



Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

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Presentation Agenda

Turkish Higher Education System with numbers

Quality Assurance Milestones in Turkish HE System

Foundation of Turkish Higher Education Quality Council (THEQC)

Activity Areas of THEQC

Importance of QA System in Higher Education

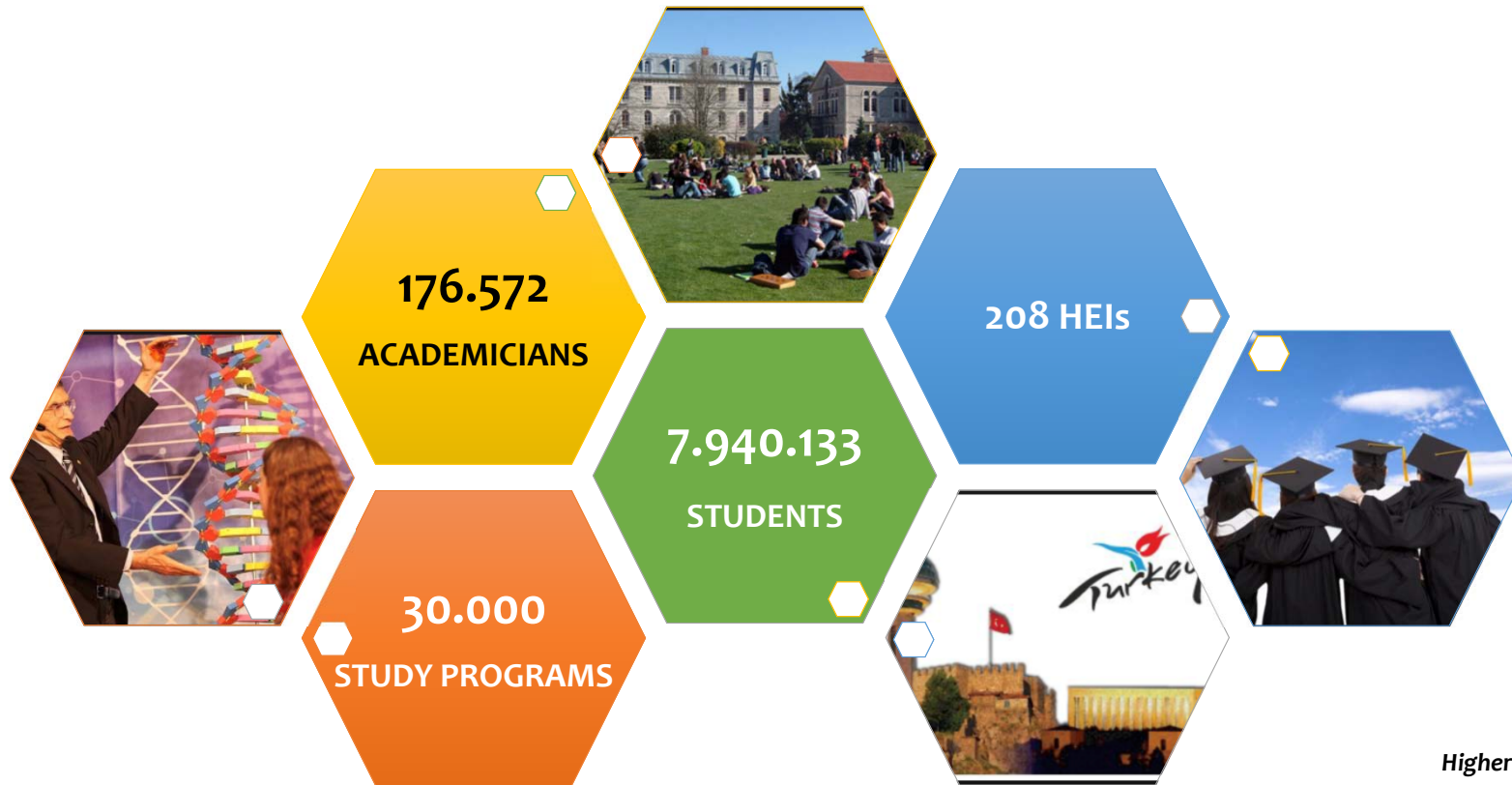
Who is Gen Z?

