

Good Practices of AI Use: Case Studies from Türkiye

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Enhancing Inclusive
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● **Why Focus on AI and Inclusion in Higher Education?**

- Inclusion in HE requires more than digital access.
- Need for pedagogically sound, ethically grounded practices.
- Rise of generative AI creates new opportunities and challenges.
- AI tools can support personalization, equity, and engagement.



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● The AI-Enable Project



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- Erasmus+ co-funded, 2023–2025.
- Outputs:
 - Framework
 - Guidelines
 - Good Practice Collection
 - Online Training Platform
- Focus: Inclusive, ethical, and accessible use of AI in HE



● Methodology

Exploration Workshops in Türkiye

- Held at Istanbul University-Cerrahpaşa.
- Academic staff, undergraduate and graduate students.
- Total of 95 participants.
- Co-design approach with real educational challenges.



● Methodology

Structure of Good Practices

- Inclusion challenge
- AI tool(s) used
- Target group
- Observed outcomes
- Reflections on use and ethics





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● Case 1: Academic Writing Support

Inclusive Academic Writing with AI Tools



ChatGPT

Used during the academic writing process for language checking, paragraph structuring, expanding explanations, optimizing academic tone, and rewriting texts more effectively.



Gemini

Supports technical processes like complex data analysis, statistical modeling, and creating graphics, especially when working with large datasets.



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● Case 1: Academic Writing Support



A helpful tool for analyzing content in academic articles and papers, summarizing from the literature, and explaining concepts. It particularly facilitates literature reviews.



Used for research planning, organizing ideas, and arranging academic texts in a logical flow.



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● Case 1: Academic Writing Support



An effective information retrieval tool for answering academic questions, finding literature, and gathering summary information on topics.



Used for verifying academic references, analyzing the context of sources, and evaluating whether citations are made in a positive, negative, or neutral manner.



Helps evaluate the consensus or divergences in the literature regarding research questions, aiding in assessing study outcomes in a broader context.



● Case 1: Academic Writing Support

Inclusive Academic Writing with AI Tools

- **Activities:** Literature review, theoretical framework, qualitative analysis, writing
- **Target group:** Graduate students & researchers
- **Outcomes:**
 - Reduced language barriers
 - Increased confidence and productivity
 - Need for ethical guidance and tool access



● Case 1: Academic Writing Support

Prompt for Reviewing an Article/Thesis (in Turkish)

“Article review request:

Could you review the research article I provided according to the following sections in Turkish?

Article Title: '[Insert Article Title]'

'[Turkish translation of title]'

- APA citation format
- Full Turkish translation of the abstract
- Purpose of the study (approx. 200 words)
- Research questions (in bullet points)
- Sample and sampling method
- Key findings (approx. 300 words, in bullet points)
- Conclusion and implications (approx. 300 words, in bullet points)

Please ensure all these sections are carefully addressed.”



● Case 1: Academic Writing Support

Prompt to Find a Suitable Journal

“Act as a publishing consultant. Based on my title and abstract, recommend 20 relevant academic journals, including details such as:

- Journal Name
- Publisher
- Scope and relevance
- Impact factor
- Indexing
- Open Access availability
- Estimated publication time
- Explanation for journal match”



● Case 1: Academic Writing Support

Prompt for Thesis-to-Article Conversion (Gemini/ChatGPT)

“Topic: ‘.....’ I want to create a 2000-word article introduction based on my thesis. First, create a detailed outline with subheadings and explanations for each, including contextual framing, literature review, rationale, research question/hypotheses, and scope.”



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● Case 2: Inclusive Language Teaching Materials

AI-Enhanced Multimodal Language Materials

Tools: ChatGPT, Gemini, Murf.ai, Play.ht, ElevenLabs, Canva, Piktochart



An AI-powered text-to-speech tool that creates natural-sounding voiceovers for presentations, videos, and e-learning.



A platform that converts text into realistic speech in multiple languages and accents for content creators.



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● Case 2: Inclusive Language Teaching Materials

IIElevenLabs

An advanced AI voice generation tool known for ultra-realistic speech and custom voice cloning.



A user-friendly online design tool for creating graphics, presentations, videos, and social media content.



A web-based tool for making infographics, reports, and presentations through simple drag-and-drop design.



● Case 2: Inclusive Language Teaching Materials

AI-Enhanced Multimodal Language Materials

- **Activities:** Created reading, grammar, and listening tasks
- QR codes used for audio access
- **Focus:** Addressed diverse learning styles (visual, auditory, kinesthetic)
- **Gains:** Pedagogical creativity & inclusivity
- **Challenges:** Internet dependency, prompt design skills

B-)Reading

Hobbies and Abilities

Read the passage below and then answer the questions that follow.

