Kaynak Kişi: C. C., Erkek, Yaş Aralığı: 45-54, Lisansüstü Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: İstanbul. (25 Ağustos 2022 Tarihli Görüşme)
72. Kaynak Kişi: Ü. A., Erkek, Yaş Aralığı: 45-54, Yüksek Lisans Mezunu, Doğum Yeri: Mardin/Merkez, Yaşadığı Yer: İstanbul. (27 Ağustos Tarihli Görüşme).

73. Kaynak Kişi: A. A., Kadın, Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: İstanbul. (3 Eylül 2022 Tarihli Görüşme).
74. Kaynak Kişi: Banu Çıracı, Kadın, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: İstanbul: Yaşadığı Yer: İstanbul. (5 Eylül 2022 Tarihli Görüşme).
75. Kaynak Kişi: G. B., Erkek, Yaş Aralığı: 18-24, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat. Yaşadığı Yer: 2020'den beri İstanbul. (7 Eylül 2022 Tarihli Görüşme).
76. Kaynak Kişi: Helen Hiçbezmez, Kadın, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: İstanbul. (9 Eylül 2022 Tarihli Görüşme).
77. Kaynak Kişi: Aydın Tokgöz, Erkek, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: İstanbul. (10 Eylül 2022 Tarihli Görüşme).
78. Kaynak Kişi: Zeki Yoldaş, Erkek, Yaş Aralığı: 35-44, Lise Mezunu, Doğum Yeri: İstanbul, Yaşadığı Yer: İstanbul. (15 Eylül 2022 Tarihli Görüşme).
79. Kaynak Kişi: İlda Arslan, Kadın, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Elazığ, Yaşadığı Yer: 1980'den beri İstanbul. (25 Eylül 2022 Tarihli Görüşme).
80. Kaynak Kişi: Nay Gençoğlu, Kadın, Yaş Aralığı: 45-54, Lise Mezunu, Doğum Yeri: Halep/Suriye, Yaşadığı Yer: 1998'den beri İstanbul. (25 Eylül 2022 Tarihli Görüşme).
81. Kaynak Kişi: Betül Hiçbitmez, Kadın, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı Yer: 1980'den beri İstanbul. (25 Eylül 2022 Tarihli Görüşme).
82. Kaynak Kişi: Aynur Güzeliş, Kadın, Yaş Aralığı: 55-64, İlkokul Mezunu, Diyarbakır, Yaşadığı Yer: 1993'ten beri İstanbul. (27 Eylül 2022 Tarihli Görüşme).
83. Kaynak Kişi: Vildan Ayseli, Kadın, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Diyarbakır: Yaşadığı Yer: 1980'den beri İstanbul: (27 Eylül 2022 Tarihli Görüşme).
84. Kaynak Kişi: H. N., Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer, 1971'den beri Stockholm/İsveç. (27 Kasım 2022 Tarihli Görüşme).
85. Kaynak Kişi: Mirna Barjosef. Kadın, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Şam, Yaşadığı Yer: 1979'den beri Stockholm/İsveç. (27 Kasım 2022 Tarihli Görüşme).

