



**CHANGING ATTITUDES WITH AN INTERNATIONAL
EVENT: A SEMANTIC NETWORK ANALYSIS OF
UNIVERSITY STUDENTS' ATTITUDES TOWARDS
REFUGEE CHILDREN THROUGH DIALOGUE WEEK**

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Graduate School
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ABSTRACT

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Events have been proven to be a factor in fostering attitude change and Experiential Learning Theory (ELT) has been incorporated into events to increase their effectiveness. The aim of this study is to analyse the effects of an experiential learning event, Dialogue Week, on the attitudes of participants towards refugee children. Dialogue Week consisted of activities which let university students from Turkey, Greece, Spain and Portugal to share good and bad practices regarding refugee children in their own countries, spend time with them, and find solutions to their problems. The students were exposed to various messages during these activities and data has been collected through pre-event and post-event questionnaires. The respondents were asked to indicate their perceived attributes regarding refugee children through the use of adjectives and the findings were analysed with semantic network analysis. The last question asked them to express the Dialogue Week activity they expected to be and found as the most effective one and indicate why. The findings of the study indicate

that Dialogue Week is successful in changing participants' attitudes towards refugee children. Additionally, the study brings a new perspective to the methodology of the research by analysing the data through semantic network analysis. The study contributes to the literature by bringing the elements of attitude change, events and ELT together and adapting it to the context of refugee children's problems. This framework can be beneficial for future researchers and event organisers; and can also be used to find solutions to other social problems.

Keywords: attitude change, event, Experiential Learning Theory, refugee children



ÖZET

ULUSLARARASI BİR ETKİNLİK İLE TUTUMLARI DEĞİŞTİRMEK: DİYALOG HAFTASI ARACILIĞIYLA ÜNİVERSİTE ÖĞRENCİLERİNİN MÜLTECİ ÇOCUKLARA YÖNELİK TUTUMLARIN ANLAMSAL AĞ ANALİZİ

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Etkinliklerin tutum değişimini teşvik etmede bir faktör olduğu kanıtlanmış olup, Yaşantısal Öğrenme Kuramı etkinliklere verimliliklerini artırmak için dahil edilmiştir. Bu çalışmanın amacı, üniversite öğrencilerinin bir deneyimsel öğrenme etkinliğine katılımlarının mülteci çocuklara yönelik tutumlarındaki etkisini analiz etmektir. Çalışmanın temelini oluşturan uluslararası etkinlik, Diyalog Haftası, Türkiye, Yunanistan, İspanya ve Portekiz'den üniversite öğrencilerinin bir araya gelerek mülteci çocuklarla ilgili kendi ülkelerindeki iyi ve kötü uygulamaları paylaşmalarına, mülteci çocuklarla zaman geçirmelerine ve çocukların sorunlarına çözüm bulmalarına olanak sağlayan çeşitli aktivitelerden oluşmaktadır. Öğrenciler aktiviteler sırasında çeşitli mesajlara maruz kalmış ve veriler etkinlik öncesi ve sonrası anketler aracılığıyla toplanmıştır. Anketlerde katılımcılardan mülteci çocuklara yönelik algılanan nitelikleri sıfatlar kullanarak belirtmeleri istenmiş, ve bulgular anlamsal ağ analizi ile

analiz edilmiştir. Anketin son sorusunda ise katılımcılardan Diyalog Haftası'nda en etkili olmasını bekledikleri aktiviteyi, en etkili buldukları aktiviteyi ve bu aktiviteyi seçme nedenlerini belirtmeleri istenmiştir. Araştırmanın bulguları, gerçekleştirilen deneyimsel öğrenme etkinliğinin, katılımcıların mülteci çocuklara yönelik tutumlarını değiştirmede başarılı olduğuna işaret etmektedir. Çalışma ayrıca, verileri anlamsal ağ analizi yoluyla analiz ederek araştırmanın metodolojisine yeni bir bakış açısı getirmektedir. Bu çalışma, tutum değişimi, etkinlik ve Yaşantısal Öğrenme Kuramı'nı mülteci çocukların sorunları bağlamına adapte ederek literatüre katkı sağlamaktadır. Bu yapı, araştırmacılara ve etkinlik planlamacılarına fayda sağlayabilecek olup çeşitli toplumsal sorunlara çözüm getirmede de kullanılabilir.

Anahtar Kelimeler: tutum değişimi, etkinlik, Yaşantısal Öğrenme Kuramı, mülteci çocuklar

Dedicated to my family,



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CHAPTER 1: INTRODUCTION

Attitude change has been a highly studied topic for many years. Being a crucial concept in social psychology (Allport, 1935), it has been a research area for different disciplines. One relationship that has attracted the interest of many scholars has been between attitudes and events. According to the literature on these two concepts, events play an important role in creating attitude change. These studies also indicate that many events use Experiential Learning Theory (ELT) in order to lead to a change attitudes. Experience is considered to play a role in attitude formation (Hogg and Vaughan, 2018), hence, this study aims to bring these three concepts together by analysing the effects of the event Dialogue Week on the attitudes of event participants.

One of the most challenging situations throughout the history of mankind can be considered as the Syrian refugee crisis. Due to the war in their country, people have to leave their homes and migrate to other countries. As a country who has welcomed a huge amount of Syrian refugees, in 2018, Turkey had the highest number of refugees in the world (Türkiye Büyük Millet Meclisi İnsan Haklarını İnceleme Komisyonu, 2018) and as of June 2021, there were 3.684.412 Syrian refugees living in Turkey (Mülteciler Derneği, 2021). Although accepting refugees and providing them a safe space sounds innocent in its nature, it is not always the experience for many of them. Syrian refugees have been facing a great amount of hate speech in the countries they have migrated to. They have especially been subjected to a huge amount of hate speech in Turkey where one of the most vulnerable group among them have been children. Thus, in 2018, Faculty of Communication students in Izmir University of Economics (IUE) started the social responsibility campaign Çocuk Gibi Bak (See Like a Child), aiming to combat hate speech towards refugee children.

In 2019, the evolution of this campaign into an Erasmus+ KA 347 project led to the birth of Dialogue Week. This event was created to lead to a change in the attitudes of event participants, through experience, towards refugee children. Providing a space for university students from Turkey, Greece, Spain and Portugal to meet in IUE, these students were exposed to different messages related to refugee children during the activities of Dialogue Week. The data was collected in the first and last days of

Dialogue Week via questionnaires and were later analysed to see the changes in the attitudes of the university students.

Combining the three elements, attitude change, event, and experiential learning, and applying them to the refugee crisis in Turkey made this research unique in its construction. Although previous studies have been conducted to change attitudes with the help of experiential learning events, this framework did not come upon the context of Turkey and refugees during the research conducted for this study. Additionally, the study can be considered different from others since the data was analysed through semantic network analysis.

The main aim of this study is to analyse the changes of the respondents' attitudes towards refugee children with the event Dialogue Week. Hence, the following research questions were formed to understand the changes in the semantic attributes of the respondents' attitudes towards refugee children before and after the event.

Research Question 1: What are the semantic attributes of the respondents' attitudes towards refugee children before the event?

Research Question 2: What are the semantic attributes of the respondents' attitudes towards refugee children after the event?

Research Question 3: If it exists, to what extent is there a change in respondents' attitudes towards refugee children after attending Dialogue Week?

Research Question 4: To what extent is there an overlap between the semantic attributes of respondents' attitudes towards refugee children before and after the event?

In order to provide answers to the research questions mentioned above, the research participants were asked to complete pre-event and post-event questionnaires. These questionnaires were constructed identically to be able to gauge the differences between the answers. The first three questions of the questionnaire asked the respondents to give attributes to attitude objects, and the findings of the study were analysed in the Pajek software via semantic network analysis. The fourth question, however, was constructed to analyse the perceived effectiveness of the activities during Dialogue Week. This question was analysed by frequency counts.

This study encompasses five chapters in addition to the introduction. The second chapter provides a literature review on the main concepts of this study. The chapter firstly looks at the literature on the definition and types of events, event management and a brief description of the use of events in the communication field. The chapter later on defines the second concept of the study which is attitudes. After providing definitions of attitudes and explaining the difference between implicit and explicit attitudes, this section continues with a description of attitude formation. The third part of the chapter provides information on the literature regarding the relationship between events and attitude change by outlining key findings from various studies. Moreover, this chapter provides information on the theory that the study is based on, Experiential Learning Theory (ELT), and provides examples on experiential learning events that lead to attitude change.

The third chapter comprises the methodology of the research by reporting on the social responsibility campaign and event that builds the basis of this research. Continuingly, this section includes the sampling, data collection and coding procedure, application of semantic network analysis and provides a description on the trustworthiness of the study.

The study continues with the fourth chapter indicating a detailed analysis of the findings of the research followed by a discussion in the fifth chapter. The last chapter of this thesis provides conclusion of this study and recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2.1. Events

2.1.1. Definition and Types of Events

It is possible to see events throughout history in different forms and today, events can be considered as one of the effective and efficient tools of marketing communication mix. There are various definitions regarding this tool in the literature. According to the Cambridge Business English Dictionary (2021), an event is:

“an activity that is planned for a special purpose and usually involves a lot of people, for example, a meeting, party, trade show, or conference”.