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

Exercises



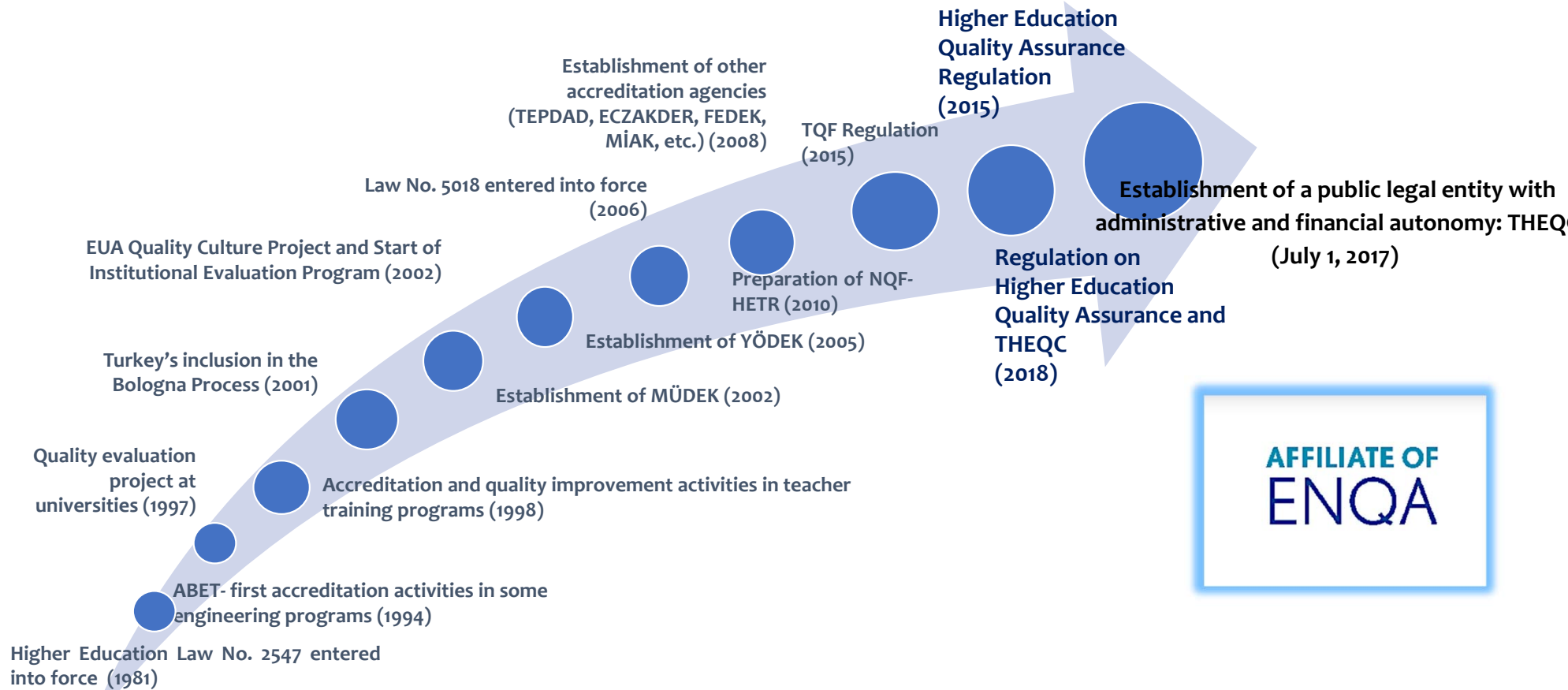
Turkish Higher Education System with Numbers



Higher Education Statistics, 2019-20

<https://istatistik.yok.gov.tr/>

Quality Assurance Milestones in Turkish HE System



Foundation of Turkish Higher Education Quality Council (THEQC)



THEQC was established with the aim of to evaluate quality assurance systems of higher education institutions and to provide quality-oriented guidance and leadership.

Activity Areas of the THEQC



Establishment of internal and external QA mechanisms in higher education system and ensuring their effectiveness;



Evaluation of the quality of HEIs' learning and teaching, research and development, and management systems in accordance with the national and international quality standards;



Authorization of national and recognition of international accreditation agencies;



Internalization and dissemination of QA culture in higher education system.

Importance of QA System in Higher Education

The most significant dimension of the quality assurance system in HEIs is **guaranteeing that the students enrolled in study programs attain targeted competencies.**



Who is Gen Z?



Who is Gen Z?

Who are you...

- The Silent Generation: born between 1927 - 1945
- The Baby Boomers: born between 1946 - 1964
- The Xers or Generation X: born between 1965-1980
- The Nexters; Millennials; Gen-Y; Next Generation: born 1981 - 1995
- Generation Z: born after 1996



Who is Gen Z?

Think about your students or your kids at different ages? And compare them between ages 8 to 23 with others.

Are we ready as schools / universities for Gen Z?

What should employers know about Gen Z?



Who is Gen Z?

From elementary to graduate school, our classrooms are now filled with **Generation Z** students,

Generation Z was born between 1997 and 2012, and the oldest members of Gen Z are around 23 years old.

Gen Z start to enter the workforce in huge numbers, and employers are on board.

Who is Gen Z?

They self-identify themselves as loyal, compassionate, open-minded, responsible, and, above all, so much **more “creative”** and **“smart”** than their parents’ and teachers’ generations (Elmore, 2019; People, 2016; Sladek & Grabinger, 2014).

The **New York Times** calls Gen Z “conscientious, hard-working and mindful of the future” (2014).

Who is Gen Z?

Generation Z is the largest generation ever, comprising almost 30% of the world's population. Globally there are almost 2 billion of them, and “they don't just represent the future, they're already creating it”.

Soruce: (<https://www.statista.com/statistics/672546/projected-world-population-distribution-by-age-group/>) (2020)

A GENERATION WITHOUT BORDERS



A generation without borders

Gen Z facts

- Also known as '**generation connected**' or '**dot com kids**'
- 1 in 2 predicted to obtain a university/college degree
- By 2025, will make up 27% of the workforce
- Predicted to work 18 jobs across 6 careers and live in 15 homes in their lifetime

THE FUTURE HAS ARRIVED, ARE YOU READY FOR GEN Z?