86. Kaynak Kişi: Ablahad Zeitoune, Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Stockholm, Yaşadığı Yer: Stockholm/İsveç. (28 Kasım 2022 Tarihli Görüşme).
87. Kaynak Kişi: Jamal Dizayee, Erkek, Yaş Aralığı: 64 ve Üzeri, Üniversite Mezunu, Doğum Yeri: Erbil, Yaşadığı Yer: 1974'den beri Stockholm/İsveç. (28 Kasım 2022 Tarihli Görüşme).
88. Kaynak Kişi: Can Bahar, Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Nörrkoping/İsveç. (1 Aralık 2022 Tarihli
89. Kaynak Kişi: B. H., Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Mardin/Midyat, Yaşadığı Yer: 1993'ten beri Nörrkoping. (1 Aralık 2022 Tarihli Görüşme).
90. Kaynak Kişi: J. D., Erkek, Yaş Aralığı: 64 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Şırnak, Yaşadığı Yer: 1986'dan beri Nörrkoping. (1 Aralık 2022 Tarihli Görüşme).
91. Kaynak Kişi: H. Ö., Erkek, 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Nusaybin, Yaşadığı Yer: 1879'dan beri Nörrkoping. (1 Aralık 2022 Tarihli Görüşme).
92. Kaynak Kişi: Sait Özgün, Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer, 1985'ten beri Stockholm/İsveç. (2 Aralık 2022 Tarihli Görüşme).
93. Kaynak Kişi: Munir Rüya, Erkek, Yaş Aralığı: 55 Yaş ve Üzeri, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1994'ten beri Linköpings (5 Aralık 2022 Tarihli Görüşme).
94. Kaynak Kişi: Rana Sevil, Kadın, Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Linköpings. (6 Aralık 2022 Tarihli Görüşme).
95. Kaynak Kişi: Nurgül Aslan, Kadın, Yaş Aralığı: 55 ve Üzeri, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2006'dan beri Linköpings (7 Aralık 2022 Tarihli Görüşme).
96. Kaynak Kişi: Ersan Özcan, Erkek, Yaş Aralığı: 65 ve Üzeri, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1977'den beri Stockholm/İsveç. (8 Aralık 2022 Tarihli Görüşme).
97. Kaynak Kişi: Mutif Üre, Erkek, Yaş Aralığı: 55 ve Üzeri, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1988'den beri Stockholm/İsveç. (9 Aralık 2022 Tarihli Görüşme).
98. Kaynak Kişi: Kenan Ünesi, Erkek, Yaş Aralığı, 65 Yaş ve Üzeri, Üniversite, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1980'den beri Stockholm/İsveç. (11 Aralık 2022 Tarihli Görüşme).

99. Kaynak Kişi: Adnan Can, Yaş Aralığı: 65 Yaş ve Üzeri, Üniversite, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1980'den beri Stockholm/İsveç. (11 Aralık 2022 Tarihli Görüşme).
100. Kaynak Kişi: Emanuel Poli, Yaş Aralığı: 65 Yaş ve Üzeri, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Stockholm/İsveç. (11 Aralık 2022 Tarihli Görüşme).
101. Kaynak Kişi: Kenan Anter, Yaş Aralığı: 65 Yaş ve Üzeri, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: Stockholm/İsveç. (11 Aralık 2022 Tarihli Görüşme).
102. Kaynak Kişi: Yaşar Küçükaslan, Erkek, Yaş Aralığı: 45-54, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2006'dan beri Stockholm/İsveç. (12 Aralık 2022 Tarihli Görüşme).
103. Kaynak Kişi: Ferit Yalın, Erkek, Yaş Aralığı: 45-54, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2008'den beri Stockholm/İsveç. (13 Aralık 2022 Tarihli Görüşme).
104. Kaynak Kişi: Gabriel Ergün, Erkek, Yaş Aralığı: 35-44, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (13 Aralık 2022 Tarihli Görüşme).
105. Kaynak Kişi: Jan Beth Sawoce, Erkek, Yaş Aralığı: 65 ve Üzeri, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1975'ten beri Stockholm/İsveç. (14 Aralık 2022 Tarihli Görüşme).
106. Kaynak Kişi: Aday Atman, Erkek, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (14 Aralık 2022 Tarihli Görüşme).
107. Kaynak Kişi: Berolin Deniz, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (15 Aralık 2022 Tarihli Görüşme).
108. Kaynak Kişi: Gabriel İberian, Erkek, Yaş Aralığı: 55-64, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1977'den beri Stockholm/İsveç. (15 Aralık 2022 Tarihli Görüşme).
109. Kaynak Kişi: S. E., Erkek, Yaş Aralığı: 65 ve Üzeri, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı yer 1976'dan beri Stockholm/İsveç. (16 Aralık 2022 Tarihli Görüşme).
110. Kaynak Kişi: Adam Töre, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Berlin, Yaşadığı Yer: 1979'dan beri Stockholm/İsveç. (17 Aralık 2022 Tarihli Görüşme)
111. Kaynak Kişi: Mihail İzgin, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Stockholm, Yaşadığı Yer: Stockholm/İsveç. (17 Aralık 2022 Tarihli Görüşme).