An important term to consider when analysing this topic is ‘special events’. Bowdin et al. (2006, p. 15) believe that:

“The term ‘special events’ has been coined to describe specific rituals, presentations, performances or celebrations that are consciously planned and created to mark special occasions and/or to achieve particular social, cultural or corporate goals and objectives”.

Getz (2007, p. 27) offers the following definitions of special events from the perspective of the event organiser and the customer/guest respectively as follows:

- “1. A special event is a one-time or infrequently occurring event outside the normal programme or activities of the sponsoring or organizing body.*
- 2. To the customer or guest, a special event is an opportunity for an experience outside the normal range of choices or beyond everyday experience”.*

Bowdin et al. (2006) further discuss that the person who is experiencing the event or the researcher in this field will determine if the event can be categorised as a special one.

Grouping events according to different clusters is helpful in categorising this concept. Reic (2017, p. 8) categorises events by sector, size, geographical reach, content and format, as can be seen in the following table adapted from Bowdin et al. (2011) and Getz (2007).

Table 1. Event categorisation matrix (Source: Reic, 2017)

Events by sector	Events by size	Events by geographical reach	Events by content	Events by format
<ul style="list-style-type: none"> - Private (for profit) - Public - Non-profit 	<ul style="list-style-type: none"> - Micro - Minor - Major - Hallmark - Mega 	<ul style="list-style-type: none"> - Local - Regional - National - Pan-continent (e.g. Pan-European, pan-African) - International 	<ul style="list-style-type: none"> - Musical - Sporting - Business - Cultural - Arts - Religious - Political - Family - Generational - Fundraising 	<ul style="list-style-type: none"> - Trade show - Exhibition - Conference - Convention - Meeting - Training - Team building - Festival - Performance - Fair - Summit - Party - Awards ceremony - Product launch - Gala - Celebration - Competition - Showcase

Another, simpler categorisation of events by van der Wagen and White (2010, p. 14) provides simpler categories where various types of events are listed as follows;

“conference, symposium, exhibition, festival, promotional event, show (e.g. agricultural), sporting, parade, cultural celebration, trade and consumer show, social event, private and public event, corporate event charitable or fundraising event”.

Events also play a significant role in in marketing public relations. Some types of events in this discipline are competitions, festivals, awards, birthdays and anniversaries, exhibitions and competitions (Babür Tosun, 2020). From a PR perspective, concerts, fairs, festivals, conventions, competitions, roadshows,

welcoming ceremonies and opening ceremonies are some examples of different types of events (Akay, 2014).

2.1.2. Event Management

One of the most important fact in securing an event’s success is through a well performed planning and management. The literature on event management comprises different planning processes all aiming to successfully manage an event. Whether it is a business, sports or an educational event, they each have to be planned and managed in a similar way. Matthews (2008) define event organisation phases as concept and proposal, marketing and sales, coordination, execution and follow up.

The analysis of this thesis will focus on the stages of Dowson and Basset (2015, p. 22) who define the process of planning an event in three stages; preparation, detailed planning and post event. They map out the event planning process as follows:

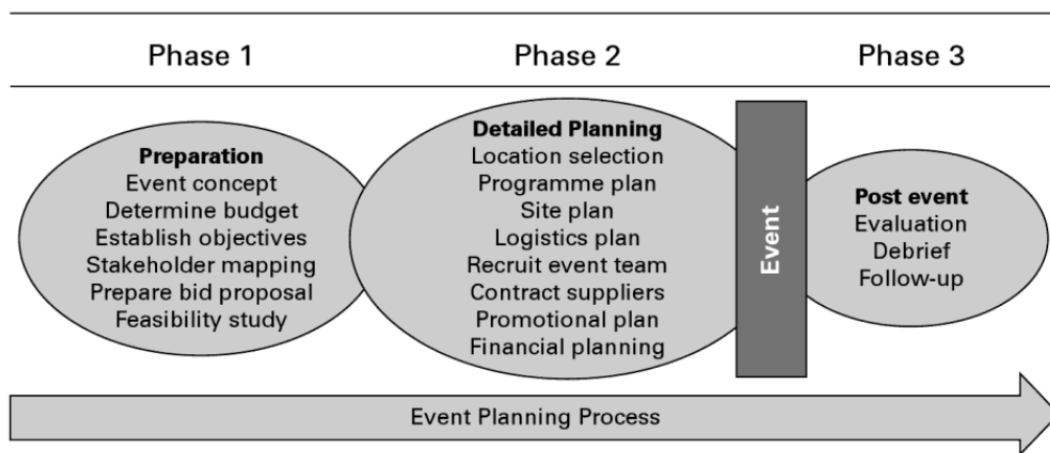


Figure 1. The Dowson and Bassett Event Planning Model (Source: Dowson and Basset, 2015)

As can be seen from the figure above, event planning occurs both before and after the event. According to this model, the event planner should firstly determine the event concept. Although the concept is usually determined by the client, it is the event organiser’s job to define it clearly with the client. This should be done by paying attention to the 5Ws; why, who, what, when and where. Following the determination

of the concept, the event organiser should decide on the budget. The third part of the preparation stage consists of establishing objectives. The event organiser should make sure that these objectives are smart, measurable, agreed, realistic and time-bound (SMART). Moreover, these objectives should be determined with both the client and other stakeholders. Determining the stakeholders of the event is also a crucial part of the preparation stage. The organiser can classify these stakeholders of the event according to their level of interest. The last two elements of the preparation stage are creating a bid proposal of the event and examining its feasibility (Dowson and Bassett, 2015).

The second phase of the event planning process requires detailed planning. In this phase, the event organisers can accomplish these tasks either by themselves or allocate them to team members or related specialists. The creation of the event team, decision regarding the event venue and construction of the event programme should be taken into consideration. Moreover, the event organiser should consider the logistical and financial elements that will go into the planning process and make necessary arrangements with suppliers (Bowdin et al., 2006; Getz, 2007).

The third and last phase of the model requires an evaluation of the event. Although the importance of evaluation has not been widely discussed in literature regarding planned events, the evaluation of event quality and event outcomes is of critical importance (Brown et al., 2015). In order to gauge the level of success and failure, and be able to create better events in the future, the event organiser should conduct activities related to evaluation (Dowson and Bassett, 2015).

2.1.3. Events from the Communication Perspective

Events consist of actions which aim to contact target audiences and are one of the oldest tools of the PR discipline (Akay, 2014). Hence, they play a very important role in the field of marketing communication. According to Çetintaş (2019), they are the basic form of public relations implementations.

Akay (2014) believes that events create advantages for companies and brands in terms of communication since they enable conveying the message directly to the target

audience, to observe, closely understand and reach the target audience, and create an emotional bond with them. He adds that it is also easier to gain media coverage by the use of events.

Events can help organisations to reach their marketing communication objectives. Varey (2002, p. 290) list these objectives as follows:

- *“create awareness of the company and its products*
- *inform and educate consumers and buyers*
- *encourage a preference for the company’s products over those of competing providers (a brand specifies the product and the provider)*
- *encourage product trial among potential new customers*
- *boost sales in the short term by stimulating action*
- *reassure customers and reinforce their particular desirable buying behaviour*
- *generate information from customers*
- *create sales leads”.*

Events are promoted to their target markets to create awareness, increase participation and involvement, to get publicity. Promotion of events can be conceptualised as event marketing. According to a more detailed explanation by Gupta (2003, p. 87):

“Event marketing allows a company to break through the advertising clutter, and target an audience by enhancing or creating an image through an association with a particular event, while reinforcing the product or service, and driving sales”.

Event marketing has a positive effect on a person’s relationship with a product or brand, since it is based on the emotional involvement of people, and the importance of events as a marketing tool is increasing day by day (Altunbaş, 2008; Vitek, 2021). Thus, event marketing has a critical role in marketing communications.

Just like in any strategic planning process in marketing communications, the communication campaign of an event follows similar steps. According to Odabaşı and

Oyman (2005, p. 399), the nine step process in developing a marketing communication campaign is as follows:

“Step 1: Determining a problem or opportunity

Step 2: Determining objectives

Step 3: Selecting the target audience

Step 4: Selecting the marketing communication mix

Step 5: Selecting the message strategy

Step 6: Selecting the media

Step 7: Determining the budget

Step 8: Implementation

Step 9: Evaluation of results”.

The first step of the process requires a situational analysis. This step can involve SWOT analysis to better picture the problem or opportunity at hand. This problem or opportunity leads one to the second step of the process; determining the objectives of the communication plan. The objectives of the marketing communication planning can be divided into two as sales and communication objectives. On the one hand, sales objectives should be set by taking factors that influence sales such as price, product quality, distribution, competition, the economy, technology, advertising and promotion into consideration (Belch and Belch, 2017). On the other hand, communication objectives could be listed as making the target audience aware, and informing them, creating positive attitudes, and creating an image, which would eventually lead to sales. The third step of the process comprises the selection of the target audience. The target audience is the group that the communication efforts will be directed to and should be determined based on the information related to the product, market and competitors. Continuingly, in the fourth step, the marketing communication mix should be determined based on the target audience, the product and the financial capacity of the company (Odabaşı and Oyman, 2005).