Results of Dell's Research

Results of Dell's Research

- United States
- Canada
- Brazil
- United Kingdom
- France
- Germany
- Turkey
- Australia or New Zealand
- China
- Indonesia
- Japan
- Malaysia
- Philippines
- Singapore
- Thailand
- Vietnam

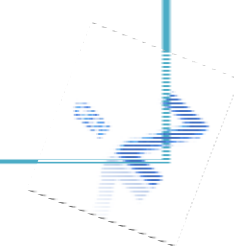
Dell Technologies surveyed **12,000** high school and college students from around the globe about their views on technology and future careers.

Ages 16-23: 12,086 Gen Z students surveyed	Global perspectives 17 countries represented	Work experience: 83% have some exposure to jobs
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Survey conducted by Dimensional Research on behalf of Dell Technologies, from August to September 2018.

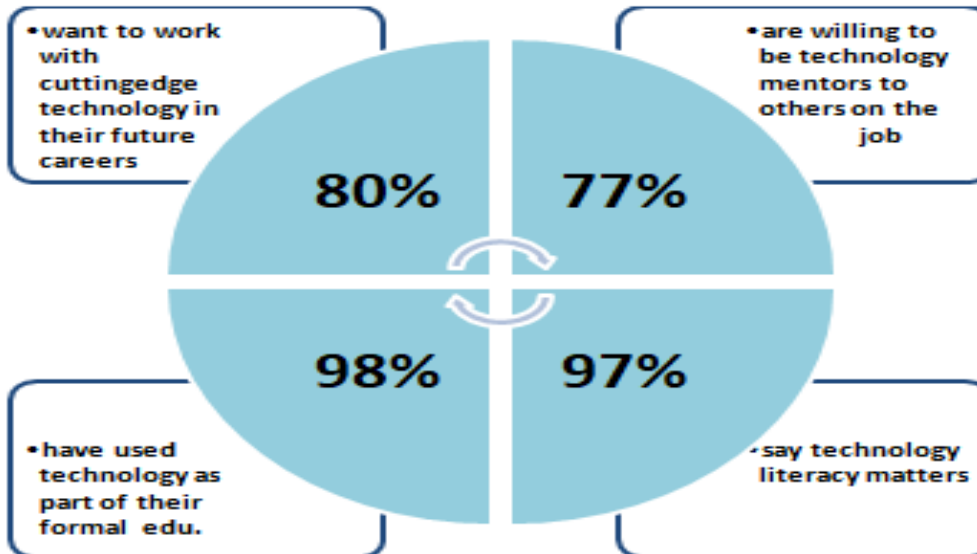
Results of Dell's Research

KEY FINDINGS		
1 Gen Z wants to work with cutting-edge technology and is eager to share its knowledge	2 Great technology will entice Gen Z job candidates	3 Gen Z cares about data security, but is unsure how to address it
4 Gen Zers are confident about their tech skills, but that doesn't equate to workforce readiness	5 Gen Z wants more than just money for its work	6 Gen Z is eager for more human interaction

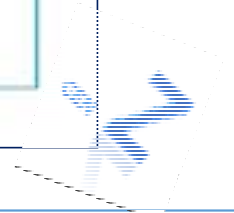
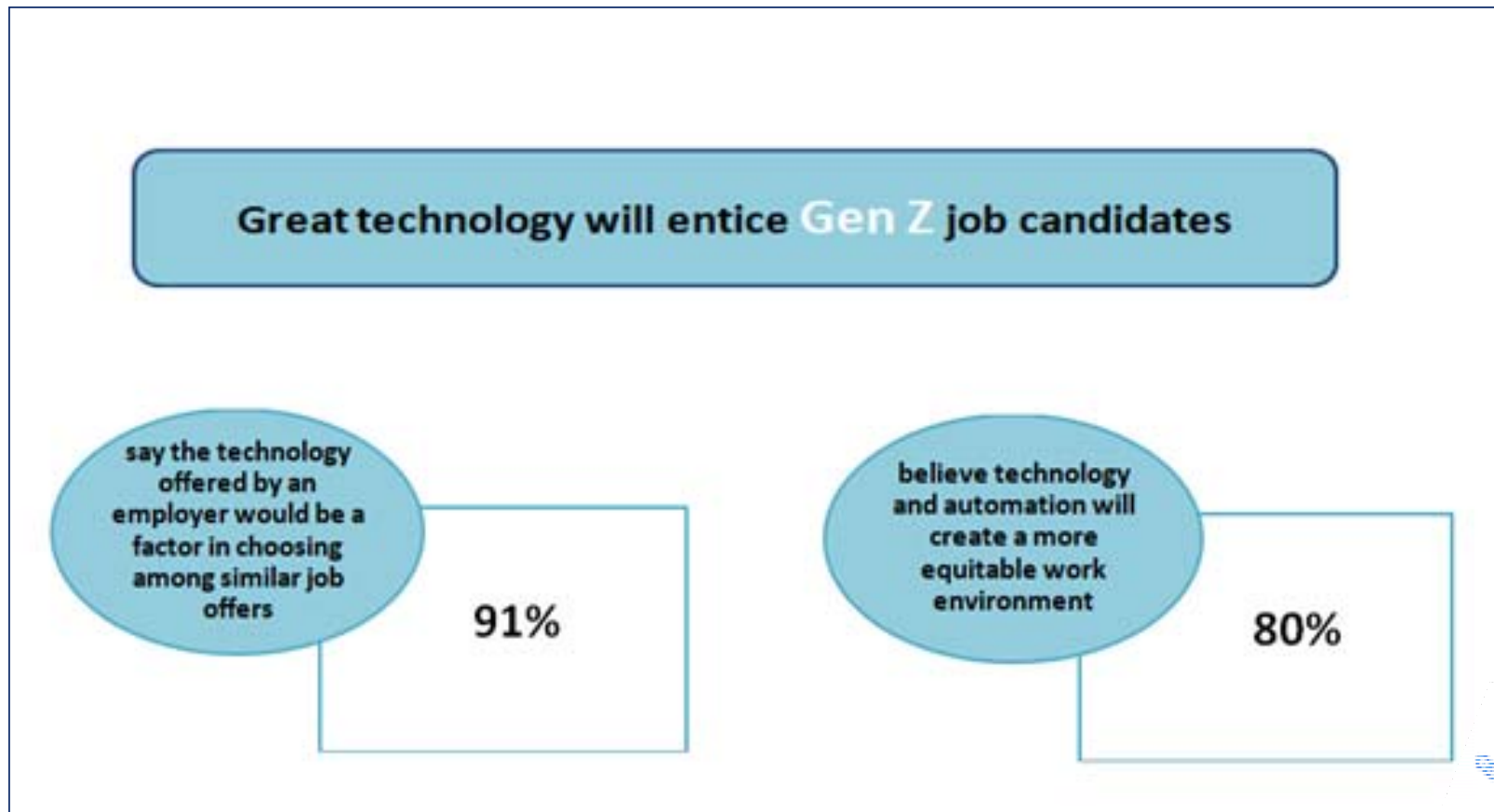