112. Kaynak Kişi: Musa Demircan, Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (18 Aralık 2022 Tarihli Görüşme).
113. Kaynak Kişi: Şükran Uysal, Kadın, Yaş Aralığı: 65 ve Üzeri, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1981'den beri Stockholm/İsveç. (19 Aralık 2022 Tarihli Görüşme).
114. Kaynak Kişi: F. D., Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat. Yaşadığı Yer: 1975'ten beri Stockholm/İsveç. (19 Aralık 2022 Tarihli Görüşme).
115. Kaynak Kişi: Yakup Rohyo, Yaş Aralığı: 55- 64, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1990'dan beri Stockholm/İsveç. (20 Aralık 2022 Tarihli Görüşme).
116. Kaynak Kişi: F. K., Erkek, 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (21 Aralık 2022 Tarihli Görüşme).
117. Kaynak Kişi: Sait Yıldız, Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat Yaşadığı Yer: 1980'den beri Stockholm/Södertalje/İsveç. (22 Aralık 2022 Tarihli Görüşme)
118. Kaynak Kişi: Nebil Şenkal, Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1974'ten beri Stockholm/İsveç. (22 Aralık 2022 Tarihli Görüşme).
119. Kaynak Kişi: Aydın Özcan, Erkek, Yaş Aralığı: 65 Yaş ve Üzeri. İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1981'den beri Stockholm/İsveç. (22 Aralık 2022 Tarihli Görüşme)
120. Kaynak Kişi: G.K., Erkek, Yaş Aralığı: 65 ve Üzeri. İlkokul Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı Yer: 1976'dan beri Stockholm/Södertalje/İsveç. (22 Aralık 2022 Tarihli Görüşme).
121. Kaynak Kişi: S. G., Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1973'den beri Stockholm/Södertalje/İsveç. (22 Aralık 2022 Tarihli Görüşme).
122. Kaynak Kişi: M. B., Erkek, Yaş Aralığı: 55 Yaş Üstü, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1975'ten beri Stockholm/İsveç.
123. Kaynak Kişi: Robert Halef, Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1971'den beri Stockholm/İsveç. (23 Aralık 2022 Tarihli Görüşme).
124. Kaynak Kişi: Fuad Adis, Erkek, Yaş Aralığı: 65 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (24 Aralık 2022 Tarihli Görüşme).

125. Kaynak Kişi: Samir Hawsho, Erkek, Yaş Aralığı: 65 ve üzeri, Üniversite Mezunu, Doğum Yeri: Kamışlı, Yaşadığı Yer: 1990'dan beri Stockholm/İsveç. (3 Ocak 2023 Tarihli Görüşme).
126. Kaynak Kişi: Mathias Ergin, Erkek, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Stuttgart/Almanya, Yaşadığı Yer: 2009'dan beri İsveç/Stockholm. (4 Ocak 2023 Tarihli Görüşme).
127. Kaynak Kişi: Yuhanna Akbulut, Erkek, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (5 Ocak 2023 Tarihli Görüşme).
128. Kaynak Kişi: George Sever, Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Diyarbakır/Merkez, Yaşadığı Yer: 1994'ten beri Stockholm/İsveç (6 Ocak 2023 Tarihli Görüşme).
129. Kaynak Kişi: Abrohom Gösteriş, Erkek, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Stuttgart/Almanya, Yaşadığı Yer: 2006'dan beri Stockholm/İsveç. (7 Ocak 2023 Tarihli Görüşme).
130. Kaynak Kişi: Şarbel Onar, Erkek, Yaş Aralığı: 65 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (7 Ocak 2023 Tarihli Görüşme).
131. Kaynak Kişi: M. O. Erkek, Yaş Aralığı: 65 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1981'ten beri Stockholm/İsveç. (8 Ocak 2023 Tarihli Görüşme).
132. Kaynak Kişi: Besim Aho, Erkek, Yaş Aralığı: 65 ve üzeri, Üniversite Mezunu, Doğum Yeri: Mardin Midyat, Yaşadığı Yer: 1970'den beri Stockholm/İsveç. (10 Ocak 2023 Tarihli Görüşme).
133. Kaynak Kişi: Yavuz Özer, Erkek, Yaş Aralığı: 65 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Diyarbakır/Merkez, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (10 Ocak 2023 Tarihli Görüşme).
134. Kaynak Kişi: S. H., Erkek, Yaş Aralığı: 65 ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1994'den beri Stockholm/İsveç. (11 Ocak 2023 Tarihli Görüşme).
135. Kaynak Kişi: K. K., Kadın, Yaş Aralığı: 55-64, İlkokul Terk, Doğum Yeri: Diyarbakır, Yaşadığı Yer: 1977'den beri Stockholm/İsveç. (11 Ocak 2023 Tarihli Görüşme).
136. Kaynak Kişi: Abdo Güven, Erkek, Yaş Aralığı: 65 ve Üzeri, Lise mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1975'ten beri Stockholm/İsveç. (12 Ocak 2023 Tarihli Görüşme).
137. Kaynak Kişi: Maytus Demir, Erkek, Yaş Aralığı: 35-44, Üniversite mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (13 Ocak 2023 Tarihli Görüşme).