Consequently, the message strategy and the media to convey the message through should be developed and the budget of the marketing communication campaign should be agreed on. This budget could be determined according to the factors such as percentage of sales, the competitors and profitability. The last two steps of the process

includes the implementation of the campaign and the evaluation of the results. The campaign should be evaluated by comparing the objectives set at Step 2 and the ones that have been actualised. One shouldn't forget that the change in attitudes also contributes to the evaluation of the campaign (Odabaşı and Oyman, 2005).

2.2. Attitudes

The concept of attitudes has been discussed in various ways throughout the history in social and behavioural sciences. Allport (1935) stated that attitudes have been a crucial concept in social psychology. In order to have an in-depth knowledge of attitudes, the concept itself, its types, formation and attitude change should be clearly defined.

In the simplest terms, an attitude can be defined as (Pickton and Broderick, 2005, p. 94):

“A consistent, cognitive, affective and conative response to some form of internal or external stimulus”.

Due to its controversial nature, different definitions of attitudes have existed throughout the years. Thurstone (1931, p. 261), the pioneer of using psychometric methods in measuring attitudes (Fishbein and Ajzen, 2010), defines the construct as:

“the affect for or against a psychological object”.

One of the earliest researchers of the construct, Allport (1935, p. 810), defines the concept as:

“a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related”.

Since his definition, many scholars have worked on the concept and provided various alternatives (Fazio, 1995; Petty and Cacioppo, 1981; Zanna and Rempel, 1988).

One of the most frequently cited definitions of attitude is offered by Eagly and Chaiken (1993, p.1) as:

“a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”.

This definition has also been regarded as the most effective one (Alpay, 2017). In their article *The Advantages of an Inclusive Definition of Attitude*, Eagly and Chaiken (2007) add that their definition remains viable to this day. Ajzen (2005, p. 3) provides a similar definition as:

“a disposition to respond favorably or unfavorably to an object, person, institution, or event”.

According to Babür Tosun (2020), attitudes are the collection of behavioural tendencies, emotional reactions and knowledge of individuals towards an object.

Three views on the structure of attitudes can be seen throughout the literature. According to the one component attitude model, attitudes comprise the evaluation of an object or feelings towards it (Hogg and Vaughan, 2018). According to the two-component model, which is favoured by Allport (1935), the concept consists of a mental readiness to act as well. The last view suggest that attitudes comprise three components; cognitive, affective and behavioural (Eagly and Chaiken, 2007). According to this view, the cognitive component of attitudes refers to the rational level which can be reached through persuasion and information (Pickton and Broderick, 2005). The affective component comprises evaluations and feelings towards an attitude object, and lastly, the behavioural component is in regard to the intentions and actions towards it (Eagly and Chaiken, 2007; Ajzen 2005).

2.2.1. Implicit and Explicit Attitudes

It is possible to categorise attitudes in two groups; implicit attitudes and explicit attitudes. Implicit attitudes are evaluations of an individual that he/she is either not aware of or has low control over. Explicit attitudes, are the ones that the individual is cognitively aware of and are better at predicting behavior (Alpay, 2017, Ajzen and Fishbein, 2005). Throughout the years, it has been mainly believed that people mostly are aware of their evaluations; hence attitudes are explicit. But in recent years, the fact that people may not be aware of their own attitudes have come into recognition (Eagly and Chaiken, 2007).

Another common belief is that people have only one attitude towards an object. However, recent studies suggest that when an attitude towards an object changes, the new attitude does not take over the existing one (Ajzen, 2001). In this case, which is called the model of dual attitudes, an individual has both an implicit and an explicit attitude towards a given object (Wilson, Lindsey and Schooler, 2000). The old attitude will still remain in implicit form.

2.2.2. Attitude Formation and Change

Attitudes have been an important topic in various disciplines and this has created an extensive literature on how attitudes are formed. According to Hogg and Vaughan (2018), one's emotional reactions, experiences, and others' influences can lead to the formation of attitudes. Baysal (1981) lists the elements that lead to attitude formation as follows; genetic factors, physiological conditions, direct experiences with the attitude subject, personality, socialisation process (conformity to the society), group membership and social class. As discussed in the previous section, attitudes are formed through the three components; cognitive, affective and behavioural. From a branding and consumer behaviour perspective, Babür Tosun (2020) argues that the qualities and benefits of a brand affects cognition; experiential and figurative associations influence affectivity; associations regarding quality and benefits alter behavioural tendencies.

Moreover, attitudes may be changed through communication. According to Belch and Belch (2017), one of the main tools in facilitating this change is by using multi-

attribute attitude models. These models focus on the beliefs of consumers regarding various products or brand attributes (Tabassum and Rahman, 2012). Although consumers may have different beliefs regarding a brand or product, only the salient ones are activated in the attitude formation process (Belch and Belch, 2017). Salient beliefs can be defined as:

“beliefs about the object that come readily to mind” (Fishbein and Ajzen, 2010, p. 98).

By using the multi-attribute attitude models, Belch and Belch (2017) examine attitude change through a marketing perspective and list four strategies. The first strategy is related to the belief rating of a brand regarding a significant attribute. Attitudes can be changed by either increasing this belief rating, or by changing its strength. Secondly, they can be influenced by changing the importance of a specific attribute of the brand. The third strategy involves adding a new attribute to the brand or product which the consumers are evaluating. Lastly, changing beliefs regarding a competing brand may also be beneficial in changing attitudes.

Literature provides several theories that contribute to attitude change. These theories can be listed as Behavioristic/Learning Theories, Consistency Theories, Social-Judgement Theory and Functional Theories. The Learning theories of attitude change which were developed by Carl Hovland and his associates comprise the idea that if a person does not go through a new learning experience, his/her attitudes will remain. Moreover, classical conditioning, which refers to the idea that events in the environment leads to emotional responses, is used to explain the formation of attitudes (Werder, 2009). Another theory that can be listed under this category is Daryl Bem's self-perception theory. This theory indicates that the self-observation of one's behaviour leads to the formation of his/her attitudes (Olufemi, 2012).

Consistency theories are also beneficial in explaining changes in attitudes. According to these theories, one's various attitudes, various behaviours, and attitudes and behaviours should be consistent with each other. Unless there is consistency, the individual will feel discomfort and try to adjust attitudes and behaviours to make them consistent again. Heider's balance theory, Abelson and colleagues' theory of cognitive

consistency and Festinger's cognitive dissonance theory can be listed under this category (Werder, 2009).

The third theory of attitude change is Social Judgement Theory. According to this theory:

“messages produce attitude change through judgmental processes and effects. More specifically, the claim is that the effect of a persuasive communication depends upon the way in which the receiver evaluates the position it advocates” (O’Keefe, 2016, p. 48).

Lastly, functional theories, such as Kelman's functional analysis and McGuire's inoculation theory assume that individual's values, motives, relationships between events and information which are the most important factors that lead to a change in attitudes (Werder, 2009). According to Katz (1960), attitudes have a utilitarian, ego-defensive, knowledge and value expressive function.

2.2.3. The Effects of Events on Attitude Change

When the literature regarding effects of events on attitude change is reviewed, health, health education and social work education are found as the mostly studied themes. It was critical to see that most of the studied events were able to lead to a change in attitudes. The studies mainly made use of pre-event and post-event surveys/questionnaires in order to measure a change in attitudes. Some of the other modes of measurement were focus groups, group discussions and interviews.

Several events mentioned in these studies did not originally aim to change attitudes. Thus, for this analysis, the articles are grouped in Tables 2, 3 and 4 according to the following categorisation;

- Events aiming to change attitudes and lead to attitude change
- Events aiming to change attitudes and do not lead to attitude change
- Events not aiming to change attitudes and lead to attitude change

The events which were organised in order to lead to a change in attitudes and were successful at doing so were mostly in the fields of health (Bich and Cuong, 2017; Hankir et al., 2017a; Hankir et al., 2017c, Hetherington et al., 2017; Ling et al., 2020; Martins et al., 2017; Wu et al., 2019), health education (Dy-Boarman, Nisly and Martin, 2017; Liteplo et al., 2018; McElfish et al., 2018; Sanchez-Ramirez et al., 2018), or social work education (Frank et al., 2019; Wharton and Burg, 2017; Wilson, Bender and DeChants, 2019).

Most of these research was conducted in the US and the data were collected via surveys. Some of these events were aiming to change stigma towards a subject (Hankir et al., 2017a; Hankir et al., 2017c) or measure a change in perceptions (Dy-Boarman et al., 2017). In these studies, the changes in stigma were measured with Community Attitudes towards the Mentally Ill scale and perception change was measured with the Geriatrics Attitude Survey, hence they were included in this analysis as well. The key findings of these studies that reported changes in attitudes are indicated in Table 2.

In the study entitled Effect of a Science Communication Event on students' attitudes towards Science and Technology by Torras Melenchón et al. (2017), the authors examined the effects of a Science Communication Event named the Knowledge Fair on the attitudes of the participants towards technology and science. Data were collected via pre-event and post-event questionnaires and the event was successful in changing the attitudes of the participant students; students developed more positive attitudes towards technology and science after the event.