Results of Dell's Research

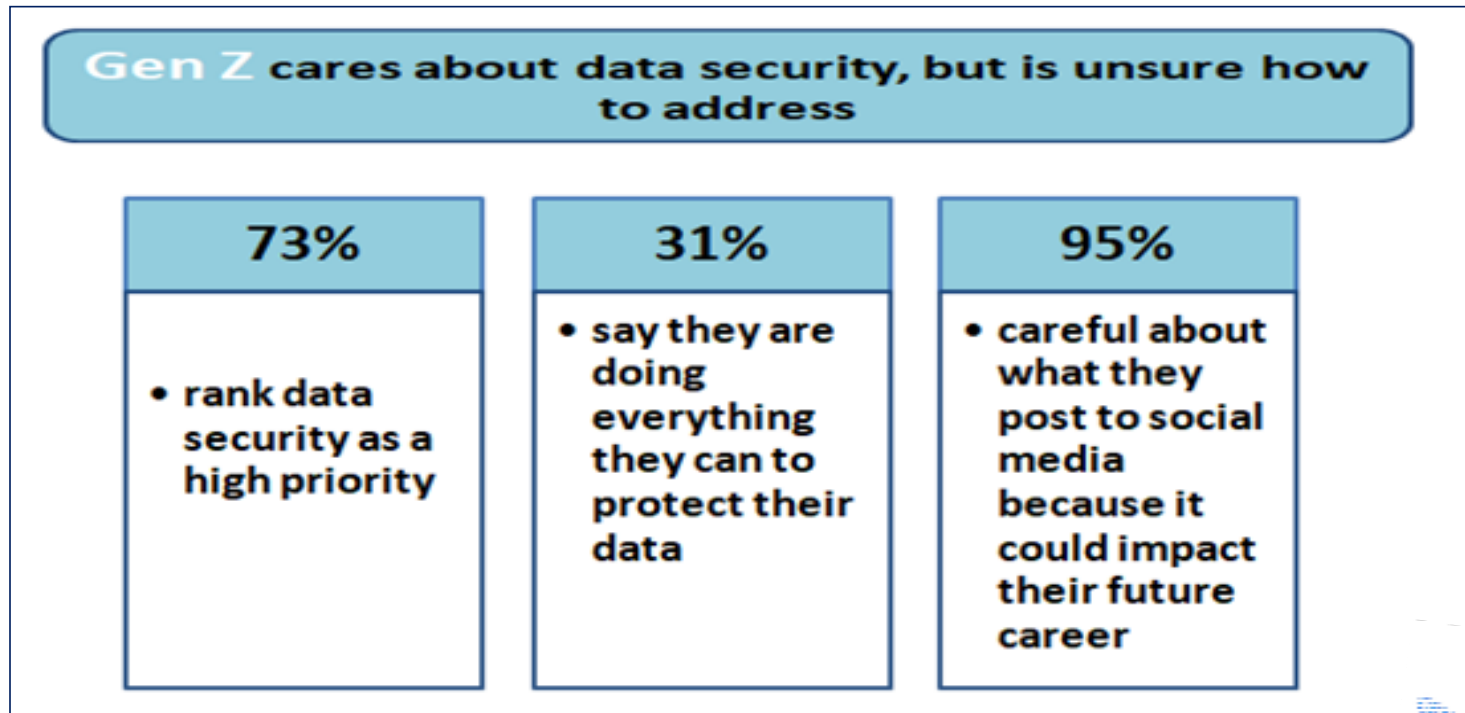
Gen Z wants to work with cutting-edge technology and is eager to share its knowledge