138. Kaynak Kişi: Yawsef Gabriel, Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Şam/Suriye, Yaşadığı Yer: 2011'den beri Stockholm/İsveç. (13 Ocak 2023 Tarihli Görüşme).
139. Kaynak Kişi: L. Z., Kadın, Yaş Aralığı 55-64, Lise Mezunu, Doğum Yeri: Midyat, Yaşadığı Yer: 1996'dan beri Stockholm/İsveç (14 Ocak 2023 Tarihli Görüşme).
140. Kaynak Kişi: Yakup Sen, Erkek, Yaş Aralığı: 44-55, Üniversite Mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (15 Ocak 2023 Tarihli Görüşme).
141. Kaynak Kişi: Simon Bardur, Erkek, Yaş Aralığı: 44-55, Üniversite Mezunu, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (15 Ocak 2023 Tarihli Görüşme).
142. Kaynak Kişi: R. K. Kadın, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Elazığ, Yaşadığı Yer: 1995'ten beri Stockholm/Södertalje. (16 Ocak 2023 Tarihli Görüşme).
143. Kaynak Kişi: E. S., Kadın, Yaş Aralığı: 64 ve üzeri, Lise Mezunu, Doğum Yeri: Diyarbakır, Yaşadığı Yer: 1974'ten beri Stockholm. (16 Ocak 2023 Tarihli Görüşme).
144. Kaynak Kişi: Thedore (Soyadını Vermek İstemedi), Kadın, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Haseki, Yaşadığı Yer: 2011'den beri Stockholm/İsveç. (17 Ocak 2023 Tarihli Görüşme).
145. Kaynak Kişi: Fehime (Soyadını Vermek İstemedi), Kadın, Yaş Aralığı: 65 Yaş ve Üzeri, Doğum Yeri: Kamışlı, İlkokul Mezunu, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (17 Ocak 2023 Tarihli Görüşme).
146. Kaynak Kişi: Silva (Soyadını Vermek İstemedi), Kadın, Yaş Aralığı: 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Kamışlı, Yaşadığı Yer: 1980'den beri Stockholm/İsveç. (17 Ocak 2023 Tarihli Görüşme).
147. Kaynak Kişi: Suhle (Soyadını Vermek İstemedi). Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Şam, Yaşadığı Yer: 2016'dan beri Stockholm/İsveç. (17 Ocak 2023 Tarihli Görüşme).
148. Kaynak Kişi: Ablahat (Soyadını Vermek İstemedi). Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, Lise Mezunu, Doğum Yeri: Kamışlı, Yaşadığı Yer: 2018'den beri Stockholm/İsveç. (17 Ocak 2023 Tarihli Görüşme).
149. Kaynak Kişi: Matay Türker, Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1977'den beri Stockholm/İsveç. (18 Ocak 2023 Tarihli Görüşme).
150. Kaynak Kişi: Özcan Keldoyo, Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (19 Ocak 2023 Tarihli Görüşme).