The events that were aiming to change attitudes but did not lead to any changes are listed in Table 3. These studies were conducted in the field of health (Hankir et al., 2017b; Hankir et al., 2019; Linton et al., 2017), health education (Allee et al., 2018) and sports (Bakhsh, Potwarka and Snelgrove, 2019; Cleland et al., 2019). Most of these studies were conducted in the UK and the data were collected via surveys/questionnaires. The reasons for some of these events not being successful at changing attitudes were having a short duration, a small sample size and not having control groups (Linton et al., 2017; Hankir et al., 2017b; Allee et al., 2018). Bakhsh, Potwarka and Snelgrove (2019) argue that conducting little research in order to compare pre-event and post-event measures may also be unsuccessful at reporting a

change in attitudes. One of the studies in this group comprised a mega sport event. Cleland et al. (2019) point out that mega-sport events themselves may not foster a change in attitudes on their own; in fact, participants should be given opportunities to engage in physical activity and participate in sports in order to lead to a change in attitudes.

The events that were not aiming to change attitudes but did lead to changes are listed in Table 4. These events were mostly related to tourism (Chi and Ouyang, 2018; Lee et al, 2016) and health education (Cyr et al., 2020; Hohmann et al., 2018). The data were collected via surveys/questionnaires and the studies were conducted in the countries Brazil, Poland, USA, Taiwan and Spain. In the study conducted by Lee et al. (2016), the aim of the Taiwan Lantern Festival was to celebrate the Chinese Lunar New Year. Although the festival was not created to change attitudes, a positive event emotion led to positive attitudes towards the city brand. Similarly, in the study by Chi and Ouyang (2018), with the 2014 World Cup in Brazil, the attitude of the residents towards the event changed. In another study, a film festival which was originally aiming to create knowledge and awareness regarding diseases was successful in creating a change in attitudes (Reigada et al. (2019). Lastly, the studies regarding health education led to a change in attitudes due to the interaction and intergroup contact between event participants (Cyr et al., 2020; Hohmann et al., 2018).

Literature review on events shed light on the fact that events may play an important role in changing attitudes. It can be said that events mostly used in health and health education are quite successful at leading to changes in the attitudes of the participants.

Table 2. Events aiming to change attitudes and lead to attitude change

Title	Author and Year	Research Method	Country	Key Findings
Opportunity to Improve Public Perceptions of Arthropods And Arthropod-Related Benefits	Harris and Braman (2016)	Survey and interview	USA	After attending the educational workshops, 60% of the participants reported a willingness to change attitudes towards arthropods.
Changes in Knowledge, Attitude and Involvement of Fathers in Supporting Exclusive Breastfeeding: A Community-Based Intervention Study in a Rural Area of Vietnam	Bich and Cuong (2017)	Survey	Vietnam	Fathers in the control group showed more positive attitudes towards early initiation of breast feeding and exclusive breast feeding.
Use of a Health Screening and Education Event to Change Student Attitudes Toward the Elderly	Dy-Boarman, Nisly and Martin (2017)	Survey	USA	The perceptions of students regarding geriatric patients were measured with the Geriatrics Attitude Survey. The event led to positive changes in students' perceptions.

Table 2. Events aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
Coral Reefs, Convicts, Cadavers, Coffee Shops and Couture: Customizing Experiential Learning to Increase Comfort and Engagement	Grabowsky, Hargis, Davidson, Paynter, Suh and Wright (2017)	Survey	USA	Students showed more positive attitudes towards experiential learning after the event.
Playing With Ideas: Evaluating the Impact of the Ultimate Block Party, a Collective Experiential Intervention to Enrich Perceptions of Play	Grob, Schlesinger, Pace, Golinkoff and Hirsh-Pasek (2017)	Survey	USA	The attitudes of parents towards the linkages between play and learning were changed with the event.
'A Labour Of Love': A King's College London Psychiatry Society Event to Challenge the Stigma Attached to Mental Health Problems in Post-Natal Women	Hankir, Brothwood, Crocker, Lim, Lever, Carrick, Zaman and Jones (2017a)	Survey	UK	Community Attitudes towards the Mentally Ill scale showed significant changes in participants' attitudes and consequently a reduction in stigma.

Table 2. Events aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
A King's College London Undergraduate Psychiatry Society Event to Challenge the Stigma Attached to Psychological Problems in Healthcare Professionals and Students	Hankir, Zaman, Lim, Lever, Brothwood, Carrick, Hughes and Jones (2017c)	Survey	UK	Community Attitudes towards the Mentally Ill scale showed significant changes in participants' attitudes and consequently a reduction in stigma. Hearing people's stories was very effective in this process.
Participatory Science And Innovation for Improved Sanitation and Hygiene: Process and Outcome Evaluation of Project SHINE, a School-Based Intervention In Rural Tanzania	Hetherington, Eggers, Wamoyi, Hatfield, Manyama, Kutz and Bastien (2017)	Qualitative interviews, focus group discussions and surveys	Tanzania	The intervention which also comprised an event led to a change in the attitudes of students towards sanitation and hygiene.
Being Normal, Not Vulnerable: Case Study Of a 2-Day Residential Programme for Young Adults With Cancer	Martins, Taylor, Morgan and Fern (2017)	Participant observation and semi-structured interviews	UK	The program which consisted of a weekend for young people with cancer led to an increase in attitudes in terms of confidence and sociability.

Table 2. Events aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
Effect of a Science Communication Event on Students' Attitudes Towards Science and Technology	Torras Melenchón, Grau Vilalta, Font Soldevila and Freixas Bosch (2017)	Survey	Spain	Participant students of the Knowledge Fair developed positive attitudes towards science and technology.
A Mixed-Methods Evaluation of Social Work Learning Outcomes in Interprofessional Training With Medicine and Pharmacy Students	Wharton and Burg (2017)	Survey	USA	The attitudes of social work students regarding interprofessional practice changed positively after taking part in the Interprofessional Education event.
Sonogames: Effect of an Innovative Competitive Game on the Education, Perception, and Use of Point-of-Care Ultrasound	Liteplo, Carmody, Fields, Liu, and Lewiss (2018)	Survey	USA	The event lead to an increase in knowledge, enthusiasm and attitudes regarding ultrasound.

Table 2. Events aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
Integrating Interprofessional Education and Cultural Competency Training to Address Health Disparities	McElfish, Moore, Buron, Hudson, Long, Purvis, Schulz, Rowland and Warmack (2018)	Survey and focus groups	USA	With an Interprofessional Education intervention, students' attitudes towards working with underserved population and other professions increased.
Lessons Learned From Paralympic School Day: Reflections From the Students	McKay, Haegele and Block (2018)	Reflective writing responses	USA	Paralympic School Day programme created a shift in the paradigms of the participants regarding their attitudes towards disabled people.
Obesity Education for Front-line Healthcare Providers	Sanchez-Ramirez, Long, Mowat and Hein (2018)	Survey	Canada	Healthcare providers showed improved attitudes towards people who are at risk for obesity.

Table 2. Events aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
<p>Bridging The Gap Together: Utilizing Experiential Pedagogy to Teach Poverty and Empathy</p>	<p>Frank, Granruth, Girvin and VanBuskirk (2019)</p>	<p>Group discussions Participant reflections</p>	<p>USA</p>	<p>The experiential learning event aiming to bridge the gaps between students and people from poor backgrounds was able to change the attitudes of both groups towards each other and students' attitudes towards poverty.</p>
<p>Involvement of People With Dementia in Raising Awareness and Changing Attitudes in a Dementia Friendly Community Pilot Project</p>	<p>Phillipson, Hall, Cridland, Fleming, Brennan-Horley, Guggisberg, Frost and Hasan (2019)</p>	<p>Survey</p>	<p>Australia</p>	<p>The event which brought the community and people with dementia together led to an increase in positive attitudes towards people with dementia.</p>
<p>Beyond the Classroom: The Impact of a University-Based Civic Hackathon Addressing Homelessness</p>	<p>Wilson, Bender and DeChants (2019)</p>	<p>Survey</p>	<p>USA</p>	<p>The civic hackathon created a change in attitudes towards homelessness. Participants believed that society should help homeless people, the social systems lead to homelessness and that people can play a role in finding solutions to social problems.</p>

Table 2. Events aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
Effectiveness of Social Marketing in Improving Knowledge, Attitudes and Practice of Consumption of Vitamin A-Fortified Oil in Tanzania	Wu, Corbett, Horton, Saleh and Mosha (2019)	Survey and interviews	Tanzania	The social marketing intervention led to improvements in knowledge, attitudes and practice towards household consumption of fortified oils.
Join The Commune: A Controlled Study of Social Branding Influencers to Decrease Smoking Among Young Adult Hipsters	Ling, Lisha, Neilands and Jordan (2020)	Survey	USA	The intervention which comprised an event led to an increase in change in anti-industry attitudes related to smoking.
Advocating For Dialogue: Short And Long-Term Outcomes of Seattle-Based KUOW Radio's "Ask A" Project	Manusov, Stofleth and Reynolds (2020)	Survey	USA	This study found a strong relationship between attitudes and empathy. The event led to a positive change in the attitudes of event participants towards members of 11 out-groups such as immigrants, Muslims, gun owners and transgender people.