Results of Dell's Research

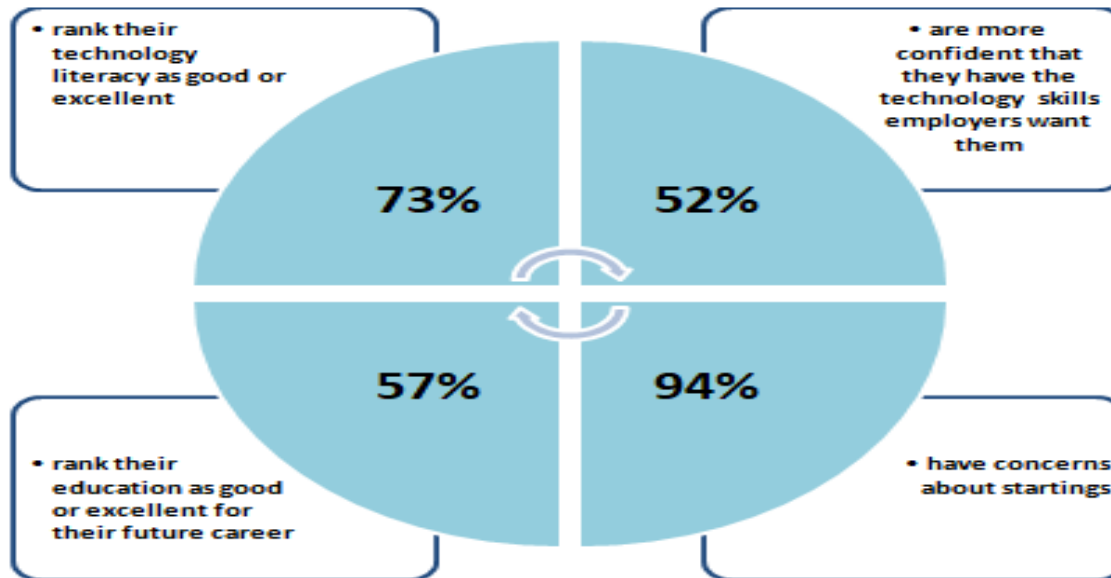


Results of Dell's Research

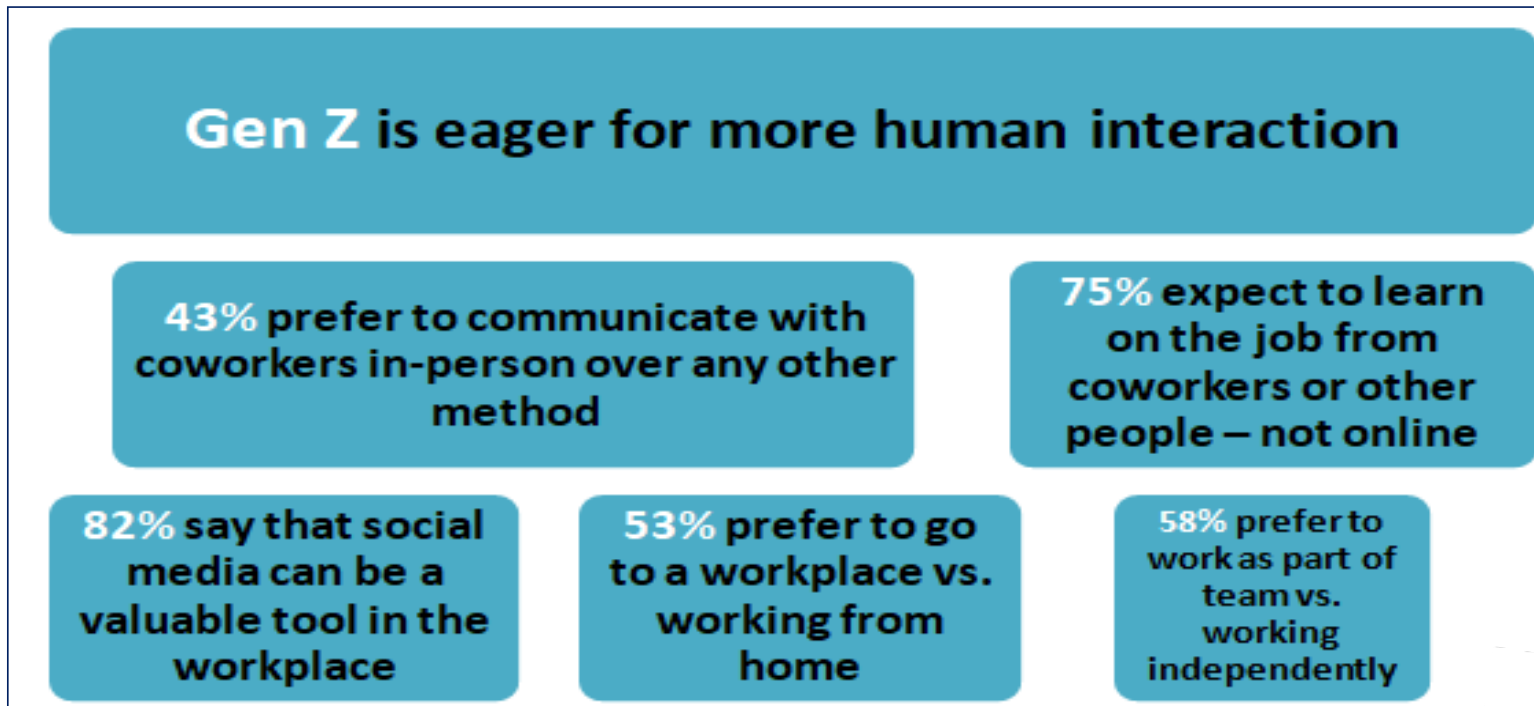


Results of Dell's Research

Gen Zers are confident about their tech skills, but that doesn't equate to workforce readiness

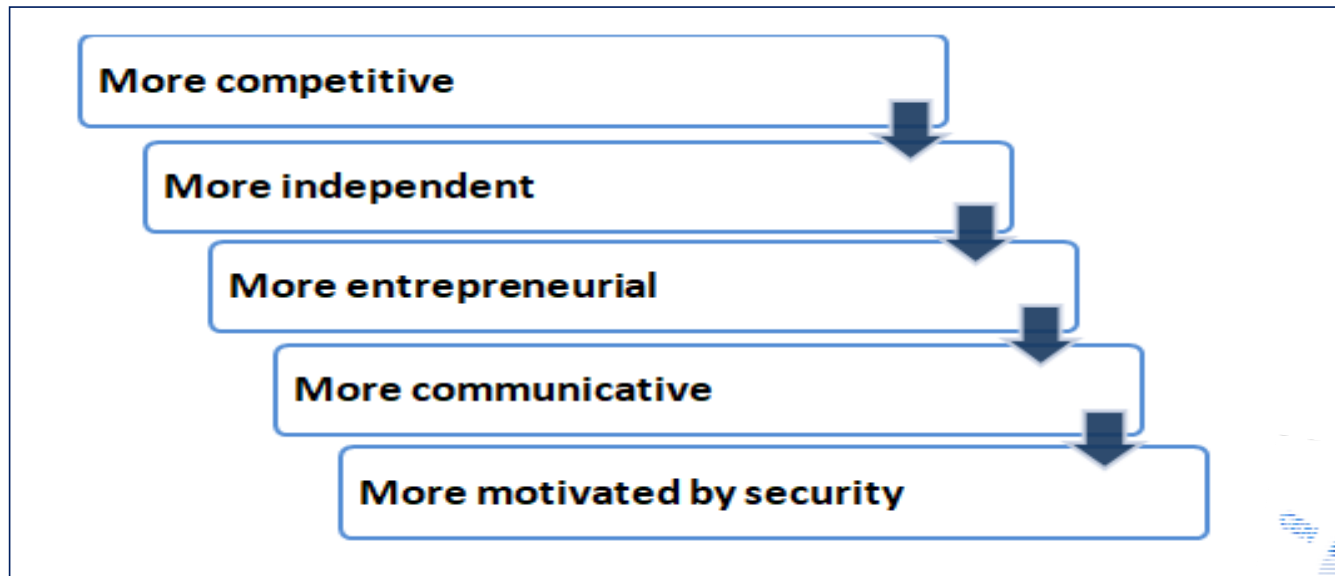


Results of Dell's Research



Results of Dell's Research

They define themselves differently, are intrigued by group trends, are passionate about issues, and are willing to do research. According to different researches findings Gen Z'ers are will be known as (UPCEA, 2019 ; Dell, 2018; Pearson 2018).



Results of Dell's Research

Generation Z will become an important generation for the universities /colleges.

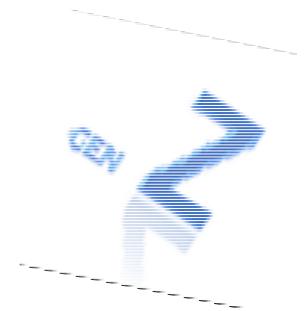
Whether we expect the number of high school students entering university/college to increase or not, but Generation Z still will be a large population and an important population group of the university/college in the current period.

And Generation Z represents the greatest generational shift the workplace has ever seen (Postolov et al., 2017).



Results of Dell's Research

- Considering the characteristics of Gen Z, it becomes critical to prepare them for the future
- This situation compels HEIs to understand the 21st century skills and integrate them to their curricula such as leadership, entrepreneurship, innovation and digital competencies.



Are we ready for Gen Z students?



Are we ready for Gen Z students?

It is crucial to know who our students are, how they learn, and what they hope to achieve at the end of their studies.

Quite a challenge for traditional education, it is just time to think about how Gen Z learns and their expectations from education / from universities (Juntarangsua, 2020; Dell, 2018; Hampton & Keys, 2016).

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

Higher education institutions in Turkey, just like their counterparts around the world, are currently undergoing a transformation that renders the institutions more student-centered, transparent, accountable and sensitive to innovations in learning and teaching processes with the ultimate goal of equipping students with the required skills and competencies.