151. Kaynak Kişi: Yuhan Tokgöz, Erkek, 18-24, Üniversite Öğrencisi, Doğum Yeri: Stockholm/İsveç, Yaşadığı Yer: Stockholm/İsveç. (19 Ocak 2023 Tarihli Görüşme).
152. Kaynak Kişi: Metin Rhawi, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (19 Ocak 2023 Tarihli Görüşme).
153. Kaynak Kişi: Ediba Yousef, Kadın, Yaş Aralığı: 35-44, Üniversite Mezunu, Doğum Yeri: Stockholm, Yaşadığı Yer Stockholm. (19 Ocak 2023 Tarihli Görüşme).
154. Kaynak Kişi: Abboud Kolo, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Musul/Irak, Yaşadığı Yer: 2006'dan beri Stockholm/İsveç. (20 Ocak 2023 Tarihli Görüşme).
155. Kaynak Kişi: Samir İbrahim, Erkek, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Musul/Irak, Yaşadığı Yer: 2006'dan beri Stockholm/İsveç. (20 Ocak 2023 Tarihli Görüşme).
156. Kaynak Kişi: C. K., Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Musul/Irak, Yaşadığı Yer: 1988'den beri Stockholm/İsveç. (20 Ocak 2023 Tarihli Görüşme).
157. Kaynak Kişi: F. Y. Kadın, Yaş Aralığı: 45-54, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1996'dan beri Stockholm/İsveç. (21 Ocak, 2023 Tarihli Görüşme).
158. Kaynak Kişi: B. B., Erkek, Yaş Aralığı: 55-64, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı yer: 1976'dan beri Stockholm. (23 Ocak 2023 Tarihli Görüşme).
159. Kaynak Kişi: M. B., Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1975'ten beri Stockholm/İsveç. (23 Ocak 2023 Tarihli Görüşme).
160. Kaynak Kişi: Hanna Fikri, Erkek, Yaş Aralığı: 65 Yaş ve Üzeri, İlkokul Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (23 Ocak 2023 Tarihli Görüşme).
161. Kaynak Kişi: Roni Esho, Erkek, Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: Erbil/Irak, Yaşadığı Yer: 2015'ten beri Stockholm/İsveç. (24 Ocak 2023 Tarihli Görüşme).
162. Kaynak Kişi: Sizar Basim, Erkek: Yaş Aralığı: 25-34, Üniversite Mezunu, Doğum Yeri: Erbil/Irak, Yaşadığı Yer: 2015'ten beri Stockholm/İsveç. /24 Ocak 2023 Tarihli Görüşme).
163. Kaynak Kişi: F. K., Erkek, Yaş Aralığı: 55-64, Lise Mezunu, Doğum Yeri: Mardin/Midyat. Yaşadığı Yer: 1976'dan beri Stockholm/İsveç. (25 Ocak 2023 Tarihli Görüşme).

164. Kaynak Kişi: Dikran Awrohum, Erkek, Yaş Aralığı: 55-64, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1981'den beri Stockholm/İsveç. (26 Ocak 2023 Tarihli Görüşme).
165. Kaynak Kişi: Nursel Awrohum, Kadın, Yaş Aralığı: 45-54, Üniversite Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1985'ten beri Stockholm/İsveç. (26 Ocak 2023 Tarihli Görüşme).
166. Kaynak Kişi: Aydın Merane, Erkek, Yaş Aralığı: 45-54, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 1975'ten beri Stockholm/İsveç. (28 Ocak 2023 Tarihli Görüşme).
167. Kaynak Kişi: Sait Younan, Erkek, Yaş Aralığı: 35-44, Lise Mezunu, Doğum Yeri: Mardin/Midyat, Yaşadığı Yer: 2020'den beri Stockholm/İsveç. (28 Ocak 2023 Tarihli Görüşme).
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Kaynakça

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Dr. Öğretim Üyesi Vedat Avci

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Capital'i yüksek toplumlar ve şirketler, bunu insanlığın yararına ve sürdürülebilir bir gelecek için kullanma sorumluluğunu da taşırlar. Sürdürülebilir rekabet avantajı, sadece kâr eğrileriyle değil, aynı zamanda sosyal fayda ve etik değerlerle birlikte düşünülmelidir. Bu kapsamda AI Capital Homo Symbiotica Human-AI simbiyozu literatürünün de genişletilmesine yönelik sektör bazlı incelemeler içeren bilimsel makale ve kitap çalışmalarının da gerçekleştirilmesi önerilmektedir.

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- Implementation of regular and systematic cleaning programs to reduce dust and particulate matter accumulation.

3. **Integration of Enzymatic and Probiotic Cleaning Systems:**
   - Use of enzymatic detergents in the pre-cleaning stage to reduce organic dirt load.
   - Using probiotic cleaning products to achieve a more balanced surface microbiome, especially on surfaces with high contact intensity but where chemical exposure needs to be reduced (floors, changing rooms, shower areas, equipment exteriors).
4. **Ventilation and Indoor Air Quality Monitoring:**
   - Regular maintenance of mechanical ventilation systems and filter replacement.
   - Periodic monitoring of CO_2, particulate matter ($PM_{2.5}$, PM_{10}), and total volatile organic compound (TVOC) levels, and installation of alarm systems above specified threshold values.
   - Optimizing ventilation rates according to the facility's usage intensity.
5. **Staff Training:**
   - Comprehensive training of cleaning personnel on green hygiene principles, proper use of new products, dosing, and application techniques.
   - Raising awareness about chemical exposure risks and the use of personal protective equipment.