Table 3. Events aiming to change attitudes and do not lead to attitude change

Title	Author and Year	Research Method	Country	Key Findings
The Wounded Healer Film: A London College of Communication Event to Challenge Mental Health Stigma Through the Power of Motion Picture	Hankir, Zaman, Geers, Rosie, Breslin, Barr, Carrick and Anderson (2017b)	Survey	UK	Community Attitudes Towards the Mentally Ill scale did not show significant changes in participants' attitudes.
Harnessing the Power of Film to Combat Mental Health Stigma. A University College London Psychiatry Society Event	Linton, Hankir, Anderson, Carrick and Zaman (2017)	Survey	UK	Although the event led to an increase in health-related knowledge, the Community Attitudes Towards the Mentally Ill scale did not show significant changes in participants' attitudes.

Table 3. Events aiming to change attitudes and do not lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
The Eastern Association for The Surgery of Trauma's Injury Control and Violence Prevention Committee's Annual Distracted Driving Outreach Event: Evaluating Attitude and Behavior Change in High School Students	Allee, Dechert, Rao, Crandall, Christmas, Eastman, Duncan and Foster (2018)	Survey	USA	There was not a long lasting change in attitudes after the distracted driving outreach event.
Are "Youth Days" Effective at Motivating New Sport Participation? Evidence From a Pre-Post Event Research Design	Bakhsh, Potwarka and Snelgrove (2019)	Survey	Canada	There was no change in terms of attitude toward the behaviour of track cycling participation.

Table 3. Events aiming to change attitudes and do not lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
Was Glasgow 2014 Inspirational? Exploring the Legacy Impacts of a Mega-Sport Event via The Theorized Demonstration and Festival Effects	Cleland, Ellaway, Clark and Kearns (2019)	Survey	Scotland, UK	The mega-sport event did not lead to a significant change in the attitudes of people towards sports and physical activity.
The Federation of Student Islamic Societies Programme to Challenge Mental Health Stigma in Muslim Communities in Scotland: The Fosis Glasgow Study	Hankir, Ghafoor, Abushaala, Kraria, Sardar, Al-Obaidly, Carrick and Zaman (2019)	Survey	Scotland, UK	Community Attitudes Towards the Mentally Ill scale did not show significant changes in participants' attitudes.

Table 4. Events not aiming to change attitudes and lead to attitude change

Title	Author and Year	Research Method	Country	Key Findings
Effectiveness of a Communication Model in City Branding Using Events: The Case of the Taiwan Lantern Festival	Lee, Huh, Yeh and Tsaur (2016)	Survey	Taiwan	The Taiwan Lantern Festival organised to celebrate the Chinese Lunar New year created an increase in the participants' attitudes towards the city brand.
Changing Perceptions and Reasoning Process: Comparison of Residents' Pre- and Post-Event Attitudes	Chi and Ouyang (2018)	Survey	Brazil	The direct experience of the participants of 2014 World Cup in Brazil changed their attitudes towards the event, making them more supportive of it.
Implementation of a Medicare Plan Selection Assistance Program Through a Community Partnership	Hohmann, Hastings, McFarland, Hollingsworth and Westrick (2018)	Survey	USA	The attitudes of pharmacy students changed by taking part in this programme.

Table 4. Events not aiming to change attitudes and lead to attitude change (continued)

Title	Author and Year	Research Method	Country	Key Findings
Understanding Illnesses Through a Film Festival: An Observational Study	Reigada, Martín-Utrilla, Pérez-Ros, Centeno, Sandgren and Gómez-Bacciredo (2019)	Questionnaire	Spain	Short films in the healthcare art festival led to changes in people's attitudes towards illnesses.
Challenge Your Stereotypes! Human Library and Its Impact on Prejudice in Poland	Groyecka, Witkowska, Wróbel, Klamut and Skrodzka (2019)	Survey	Poland	Participation in the event led to a decrease in social distance towards Muslims and a partial change in attitudes towards diversity and minority groups.
Integrating Interprofessional Case Scenarios, Allied Embedded Actors, and Teaching Into Formative Observed Structured Clinical Exams	Cyr, Schirmer, Hayes, Martineau and Keane (2020)	Survey	USA	The interprofessional education for medical students led to improved attitudes regarding interprofessional teamwork.

2.3. Experiential Learning Theory (ELT)

Experience has been seen as the foundation of learning for many years (Gonzalez-Perez and Taras, 2015, p.12). However, one shouldn't forget that experience does not result in learning all the time; one should engage with and reflect on this experience (Beard and Wilson, 2006).

Experiential Learning Theory (ELT) has been used in many fields throughout the history. According to a 1999 study, it has been very popular in the fields of management, education, information science, psychology and also in medicine, nursing, accounting, law. The use of the theory has quadrupled since 2000 and there has been a dramatic increase in the amount of research in the fields of health care, engineering and computer science (Kolb, 2015). Especially with the growth of technology, experiential learning can be done with tools such as games and augmented reality role-playing (Silberman, 2007, p. 3). According to construct validity standards, ELT is seen as a useful framework for:

“learning-centered educational innovation, including instructional design, curriculum development, and life-long learning” (Kolb, 2015, p. xxv).

2.3.1. Foundations of the Theory

David. A. Kolb is seen as the founder of ELT. However, foundational contributions to the theory have been made since the end of the 19th century till the end of the 20th century. Kolb and Kolb (2017, p.10) list the foundational scholars of experiential learning as:

“William James, John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Jung, Mary Parker Follett, Carl Rogers, and Paulo Freire”.

All these scholars made contributions to the theory in different fields and helped pave the way to ELT as the way it is today. Kolb (2015) mentions that he didn't create ELT; instead he describes the theory as a blend of the work of these previous scholars who

have put experience in the centre of their theories about human learning and development.

The works of John Dewey, Jean Piaget and Kurt Lewin from the fields of educational philosophy, developmental psychology and social psychology respectively have been the most influential in the development of Kolb's theory (Petkus Jr, 2000). John Dewey (1997, p. 20) believes that:

“there is an intimate and necessary relation between the processes of actual experience and education” (p. 20).

Lewin's model sees concrete experiences as the foundation of experiential learning (Gonzalez-Perez and Taras, 2015, p. 13). Lewin additionally believes in the importance of feedback in the assessment of learners. According to Piaget, learning results from the interaction of the learner with his/her environment. In order to have a productive learning, the processes of accommodation and assimilation should be balanced (Venkatesh, Small and Marsden, 2003).

2.3.2. Definition of Experiential Learning

Throughout the literature, experiential learning has been defined in various ways. Silberman (2007, p. 8) defines experiential learning as:

“(a) the involvement of learners in concrete activities that enable them to “experience” what they are learning about and (b) the opportunity to reflect on those activities.”

Lamb, Hair and McDaniel (2010) indicate that it is possible to talk about experiential learning if an experience changes one's behaviour.

Some of the methods of experiential learning can be listed as follows; on-the-job assignments, field experiences, action learning projects, creative play, role play, games, simulations, visualization, story telling, improvisation, and adventure activities (Silberman, 2007, p. 8-9).

However, one of the most important definitions has been offered by Keeton and Tate (1978, p. 2); in their book *Learning by experience - what, why, how*, they have defined experiential learning as:

“Learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process”.

David Kolb (2015), who is considered the founder of the Experiential Learning Theory believes that according to this definition, the main source of learning is in-context action and direct sense experience, which lessens the importance of knowledge, analysis and thinking. Kolb uses the word ‘experiential’ to define a holistic learning process which can be applied to different areas of life.

“ELT is a dynamic, holistic theory of the process of learning from experience” and “it operates at all levels of human society from the individual, to the group, to organizations, and to society as a whole” (Kolb and Kolb, 2017, p. 11).

According to Kolb (2015), experiential learning has a dual dialectic nature. He believes that knowledge emanates from the grasping and transformation of experience, adding that each have two modes. Concrete experience (CE) and abstract conceptualization (AC) are the two dialectically related modes of grasping experience; and active experimentation (AE) and reflective observation (RO) are the ones of transforming experience. When the creative tension between the four nodes is resolved, learning will occur. As can be seen in Figure 2, these four learning abilities form the learning cycle. Between these four learning abilities, there are also four roles; the reflector, activist, pragmatist and theorist roles (Petkus Jr, 2000).

In the idealised learning cycle, one will experience all of the four modes in a repeated cycle (Kolb et al., 2014), although there is not a specific starting point (Petkus Jr, 2000). As mentioned above, experiential learning is a holistic process. Kolb and Kolb (2017) believe that only half of the learning cycle is described by the definition offered

by Keeton and Tate (1978), adding that for a full definition, one should consider the integration between the four modes.

The learning cycle of experiential learning differs from the linear model of learning. In the linear model, the teachers have a one-way interaction with the learners and the learners are the passive recipients of information. However, in the experiential learning cycle, there is a relationship between the educator, learner and the subject that is being studied. As can be seen in Figure 2, all participants both receive and create information (Kolb and Kolb, 2017).