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

METHODS AND MATERIALS

1

The aim of the our study is to explain the level of knowledge society skills in the competencies of the undergraduate programs accredited in the Turkish Higher Education System with an emphasis on leadership, entrepreneurship, innovation and digital competencies

2

The reason of preferring accredited programs in this research is our assumption that quality assurance of Generation Z competencies are ensured in these accredited programs.

There are 609 accredited programs in Turkish universities

3

The program qualifications of 609 programs accredited by accreditation bodies authorized by Higher Education Quality Council of Turkey (THEQC) constitute the data of the research.

These competencies have been analyzed on online environment through a review framework developed by the researchers.

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

METHODS AND MATERIALS

4

The research was carried out in survey design. In this process, the accredited programs in Turkish universities of Turkey were determined first, and then competencies of these programs has been analyzed in the online environment.

Descriptive statistics, Pearson' Product-Moment Correlation Coefficient and Kruskal Wallis H tests were applied on the data set.

5

586 of program competencies (96.22%) were reached on-line and analyzed.

In the analysis process, leadership, entrepreneurship, innovation and digital empowerment skills were chosen among the 21st century skills on a coding tool developed by the researchers. The study included 107 different types of programs.

6

These programs according to their fields is as follows:

Medicine 51 (8.7%), health sciences 18 (3.1%), social sciences 89 (15.2%), science 65 (11.1%), linguistics 19 (3.2%), engineering 309 (52.7%), educational sciences 28 (4.8%), fine arts 4 (0.07%) and sports sciences 3 (0.05%).

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

FINDINGS		
Information Society Skills in Higher Education Program Competencies		
1	2	3
<p>Information society skills are included in 580 out of 586 programs (98.98%). However, the level of including these skills is quite variable. These skills are included in the competences in the range of 1 to 5 (lowest = 1 and highest = 5).</p> <p>Innovativeness skills are included in 558 and entrepreneurship skills within the framework of 538 program competencies. This is followed by digital empowerment expressed in 497 competencies and finally leadership in 311 programs.</p>	<p>When we look at the weight of the information society skills examined, it is observed that the codes related to entrepreneurship are encountered most.</p> <p>Skills related to this field are encountered in the program competencies at an average rate of 1.59 (sd. = 0.96).</p> <p>In second place comes innovativeness with an average of 1.54 (sd. = 0.82). This is followed by digital competence with an average of 1.11 (sd. = 0.72).</p> <p>The least common information society skill among the analyzed program competencies is leadership (\bar{x} = 0.73, ss. = 0.80).</p>	<p>In order to determine the information society skills in general competencies, a random group of 25% was chosen from the 580 competence frameworks that include these skills.</p> <p>Within these 145 competence frameworks, the ratios of information society skills / general competences were determined as percentages.</p>

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

FINDINGS

4

Accordingly, the ratio of establishing relationships with information society skills within the framework of competence is on average 43.75% (sd. = 17.58, lowest = 5.88, highest = 83.33).

In other words, four out of 10 competencies on average within a competence framework are somehow related to knowledge society skills.

5

In order to examine the strength of the relations between the information society skills and the general competence framework one by one, the relationships between the information society skills and the numbers of general competences were examined with Pearson correlation coefficients within this framework of 145 competencies.

6

There is a positive relationship between information society skills and numbers of general competences.

However, this relationship is not statistically significant. There is a positive and significant relationship between the number of statements regarding leadership and innovativeness (.233* and .218* respectively).

This situation indicates that especially leadership and innovativeness skills are expressed separately without being integrated with field skills, thus significantly increasing the total number of competencies; Entrepreneurship and digital empowerment skills are expressed in an integrated way with field skills.

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

Distribution of information society skills according to programs is presented in the table

Programs	General		Leadership		Entrepreneurship		Innovation		Digital Empowerment	
	\bar{x}	sd.	\bar{x}	sd.	\bar{x}	sd.	\bar{x}	sd.	\bar{x}	sd.
Medicine	4.43	0.34	0.84	0.11	1.35	0.16	1.41	0.87	0.82	0.06
Health Sciences	6.00	0.63	1.05	0.23	2.16	0.28	1.83	0.78	0.94	0.17
Social Sciences	4.92	0.26	0.76	0.09	1.75	0.11	1.53	0.82	0.86	0.07
Science	4.2	0.31	0.56	0.10	1.27	0.13	1.30	0.76	1.04	0.07
Linguistics	3.52	0.27	0.36	0.13	1.15	0.15	1.05	0.22	0.94	0.14
Engineering	5.22	0.13	0.75	0.04	1.62	0.04	1.59	0.81	1.23	0.04
Educational Sciences	4.82	0.51	0.46	0.13	1.64	0.21	1.46	0.99	1.25	0.15
Fine Arts	6.75	0.75	1	0.40	2.50	0.28	2.5	0.57	0.75	0.25
Sport Sciences	8.33	0.33	1.33	0.33	2.00	0	3.00	0.03	2.00	0.57

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CONCLUSION		
<p>1</p> <p>The new generation, especially generation Zers need to prepare themselves to gain all necessary skills for their works before entering the workplace.</p>	<p>2</p> <p>From the finding the programs need to consider how we can design our curriculum according to 21st skills in order to ensure that we meet the needs of the <u>market</u>.</p>	<p>3</p> <p>We should also think how we can provide the appropriate guidelines for Generation Zers who are going to enter into the workforce in the near future.</p>
<p>4</p> <p>21st century skills should be complement the core curriculum.</p>	<p>5</p> <p>To help Gen Z students getting ready for their tomorrow, the Gen Z curriculum, classroom should be organised in order to satisfy their expectations.</p>	

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

What we can draw as Turkish Higher Education Quality Council from these results ...