5.2. Recommendations for Athletes

6. **Increasing Personal Awareness:**
   - Avoid training during peak hours after cleaning (especially the first few hours immediately after disinfection) or choose areas with adequate ventilation.
   - Pay attention to personal hygiene rules (hand washing, wiping equipment with a personal towel).
7. **Skin Barrier Protection Measures:**
   - Use pH-balanced cleansers that do not dry out the skin when showering after exercise.

- Protect the skin with moisturizers that strengthen the skin barrier.

5.3. Recommendations for Policy Makers and Researchers

8. **Development of Legal Regulations:**
   - Revising indoor air quality standards and cleaning protocols for sports facilities based on current scientific data.
   - Promoting green hygiene products and restricting the use of toxic chemicals.
9. **Supporting Multidisciplinary Research:**
   - Conducting controlled field studies comparing the effects of different cleaning approaches (chemical, enzymatic, probiotic) in sports facilities on indoor air quality, surface microbiome, athlete health, and performance.
   - Supporting epidemiological studies examining the effects of long-term exposure on chronic health outcomes.

The sports facilities of the future must be "non-toxic" spaces where not only physical capacity but also environmental health is optimized. This transformation is not only a scientific necessity but also an ethical responsibility towards the health of athletes and the planet's sustainability.

7. Conclusion

The transition from chemically intensive disinfection to a "Green Hygiene" paradigm is no longer a discretionary choice but a physiological necessity for the modern sports industry. As detailed throughout this chapter, the respiratory and dermatological burdens imposed by traditional quaternary ammonium compounds and chlorine-based agents create a paradox in which the need for hygiene maintenance compromises the pursuit of health. The adoption of Green Chemistry principles—specifically through the integration of enzymatic and probiotic technologies—offers a scientifically viable pathway to mitigate these toxic exposures without sacrificing microbial safety. By shifting the focus from "sterile destruction" to "microbial balance," facility managers can optimize indoor air quality and protect the biological integrity of athletes. Ultimately, realizing the vision of "toxin-free training" requires a holistic commitment to sustainable practices, ensuring that sports environments support, rather than undermine, human performance and environmental well-being.

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- Mümkün olduğunca plastik ambalaj malzemeleri yerine biyolojik olarak parçalanabilen ambalajlar, bambu ürünler ve bitki bazlı alternatifler kullanılmalıdır.
- Atık sınıflandırması, plastik atıkların geri dönüşümü ve kullanımını gerçekleştirmek için gerekli bir yöntemdir; farklı türdeki plastik atıkların makul ve bilimsel bir şekilde sınıflandırılması ile depolama sırasında tarım ekosistemlerine giren plastik miktarı önlenebilir veya azaltılabilir.
- Plastikler, bertaraf edilirken diğer atıklardan ayrı tutulmalı ve uygun şekilde işlenmelidir.
- Geri dönüştürülmüş plastik ürünlerin tümü için kalite şartları oluşturulmalı ve uygulanmalıdır.
- Plastik atıkların yönetimi için yerel ve özgün çözümler geliştirilmelidir.
- Plastik atık yönetimi politikaları geliştirilirken ve uygulanırken, toplumun her düzeyinin ihtiyaçları dikkate alınmalıdır. İlkokuldan başlayarak eğitim sistemimizin her aşamasında, plastik atık yönetimine ilişkin sosyal sorumluluk aşılanmalıdır.
- Mevcut en iyi teknoloji ve teknikler hakkında sürekli bilgi paylaşımı yapılmalıdır.
- Standart veya biyolojik olarak parçalanamayan malzemeler, nişasta gibi yüksek oranda biyolojik olarak parçalanabilen malzemelerle değiştirilmelidir.
- Sanayiden kaynaklanan plastik atıklar ya geri dönüştürülmeli ya da yeniden değerlendirilmelidir.
- Atıksu arıtma tesisleri, atıksudan plastik parçacıklarını uzaklaştırarak mikroplastik kirliliğinin önlenmesinde çok önemli bir rol oynayabilir. Ekosistemdeki mikroplastik miktarını azaltmak için bu tesislerin kapasitesini ve verimliliğini artırmaya yönelik çalışmalar yapılabilir.
- İşletmeleri sürdürülebilir uygulamaları benimsemeye ve plastik kullanımını azaltmaya teşvik etmek, mikroplastik kirliliğini en aza indirmenin etkili bir yolu olabilir.

