

Fachgespräch mit Dr. Çetin Çelik

Institutional Habitus and Educational Achievement: A Comparative Case Study in Germany and Turkey

Am 16.06.2017 von 16:00 bis 18:00 Uhr im GW2 A 2.210

Im Rahmen unserer internationalen Kooperation im Feld der Interkulturellen Bildung konnten wir Dr. Çetin Çelik für ein Fachgespräch zu seiner aktuellen Studie: „*Institutional Habitus and Educational Achievement: A Comparative Case Study in Germany and Turkey*“ gewinnen. Dr. Çetin Çelik arbeitet als Assistant Professor im Bereich der Soziologie an der Koç Universität Istanbul.

Im Rahmen der Veranstaltung wird Dr. Çetin Çelik zunächst einen Vortrag zu seiner Studie halten, welcher Anregungen für weitere Diskussionen und Fragen liefern wird. Die Themeninhalte stellen einen internationalen Bezug zwischen Deutschland und der Türkei her, wenn erforscht wird, in welcher Form die Komponenten des institutionellen Habitus auf kurdische Schüler*innen in der Türkei und auf türkische Schüler*innen in Deutschland einwirken und diese beeinflussen.

Das Fachgespräch findet am Dienstag, 16.06.2017 von 15:00 bis 17:00 Uhr im GW2 A 2.210 statt. Alle Interessierten sind herzlich dazu eingeladen der Veranstaltung beizuwohnen und auch aktiv teilzunehmen.

Ausblick im Rahmen der internationalen Fachgesprächsreihe:

30.06.2017: Liisa Uusimaki (10:00 – 12:00 Uhr) - International student mobility - insights into Swedish experiences

Dr. Çetin Çelik, Koç University Istanbul**Zur Person:**

Çetin Çelik is an Assistant Professor in the Department of Sociology at Koç University, Istanbul. He received his Ph.D. from Bremen International Graduate School of Social Sciences at the University of Bremen in 2012, with a thesis exploring the links between identity formation and educational achievement of the second-generation migrant youth in Bremen, Germany. Çelik has received various national and international research grants and worked specifically in the fields of sociology of migration and education. He has publications in the journals such as *Ethnic and Racial Studies*, *British Journal of Sociology of Education*, and *Identities*. His current works at Koç University, Istanbul, deal with different forms of educational inequalities within the context of migration in Germany and Turkey.

Abstract:

The educational achievement of students from working-class ethnic minority or immigrant backgrounds is vitally important for their integration into the labor market and society. We know from research that their disadvantaged family background, such as low parental education and income, significantly influences these students' academic achievement. However, as students increasingly spend most of their time in school contexts, school has also become one of the key factors for understanding educational performance. In this context, interactions of specific school regulations, practices, and structures with the skills, values, and cultures of students can greatly contribute to the development of educational policies for reforming schools in a way that would increase the educational achievement of students from disadvantaged backgrounds. This study conceptualizes school-related factors as institutional habitus and seeks to understand how schools' institutional habitus accommodate students from different ethnic and minority backgrounds for making empirical contributions to the development of inclusive and intercultural school structures.

This report is based on a comparative study that investigates the components of the institutional habitus of two different schools in Turkey and Germany and how they influence the educational performance of children from working-class Kurdish ethnic minority backgrounds in Turkey and working-class Turkish immigrant backgrounds in Germany. This exploratory, qualitative study included interviews with teachers, students, school principals, and experts in the field of education, as well as participatory observations in the classroom and beyond. The key findings, which will be further discussed within the report, are summarized below.