Clara is a very active person. She loves playing **soccer** and plays every weekend with her friends. She is really good at it and is always the top scorer in the game. In addition to soccer, Clara also enjoys **painting**. She paints in the evening after school. Clara can't play basketball, though. She tried it once but didn't like it much. Her brother, Mark, is the opposite. He doesn't like **soccer** but loves **basketball**. He plays every Saturday morning and is very good at it. Mark also enjoys reading books, but he can't stand **painting**. He finds it boring. Clara and Mark both like listening to music, especially rock music, and they enjoy spending time together on weekends.

Comprehension Questions:

1. What is Clara's favorite sport?
 - a) Basketball
 - b) Soccer
 - c) Tennis
2. Can Clara play basketball?
 - a) Yes
 - b) No
 - c) Sometimes
3. Does Mark like soccer?
 - a) Yes
 - b) No
 - c) He likes it sometimes
4. What does Clara enjoy doing in the evenings?



D-)Listening

Instructions:

Listen to the audio about John talking about his hobbies and abilities. After listening, answer the questions below.

Questions:

1. What is John's favorite sport?
 - a) Basketball
 - b) Soccer
 - c) Tennis
2. How often does John play soccer?
 - a) Every day
 - b) Every weekend
 - c) Once a month
3. What type of books does John enjoy reading?
 - a) Mystery books
 - b) Adventure books
 - c) History books
4. Does John swim often?
 - a) Yes
 - b) No
 - c) Sometimes
5. What can John not do?
 - a) Swim
 - b) Dance
 - c) Jog





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● Case 3: AI-Supported Video Production

Accessible Video Content for Diverse Learners

Tools: ChatGPT, Gemini, Fliki, Pictory, Synthesia, Murf.ai, Canva, Bing Image Creator



An AI tool that converts text and blog posts into videos with natural voiceovers.



An AI platform that transforms long-form content into short, engaging videos.



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● Case 3: AI-Supported Video Production



An AI video generator that creates videos from text using realistic avatars and voices.



A text-to-image tool by Microsoft powered by DALL·E to generate original visuals from prompts.



● Case 3: AI-Supported Video Production

Accessible Video Content for Diverse Learners

- **Activities:** Scriptwriting, avatar video creation, audio-visual editing
- **Focus:** Students with dyslexia, ADHD, hearing difficulties
- **Outcomes:**
 - High motivation & engagement
 - Increased inclusion awareness
 - Copyright and accuracy concerns

DOWNTOWN

VIEWING

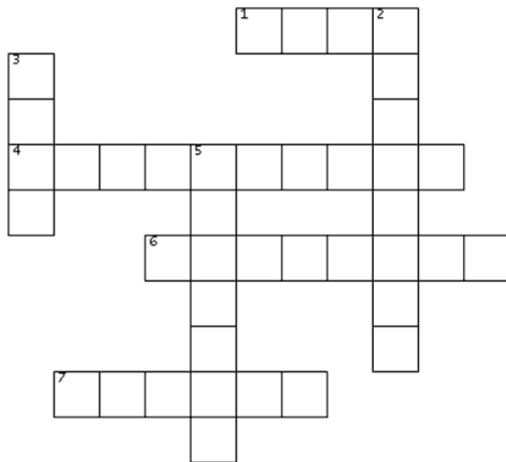
Scan the QR Code and watch the video. Answer the questions below.

1. What is Anna doing?
 - a) She is reading a book.
 - b) She is riding a bike.
 - c) She is playing basketball.
2. What is John doing?
 - a) He is watering the plants.
 - b) He is riding his bike.
 - c) He is reading a book.
3. Where is Sarah?
 - a) In the park.
 - b) In the café.
 - c) In her garden.
4. What are the people in front of the café doing?
 - a) They are playing basketball.
 - b) They are waiting in line.
 - c) They are watering plants.
5. What are the kids doing at the basketball court?
 - a) They are playing basketball.
 - b) They are reading books.
 - c) They are waiting in line.



VOCABULARY

Write the words in the boxes. Use the definitions below.



ACROSS

1. Very tall.
4. A very tall building.
6. The center of a city.
7. A road in a city.

DOWN

2. The place where you live.
3. Lots of people and cars moving around.
5. Many people in one place.



● **What Do These Cases Have in Common?**

- Use of low-cost, open-access AI tools
- Learner-centered and participatory approach
- Digital creativity + inclusion awareness
- Pedagogical integration over technical fascination



● **Challenges Encountered**

- Internet access limitations
- AI tools' language proficiency
- Copyright and content verification
- Lack of formal training
- Need for institutional support and ethical guidance



• **Beyond the Pilot: What's Next?**

- Scalable design: adaptable to other institutions
- Importance of institutional infrastructure and policies
- Future research:

Long-term student outcomes

Cross-cultural comparisons

Ethical frameworks for AI use in HE



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Thank You!

We welcome your questions, reflections, and feedback.

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