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Tablo 1. Yönetim kavramları ve özellikleri

Kavram	Önemli Özellikler
Yetki Devri	•Yöneticinin bazı karar ve uygulama yetkilerini astlarına bırakmasıdır. •Yetki devredilse de nihai sorumluluk yöneticide kalır. •Kamu kurumlarında yetki devri yasal mevzuat ve kurallarla sınırlandırılmıştır. •Yönetsel süreçlerde yetki devri karar alma ve iş yürütmede verimlilik sağlar. •Yetki verilen çalışan belirli sınırlar içinde karar alıp uygulama yapabilir.
Personel Güçlendirme	•Çalışanların iş süreçlerine daha aktif katılım sağlayabilmesi için bilgi, kaynak ve yetkiyle donatılmasıdır. Personel güçlendirme yapısal ve psikolojik olmak üzere 2 boyutta incelenir. •Yapısal güçlendirme çalışanlara bilgiye erişim, kaynak kullanımı ve destek sağlanmasını içerir. •Psikolojik güçlendirme çalışanın işine anlam verme, özgüven kazanma ve etkili hissetme durumunu kapsar. •Yalnızca bireysel değil örgütsel düzeyde motivasyonu ve verimliliği artırır. •Güçlendirme süreci, çalışanların yalnızca işi yapmaları değil, sürece yön vermeleri için de fırsatlar sunar.
Personel Yetkilendirme	•Çalışanın iş üzerinde kontrol hissini güçlendirmek ve sorumluluk bilincini artırmaktır. •Çalışanların yalnızca görev uygulayıcısı değil, karar verici bir aktör olarak görülmesini sağlar. •Personel yetkilendirme yapısal ve psikolojik olmak üzere 2 boyutta incelenir •Yapısal yetkilendirme, bilgi ve görev paylaşımı yoluyla çalışanın karar süreçlerine dâhil edilmesini içerir. •Psikolojik yetkilendirme, çalışanın işine anlam verme, kendini yetkin hissetme, bağımsız hareket edebilme ve etkili olduğunu düşünmesiyle ilgilidir.
Çalışanı Özgürleştirme	•Bireyin sadece görev yapan değil, karar alan, problem çözen ve sürece yön veren bir özne olmasını amaçlar. Post-bürokratik yönetim anlayışı ve demokratik liderlik tarzı çalışanın özgürleştirilmesini destekleyen temel yönetim yaklaşımlarıdır. •Post-bürokratik yönetim anlayışı hiyerarşiyi azaltarak esnekliği ve bireysel inisiyatifi ön plana çıkarır. •Demokratik liderlik anlayışı çalışanların fikirlerine değer verir, güven duyar ve onların katılımını teşvik ederek özerkliği destekler. •İş yerinde daha yaratıcı, sorumlu ve tatmin düzeyi yüksek bireylerin gelişmesini destekler.
Örgütsel Demokrasi	•Örgütsel demokrasi çalışanların yönetime katılımını, karar süreçlerine dâhil edilmesini ve ortak aklın işletilmesini esas alır. •Şeffaflık, hesap verebilirlik ve katılımcılık gibi ilkelere dayanır. •Endüstriyel demokrasi anlayışından beslenmiş ve 1960'lar sonrası gelişen demokratikleşme eğilimlerinin etkisiyle kurumsallaşmıştır. •Çalışanlar yalnızca uygulayıcı değil; düşünen, eleştiren ve katkı sunan bireyler olarak görülür. •Örgüt içinde adalet, açıklık ve eşitliği güçlendirerek, kurumun demokratik niteliğini artırır.