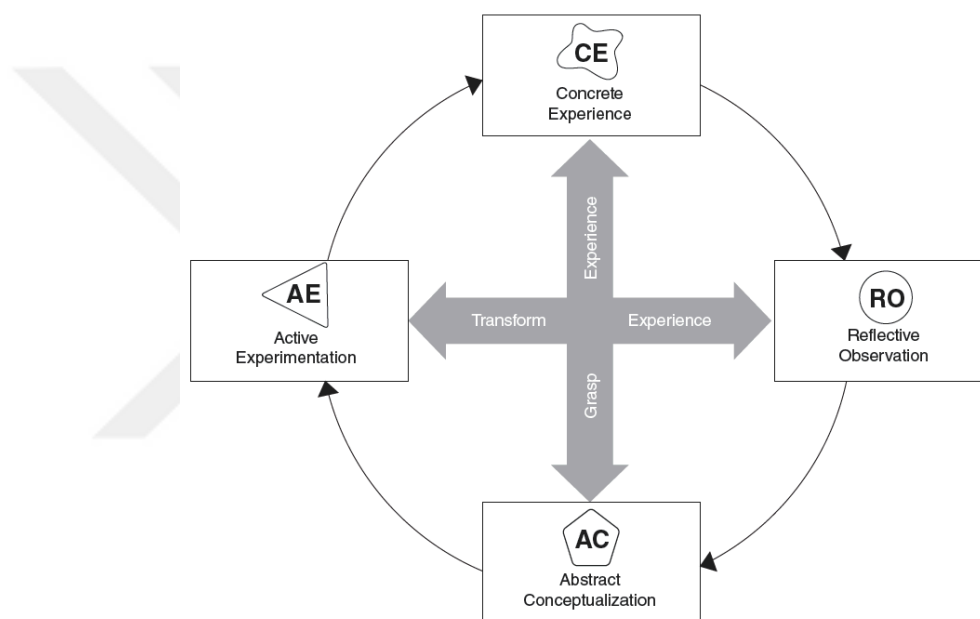


Figure 2. Experiential Learning Cycle (Source: Kolb, 2015)

As the name suggests, Experiential Learning Theory is one of the many Learning Theories. Learning can be defined as the change in someone’s behaviour or potential behaviour by obtaining new information (Turhan, 2017). According to Kolb (2015, p. 49):

“Learning is the process whereby knowledge is created through the transformation of experience” (p. 49).

Learning has been used to explain phenomena in different fields, and learning theory has mainly been used in the field of education. However, one shouldn’t forget that the

term has also been used in the field of communication such as in advertising for many years. For example, many marketing strategies depend on this theory (Acevedo, 2018). The theory has also been useful to understand purchase behaviour. Varey (2002), indicates that the behaviour of purchasing as a learned one and that the connection between experience and behaviour can be explained by this theory. The main learning theories used in research related to persuasive communication can be grouped as behavioral, social and cognitive theories (Turhan, 2017).

Although Experiential Learning Theory has a disadvantage of being time consuming and has a probability of not being useful if the teacher tries to force his/her own attitudes and values on the learners (Ehlers, 2002), it is considered as the strongest theory among learning theories and has a nature of combining many of them (Beard and Wilson, 2006). With this type of learning, through direct experience, individuals can learn about their own values and beliefs (Ehlers, 2002) and reflect on their own experiences (Kolb, 2015). Moreover, literature also points out the effects of experiential learning on attitude change. Hence, among the theories of attitude change that have been mentioned previously, this study has incorporated Experiential Learning Theory to the event aiming to change attitudes towards refugee children.

2.4. The Effects of Events on Attitude Change Through Experiential Learning

Events can be used to change attitudes as stated in the above parts. Experiential learning is a tool that can be utilised in the events to change attitudes. One of the studies which takes this issue into consideration belongs to Frank et al. (2019) entitled Bridging the Gap Together: Utilizing Experiential Pedagogy to Teach Poverty and Empathy. In their study, the authors analysed a recurring experiential learning event which took part in the poverty curriculum Perspectives on Poverty in America for first year Social Work major students. The authors believed that the students may lack social empathy and have negative attitudes towards poverty and poor people due to having limited experience with them. For this study, a dinner and an interactive question and answer session were designed to bring people from these two groups together. This event led to positive changes in the attitudes of both groups towards each other.

In the study of Grabowsky et al. (2017) named *Coral Reefs, Convicts, Cadavers, Coffee Shops and Couture: Customizing Experiential Learning to Increase Comfort and Engagement*, an experiential learning environment for the students studying in Chaminade University was created in order to see whether this type of learning was effective for students studying in different departments. After this project, the students indicated that a higher level of learning occurred in the experiential-learning project compared to a traditional class. Additionally, they generally gave more positive answers after the event, showing a positive change in their attitudes towards their comfort level regarding the experiential-learning project, understanding of the purpose of the project and satisfaction of the instructors' preparation for the project.

McElfish et al. (2018) revealed the effects of events on attitude change through experiential learning in their study entitled *Integrating Interprofessional Education and Cultural Competency Training to Address Health Disparities*. In this study, the authors assessed the effects of an interprofessional education programme at the University of Arkansas for Medical Sciences Northwest. This study focused on the attitudes of students towards Marshallese patients. According to the focus groups and survey results, students reported a more positive attitude towards patients who were both Marshallese or from other minority groups.

As the literature suggests, events can change attitudes. Even if they do not have the objective of changing attitudes, they can lead to a change through creating awareness, knowledge and by providing opportunities for intergroup contact. It is also worth noting that city events not aiming to lead to attitude change may do so since the positive emotions of participants regarding the event may lead to a change in their attitudes towards the city brand.

Moreover, literature points out that ELT is also utilised as a tool in events to change attitudes (Frank et al., 2019; Grabowsky et al., 2017; McElfish et al., 2018). Deriving from these points, it is aimed to understand if the special events organised with experiential learning theory to change the attitudes of international university students has achieved its aims.

CHAPTER 3: METHODOLOGY

Based on the literature, the study for this thesis aimed to see the pre-event and post-event attitudes of participants towards refugee children through Dialogue Week, an experiential learning event funded by the European Union via an Erasmus+ project grant, were analysed. The main objectives of this research was to see the changes in attitudes by analysing the semantic attributes of the respondents' attitudes towards refugee children before and after the event. Hence, the following research questions were formed:

Research Question 1: What are the semantic attributes of the respondents' attitudes towards refugee children before the event?

Research Question 2: What are the semantic attributes of the respondents' attitudes towards refugee children after the event?

Research Question 3: If it exists, to what extent is there a change in respondents' attitudes towards refugee children after attending Dialogue Week?

Research Question 4: To what extent is there an overlap between the semantic attributes of respondents' attitudes towards refugee children before and after the event?

3.1. Communication Campaign to Combat Hate Speech Towards Refugee Children: See Like a Child

The unit of analysis of this study is the changes in the attitudes of the participants of Dialogue Week, an event organised in the scope of See Like a Child communication campaign (“Çocuk Gibi Bak” in Turkish).

See Like a Child is a social responsibility project developed by the Faculty of Communication students in Izmir University of Economics (IUE) in Spring 2018. The project is a platform to create awareness about disadvantaged children and to stimulate university students to help them. At the time of See Like a Child's initiation, Turkey had been receiving a huge number of refugees, hence the main goal of the project was to combat hate speech towards refugee children. Due to the war in Syria, between 2011 and 2018, around 3.4 million Syrians have took refuge in Turkey and in 2018, Turkey

had the largest refugee population in the world (Türkiye Büyük Millet Meclisi İnsan Haklarını İnceleme Komisyonu, 2018). Refugees face various problems due to leaving their homes and migrating to a new country. It is worth noting that, one of their biggest problems is not being accepted by the local communities of the places they have migrated to. This can very easily be seen in the hate speech they receive from these communities. Unfortunately, refugee children are affected by this hateful discourse as well. Therefore, the main goal of the communication campaign See Like a Child was established as to combat hate speech towards refugee children.

According to the philosophy of See Like a Child, every child is innocent and should be able to have access to his/her rights. Due to the high amount of hate speech towards refugee children, the project team came up with the name See Like a Child (Çocuk Gibi Bak) for two reasons. The name means to see children as children, without stigmatising them; and to see the world from a pure point of view, just like through a child's eyes. See Like a Child spreads the message that children, whether they are refugees or not, are just children. They do not decide what to do and are innocent. In this regard, activities such as workshops with refugee children, Street Games Festival and a photography exhibition were conducted to bring refugee children and university students together and these activities were shared on social media accounts of See Like a Child to raise awareness about the issue.

In 2019, See Like a Child raised its voice globally by becoming first in P2P: Facebook Global Digital Challenge among 53 project from all over the world. Moreover, in order to introduce the project to Europe, the project team organised the international event Dialogue Week.

3.2. The Special Event Organised for See Like a Child: Dialogue Week

Dialogue Week was constructed as an Erasmus+ KA 347 Structured Dialogue project. In order to create an impactful project, IUE, as the coordinator of the project, partnered with the following institutions; University of Murcia (Spain), University of Patras (Greece), Guarda Polytechnic Institute (Portugal), Maya Vakfi (Turkey) and Konak Municipality (Turkey). These partners were deliberately selected according to the fact that they were from Mediterranean countries which had experience regarding the

migration crisis and the problems faced by refugees. Moreover, the amount of contribution each partner could bring to the project was taken into consideration in the selection process. Three of the partner organisations were higher education institutions. Since they were from the countries working towards fixing problems faced by refugees, they were aware of the problem. Another partner was a municipality in Izmir and the last one was a Turkish NGO working with traumatised children, especially due to war.