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

One of the crucial quality assurance tools in Turkey is the program accreditations, which ensure the stakeholder involvement during program design, monitor whether targeted competencies are achieved, and consider whether continuous improvement steps are taken into account.

According to a recent report published by THEQC in 2019, the ratio of program accreditation in undergraduate programs of HEIs with graduates (excluding newly established HEIs without graduates) is around 10.5%.

Do Turkish Universities' Undergraduate Programs Build Generation Z Competencies?

Based on the evidences, THEQC has identified the following areas as the top priority topics which need urgent improvement:

1. The analysis of undergraduate programs of HEIs from the perspective of Generation Z Competencies,
2. To increase awareness regarding the acquisition and evaluation of Generation Z Competencies,
3. To ensure that accreditation agencies apprehensively focus on the evaluation of Generation Z Competencies
4. Recognition of Generation Z Competencies by the business world.
5. Prevalence of micro-credentials

Let's ask ourselves some questions as educators or employers

Questions for educators / administrators	1 Would not consider	2 Might or might not consider	3 Definitely consider
Are you designing programs that Generation Z wants?			
Are the programs designed around their needs?			
Have you identified instructional program areas in your curriculum that might appeal more to Generation Z'ers?			
How can be instructional systems develop these knowledge, skills, attitudes and values effectively?"			
Do you create systems and processes for Gen Z?			
Do you prepare short and long-term responses to Gen Z in your program development?			
Have you supplement and enhance traditional learning materials with digital opportunities for Gen Z and their needs?			
How is your university planning on attracting this group?			
What communication channels will you use to reach them in a meaningful manner?			
What can your university /college do to reach out to Generation Z students in ways that are unique			
What can your university /college do to speak to <u>their</u> needs?			
What can your university /college do to engage Generation Z students in ways in which <u>they</u> think?			

Let's ask ourselves some questions as educators or employers

Questions for workplaces	1 Would not consider	2 Might or might not consider	3 Definitely consider
Are you communicating in GenZ language and using their tools of communication?			
Have you thought of an “influentials” marketing approach?			
What communication channels will you use to reach them in a meaningful manner? PLEASE WRITE MORE			

21st Century Skills & Attributes - Educator Self-Assessment



Oral & written communication

- ✓ Do you provide learners with lots of opportunities to speak and write using their own unique and genuine voices?
- ✓ Do you help learners create focus, energy, passion around the oral & written communications they want to make?



Critical thinking problem-solving

- ✓ Do you promote and reinforce doing things that haven't been done before, where you and your learners have to rethink or think anew?
- ✓ Do you ask learners to generate & ask their own unique essential questions?



Collaboration across networks

- ✓ Do you facilitate global communication and collaboration with your learners?
- ✓ Do you give learners opportunities to collaborate face-to-face and virtually?
- ✓ Do you assist your learners in developing their own personal learning networks?



Curiosity and imagination

- ✓ Do you promote, encourage, and reinforce inquisitiveness?
- ✓ Do you encourage your learners to add their own "personal touches" to their learning experiences?



Initiative & entrepreneurialism

- ✓ Do you assist learners in becoming involved in meaningful work?
- ✓ Do you provide opportunities for learners to take risks; take their own initiative to do things?



Agility & adaptability

- ✓ Do you accept change as normal & natural; and assist your learners in doing so, too?
- ✓ Are you and your learners flexible?
- ✓ Do you and your learners use a variety of tools to solve new problems?



Hope & Optimism

- ✓ Do you model, teach, reinforce positive self talk? A Can Do attitude?
- ✓ Do you assist learners in enhancing their personal agency thinking?
- ✓ Do you expose learners to stories that portray how others have succeeded or overcome adversity?



Self-Regulation

- ✓ Do you model and assist learners in developing and understanding their own metacognitive processes?
- ✓ Do you help learners develop their own ability to self-motivate?
- ✓ Do you assist learners in reflecting on and evaluating their learning experiences?



Empathy & Global Stewardship

- ✓ Do you provide learners with opportunities for perspective taking?
- ✓ Do you assist learners in understanding the interdependence of all living systems?
- ✓ Do create opportunities for learners to put empathy into action; engage in pro-social behavior intended to benefit others?



Resilience

- ✓ Do you help learners see failures as opportunities for growth?
- ✓ Do encourage and reinforce learners' own innate resiliency?
- ✓ Do you insure that each and every learner knows "You Matter?"



Grit

- ✓ Do you give learners opportunities to work on long-term, complex projects?
- ✓ Do assist learners in identifying and acknowledging the rewards of persevering through tough times?



Vision for the Future

- ✓ Do you give learners the time, resources, opportunity to identify and pursue their dreams?
- ✓ Do you assist learners in developing the steps and strategies needed to achieve their dreams?

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Thank you !