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Süreç Göstergesi	KPI: Key Performance Indicators	Açıklama
Ayrımcılık	Ayrımcılık/Taciz Bildirim Sayısı	Bildirilen ayrımcılık veya taciz vakalarının sayısı
Ayrımcılık	Ayrımcılık Şikâyetlerinin Çözüm Süresi	Bildirilen vakaların ortalama çözülme süresi
Ayrımcılık	Ayrımcılıkla İlgili Düzenlenen Eğitimler	Ayrımcılık, önyargı ve ayrımcılıkla mücadele gibi konularda düzenlenen eğitimlerin adam/saat oranı
Çeşitlilik	Kadın Yönetici Oranı	Toplam yönetici pozisyonlarında kadınların oranı
Çeşitlilik	Engelli Çalışan İstihdamı	Engelli bireylerin toplam çalışanlar içindeki yüzdesi
Çeşitlilik	Etnik veya Kültürel Çeşitlilik Oranı	Farklı etnik kökene sahip çalışan sayısı
Çeşitlilik	Yaş Çeşitliliği Endeksi	Farklı yaş gruplarının dağılımı
Çeşitlilik	Çeşitliliğe Dayalı İşe Alım Oranı	Yeni işe alınanlar arasında çeşitlilik unsurlarına sahip bireylerin oranı
Eşitlik	Cinsiyete Dayalı Ücret Eşitliği	Benzer pozisyonlarda çalışan kadın ve erkek arasındaki ortalama ücret farkı
Eşitlik	İç Terfilerde Eşitlik	Terfi edilenler arasında kadın, engelli veya azınlık gruplarına mensup bireylerin oranı
Eşitlik	Esnek Çalışma İmkânlarından Yararlanma	Dezavantajlı grupların esnek çalışma seçeneklerinden yararlanma oranı
Kapsayıcılık	Çalışanların Kapsayıcılık Algısı	Çalışanların kapsayıcılıkla ilgili algı düzeylerini ölçen yıllık anket sonuçları
Kapsayıcılık	Kararlara Katılım	Farklı sosyal gruplardan bireylerin karar alma süreçlerine katılım oranı
Kapsayıcılık	Yönetim Kurulunda Temsil Gücü	Dezavantajlı gruplara mensup bireylerin yönetim kurulundaki oranı

Sonuç olarak bu çalışmanın, DEI alanında mevcut bilgi birikimini derinleştirmesi ve gelecekte yapılacak akademik araştırmalara ve uygulamalı çalışmalara ışık tutarak, iş dünyasında kapsayıcılık, eşitlik ve çeşitliliğin kalıcı ve etkili bir biçimde yerleşmesine katkı sağlaması beklenmektedir.

Kaynakça

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denetim ve geri bildirim döngüleri sağlanmalıdır. Bu unsurlar, düzensiz ve kişiye bağlı bir yönetim anlayışından sistematik, şeffaf ve profesyonel bir kurumsal yönetim modeline geçiş için temel oluşturur. Başarılı bir dönüşüm süreci, liderlik desteği, çalışan katılımı ve tutarlı uygulamalar ile mümkün hale gelebilir.

Bir organizasyonun sıfırdan kurumsal yönetim ve yönetişim sürecini tamamlayabilmesi için aşağıdaki öneriler geliştirilmiştir:

- Misyon, değerler ve hedefler açıkça tanımlanmalı ve tüm paydaşlar için bir yol haritası sunulmalıdır.
- SMART (Spesifik, Ölçülebilir, Ulaşılabilir, Gerçekçi, Zamana Bağlı) hedefler kullanılarak yönetimin etkinliği artırılmalıdır.
- Değişim sürecinde eğitim ve iletişim stratejileri etkili bir şekilde uygulanmalıdır.
- Finans, insan kaynakları ve operasyon gibi departmanların uzmanlaşması sağlanarak süreçlerin standardizasyonu ve işlevsel birimlerin ayrıştırılması yapılmalıdır
- Şeffaflık, hesap verebilirlik ve etik standartlara dayalı bir yönetim kültürü oluşturulmalıdır.
- Yetkinlik bazlı işe alım ve eğitim süreçleriyle çalışan motivasyonu artırılmalıdır.
- Finansal raporlama ve denetim mekanizmaları kurularak paydaşlarla düzenli iletişim sağlanmalı, böylece hesap verebilirlik ve şeffaflık güçlendirilmelidir.

Bu öneriler düzensiz ve kişiye bağlı bir yönetim anlayışından sistematik, şeffaf ve profesyonel bir kurumsal yönetim modeline başarılı bir geçiş için temel oluşturması için getirilmiştir. Başarılı bir dönüşüm süreci için liderlik desteği, çalışan katılımı ve tutarlı uygulamaların yeri de unutulmamalıdır.

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(Nâblusî Şerhi Bağlamında)

Zeliha ÖNER

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Dr. Öğr. Üyesi Zeliha Yıldırım Durmuş

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