Dialogue Week was a five-day event which took place at the IUE campus in Balçova, İzmir, Turkey. A total of 77 people participated in the event; the participants comprised university students, academics, representatives from partner organisations and related decision makers. The event consisted of various activities, aiming to make participants aware of the problems which refugee children were facing and create an atmosphere where they could provide solutions to these problems. Additionally, enabling young people to reach decision makers and make their voices heard, the main goal of Dialogue Week was to change participants' attitudes towards refugee children. The activities of Dialogue Week were carefully planned to expose participants to messages regarding the problems of refugee children and help them learn through experience, which have pros over other learning theories.

The activities of Dialogue Week are listed below. Please refer to Appendix A for the event schedule and Appendix B for brief explanations related to the activities.

Day 1

- Student Meet-up
- Presentation of Maya Vakfi
- Workshop on Communicating With Refugee Children

Day 2

- Syrian Students Sharing Their Stories
- Street Games Festival

Day 3

- Video call with UNDP Goodwill Ambassador
- Student Dialogue: Attitudes and Applications Towards Refugee Children
- Presentation and Workshop on Children, Migration and Intercultural Dialogue:
- Social Program

Day 4

- International Students Workshop

Day 5

- Dialogue Between Decision Makers and Students (Declaration Ceremony)
- Izmir City Tour

3.3. Sample

A total of 77 people participated in Dialogue Week. The countries of the event participants were chosen based on the extent they were aware of the refugee crisis and working towards providing solutions to the problems of refugees. Purposeful sampling is used in this research since the event participants were selected from a group of countries and students who are aware of, subjected to and sensitive towards the refugee crisis. Purposeful sampling is a sampling technique in which ones who fit the purpose of the research are included in it whereas those who do not are not included (Tomal and Schwartz, 2019).

For Dialogue Week, the partner higher education institutions were asked to select their participant students according to the level of awareness and sensitivity to the problems of refugee children. Some institutions interviewed their students to be selected as a Dialogue Week participant. The sample for this study consisted of university students from Turkey, Greece, Spain and Portugal and all participants were asked to complete pre-event and post-event questionnaires.

A total of 49 respondents completed the pre-event and 54 respondents completed the post-event questionnaire. The data regarding the demographics of the participants are depicted in Table 5.

Table 5. Demographics of the Respondents

Demographics		Pre-Event Percentage	Post-Event Percentage
Gender	Male	18%	19%
	Female	80%	72%
	Not specified	2%	9%
Age	18-25	53%	56%
	26-30	14%	2%
	31-45	4%	4%
	46+	4%	-
	No answer	25%	39%
Marital Status	Single	92%	83%
	Married	4%	4%
	No answer	2%	9%
	Added another answer option	2%	4%
Income Group	Low	6%	2%
	Lower middle	10%	8%
	Middle	55%	48%
	Upper middle	25%	26%
	Upper	2%	7%
	No answer	2%	9%

3.4. Data Collection and Coding Procedure

The research was conducted on May 2019. Participants of the event were asked to complete the pre-event questionnaire on the first day of Dialogue Week, May 6, 2019; and the post-event questionnaire on the last day of the event, May 10, 2019. Among the 77 participants, 49 and 54 answered the pre-event and post-event questionnaires respectively. Completion of the questionnaires were not mandatory, hence only those who wished to participate took part in the study. Both questionnaires were the same, they only differed in the time they were implemented. The questionnaire consisted of a total of 10 questions. The first three questions aimed to measure the respondents' attitudes towards Syrians and refugee children and were constructed with projective techniques; these techniques are useful in qualitative research since they enable to

reveal underlying beliefs, emotions, motives and attitudes (Donoghue, 2000). The fourth question asked the respondents which activity of Dialogue Week would be/was the most effective one for themselves and for them to indicate the reasons for their answer. All the remaining questions were regarding demographics. Please refer to Appendix C for the pre-event and post-event questionnaires.

The first question, “What comes to your mind when someone says Syrian? Please give a portrait of him/her with three adjectives.” was constructed with the word association technique which requires a participant to respond to a given list of words one word at a time with the first word that comes to their mind (Malhotra, 2010). In this study, the participants were presented with the word ‘Syrian’ and were asked to give their answers based on this stimulus. The second and third questions asked the respondents to “Describe Syrian refugee children using three positive adjectives.” and “Describe Syrian refugee children using three negative adjectives.” These questions were constructed with the intention of using the sentence completion technique; a technique which helps researchers uncover beliefs, motives and attitudes by letting respondents complete an unfinished sentence (Lindzey, 1961). In this study, the respondents were asked to complete sentences by providing adjectives. During the analysis of the data, help from a second coder was asked in order to eliminate bias in the coding procedure of the first three questions.

3.5. Application and Structure of the Semantic Network Analysis

In this study, semantic network analysis (SNA) is conducted to understand the relationships between the answers the respondents gave to the questionnaires. Respondents were asked to complete two questionnaires, one at the beginning and one at the end of Dialogue Week. They consisted of identical questions and the reasons for this research was to see if Dialogue Week had an effect on the respondents’ answers. The questions asked respondents to describe Syrians and Syrian refugee children by using different adjectives. It was important to reveal the relationships between the perceived attributes of respondents in this study. Hence, semantic network analysis was the chosen method, and the perceived attributes of the respondents regarding Syrians and Syrian refugee children created the basis for the semantic network analysis.

Semantic network analysis was conducted in Pajek, a computer program used for the analysis and visualisation of large networks. Pajek lets researchers decompose large networks into several smaller networks, provides them with visualisation tools and provide algorithms to analyse large networks (Batagelj and Mrvar, 2004). According to Sowa (2014, p.1):

“A semantic network is a structure for representing knowledge as a pattern of nodes and arcs”.

Semantic network analysis is a useful tool to understand the meaning behind words; by measuring word occurrence, it explains relationships between related phenomena (Featherstone et al., 2020). Thus, it is different from word count content analysis since in SNA, the meaning of words are explained by the relationships between the concepts (Doerfel, 1998, p. 17). It also enables achieving both quantitative and qualitative insights (Drieger, 2013). Wasserman and Faust (1994, p. 9) indicate that the idea of analysing the ties between different words comes from the concept of social networks:

“The concept of a network emphasizes the fact that each individual has ties to other individuals, each of whom in turn is tied to a few, some, or many others, and so on. The phrase “social network” refers to the set of actors and the ties among them”.

According to Knoke and Yang (2008, p.8):

“A social network is a structure composed of a set of actors, some of whose members are connected by a set of one or more relations”.

The distinct members of this network called actors are linked with each other through relational ties. These relational ties and actors become lines and nodes respectively and constitute a graph which visually represents a network (Hawe, Webster and Shiell, 2004). A graph can be defined as the structure of a network. This network consists of nodes and lines which connect these nodes. A node or vertex is the smallest unit in a network. The tie that connects two nodes is called a line. Graphs can be directed or

undirected. If the pair of nodes are not ordered, meaning that the direction of the relationship between two nodes is not important, one can think of an undirected graph. If the tie between the nodes has a direction, it is possible to say that the network is directed. Lines in directed and undirected graphs are called arcs and edges respectively (de Nooy, Mrvar and Batagelj, 2011).

For this analysis, the following six measures were used; valued core, clique, articulation points, degree, closeness and betweenness. Valued core calculates the units in the network tied with a definite number of lines. A clique can be defined as a set of nodes where each of them is directly connected to all the others. In this study, all cliques were symmetrised and had a four node structure. Moreover, the analysis comprised articulation points which are the nodes of which its deletion disconnects the whole network (de Nooy, Mrvar and Batagelj, 2011). The analysis lastly comprises three centrality measures; degree, closeness and betweenness. Social networks form undirected graphs when there is a symmetric relationship between actors (Chbeir and Al Bouna, 2013). If the network was directed, one should have analysed both input and output centralities. The networks in this study were symmetrised and undirected, hence only one centrality has been analysed.

In this study, degree centrality measures the number of connections an attribute has with others (Greibitus, 2008). Betweenness centrality refers to how often a single node lies on the shortest path between two other nodes and can also be referred to as a bridge score (Hansen et al., 2020). Lastly, closeness centrality is the average distance between a node and all other nodes.

3.6. Trustworthiness of the Research

The research conducted for this study is qualitative in its nature. By using projective techniques in the questionnaires, the main aim of the study is to discover the underlying beliefs, motives and attitudes of the respondents. Guba (1981) believes that in order to measure the trustworthiness of a qualitative research, one should look at the concepts of credibility, transferability, dependability and confirmability. Hence, he uses these concepts in preference to internal validity, external validity/generalisability, reliability and objectivity respectively (Shenton, 2004).

Credibility refers to the coherence of the research findings with reality. Some factors in achieving credibility, which are also used in the research for this study can be listed as using well established research methods, triangulation, making sure that respondents give honest answers, and getting feedback from other researchers for the study (Shenton, 2004). In order to ensure credibility in this study, the questions which are created with projective techniques are analysed with the Pajek software, which is a quantitative method to analyse data. Another method to establish credibility, triangulation, refers to application of various methodological approaches (Flick, von Kardoff and Steinke, 2004). In this study, although the main form of data collection was through questionnaires, the activities throughout Dialogue Week were helpful in observing the general attitudes of the participants towards the attitude objects. Including participants from different countries have also created a wide range of informants which created another way of triangulation.

To ensure honesty in the answers given by respondents, the participants were asked to fill out questionnaires without indicating their names. If they had been interviewed, they might have tried to give socially desirable answers. Hence, their responses were obtained anonymously. Moreover, participation in the study was not compulsory; thus, the contribution of the respondents was a result of their willingness to participate in the study. Peer scrutiny was also an important factor in the construction of this research project; critical feedback was obtained from several academics to ensure the credibility of the study.

In this research, external validity is measured in terms of transferability. Transferability refers to the degree that the findings of a study are meaningful for others in similar situations (Speziale, Streubert and Carpenter, 2011). It is worth mentioning that using qualitative techniques in this study can be transferable to future research aiming to gauge a change in attitudes though the use of an experiential learning event.

Another factor increasing the trustworthiness of a study is dependability. Shenton (2004) argues that if the process of the study is depicted in detail, it will be easier for future researchers to replicate the study. This thesis offers the readers a detailed

analysis on how the research was constructed, the findings were analysed and the results were evaluated. He also adds that overlapping methods can be used to increase dependability.

The last criteria that should be considered to produce a trustworthy qualitative study is confirmability. Confirmability can be thought of as the equivalent measure of objectivity in quantitative research. This criteria aims to make sure that the researchers' bias do not affect the results of the study. Confirmability can be achieved through understanding experiences from the respondents' point of view and the respondents' interpretations of their experiences (Given, 2008). In this study, confirmability is achieved by obtaining data through questionnaires. With a fixed set of questions, the researcher does not have the ability to guide the respondents during the completion of the questionnaires, as opposed to interviews or focus groups where the researcher is the conductor of the data collection process and has a chance to manipulate the answers of the research participants.

CHAPTER 4: FINDINGS

This chapter comprises the findings of the study and their detailed analysis. The data are analysed by six different dimensions; clique, valued core, degree, closeness, betweenness and articulation points. The analysis has been done for both pre-event and post-event questionnaires, each having three questions. In order to lay out a better comparison, findings of each question is delivered in a different section, showing the findings of the pre-event and post-event questionnaires in the same section. The following analysis includes only the most dense results. The last section of the chapter includes the findings of the fourth question of the questionnaire regarding the Dialogue Week activity perceived as the most effective one.

4.1. Analysis of Question 1: What comes to your mind when someone says Syrian? Please give a portrait of him/her with three adjectives.

4.1.1. Semantic Network Analysis Metrics of Pre-Event and Post-Event Networks

Table 6 depicts the number of nodes, lines in the pre-event and post-event networks as well as the density and average degree centralities of the networks. The number of nodes, meaning the number of adjectives given by respondents are the same as 55. Amon the pre-event network, 75 of the lines have value one and 23 have values more than one. The density of the pre-event network is 0.07. Since the density can be at most one, it is possible to say that this is not a dense network. A lower density means that there is a high diversity in the adjectives the respondents have given. In the post-event network, the number of lines that have value and the ones that have value more than one are 65 and 22 respectively. This network is also not dense since the density is 0.06. Average degree centralities of the pre-event and post-event networks are four and three meaning that an adjective in the pre-event and post-event networks ties other adjectives respectively four times and three times averagely.

Table 6. Semantic Network Analysis Metrics of Pre-Event and Post-Event Networks

	Pre-Event	Post-Event
Number of nodes	55	55
Total number of lines	98	87
Number of lines that have value 1	75	65
Number of lines that have value more than 1	23	22
Density2 [no loops allowed] =	0.07	0.06
Average degree centrality	3.56	3.16

4.1.2. Valued Core Analysis

Table 7 depicts the highest and lowest levels of valued core in the pre-event and post-event networks. According to the table, attributes of the pre-event network are tied with at least 1 and at most 8 lines. The attributes for the post-event network are one and 11 respectively.

Table 7. All Max Valued Core Values (Pre-Event and Post-Event Networks)

	Pre-Event	Post-Event
Dimension	55	55
The lowest value	1	1
The highest value	8	11

Table 8. Frequency Distribution of Cluster Values (Pre-Event Network)

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
1	38	69.0909	38	69.0909	homesick
2	10	18.1818	48	87.2727	homeless
3	2	3.6364	50	90.9091	being a victim
4	1	1.8182	51	92.7273	refugee
6	2	3.6364	53	96.3636	experiencing war
8	2	3.6364	55	100.0000	helpless
Sum	55	100.0000			

In terms of valued core, the attributes below in Table 9 are the most important ones in the pre-event network. Figure 3 depicts the network comprising these attributes.

Table 9. Seven Perceived Attributes of Syrians with Most Valued Core Values in Pre-Event Network

	Cluster
helpless	8
poor	8
experiencing war	6
sad	6
refugee	4
being a victim	3
reminding of children	3

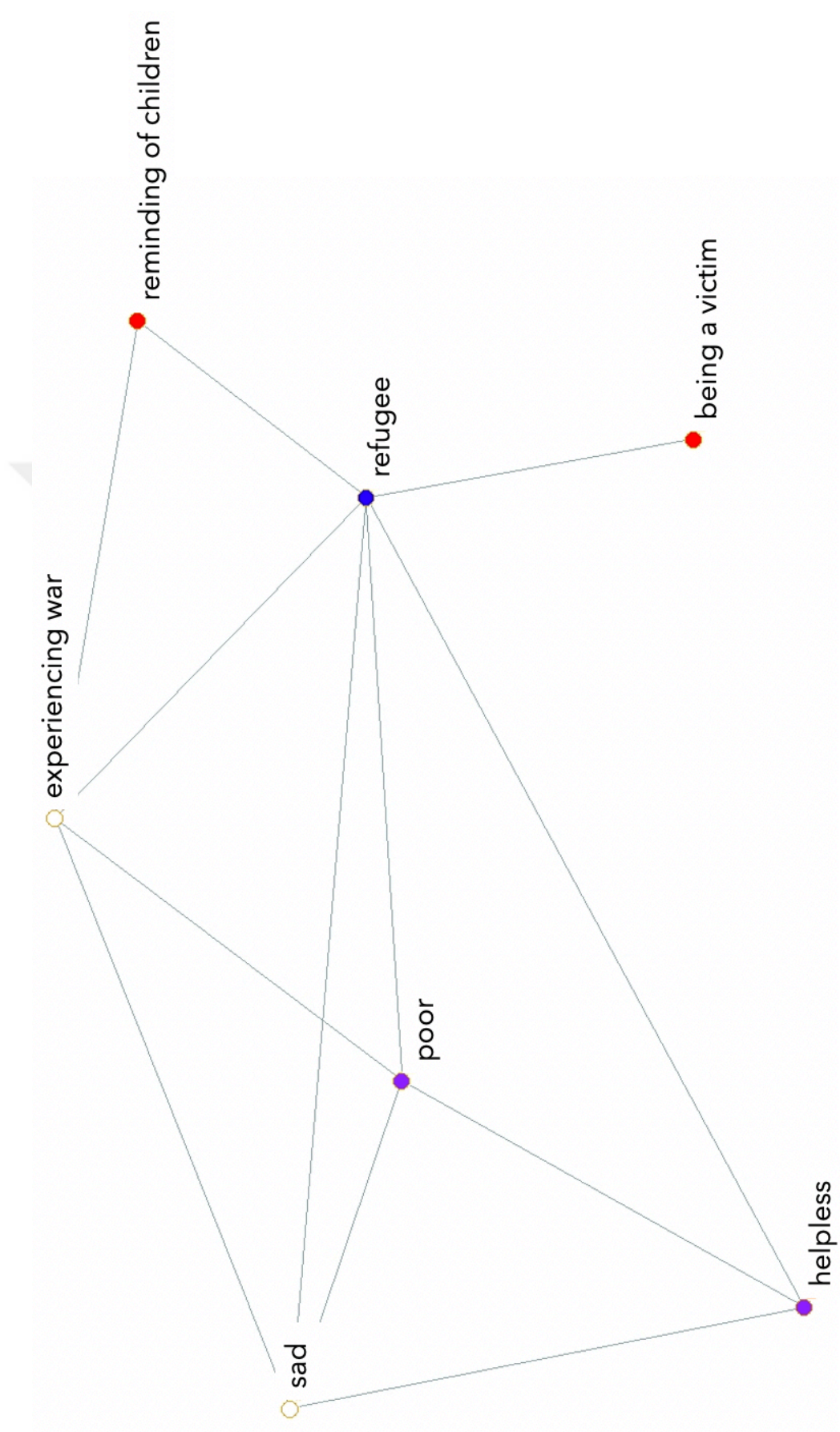


Figure 3. Network Between Values Tied with More Than Value 2 in Pre-Event Network

Table 10. Frequency Distribution of Cluster Values (Post-Event Network)

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
1	37	67.2727	37	67.2727	noisy
2	12	21.8182	49	89.0909	middle eastern
3	3	5.4545	52	94.5455	dirty
5	1	1.8182	53	96.3636	innocent
11	2	3.6364	55	100.0000	poor
Sum	55	100.0000			

In terms of valued core, the perceived attributes in Table 11 are the most important ones in the post-event network. Figure 4 depicts the network comprising these attributes.

Table 11. Six Perceived Attributes of Syrians with Most Valued Core Values in Post-Event Network

	Cluster
poor	11
helpless	11
innocent	5
dirty	3
refugee	3
experiencing war	3

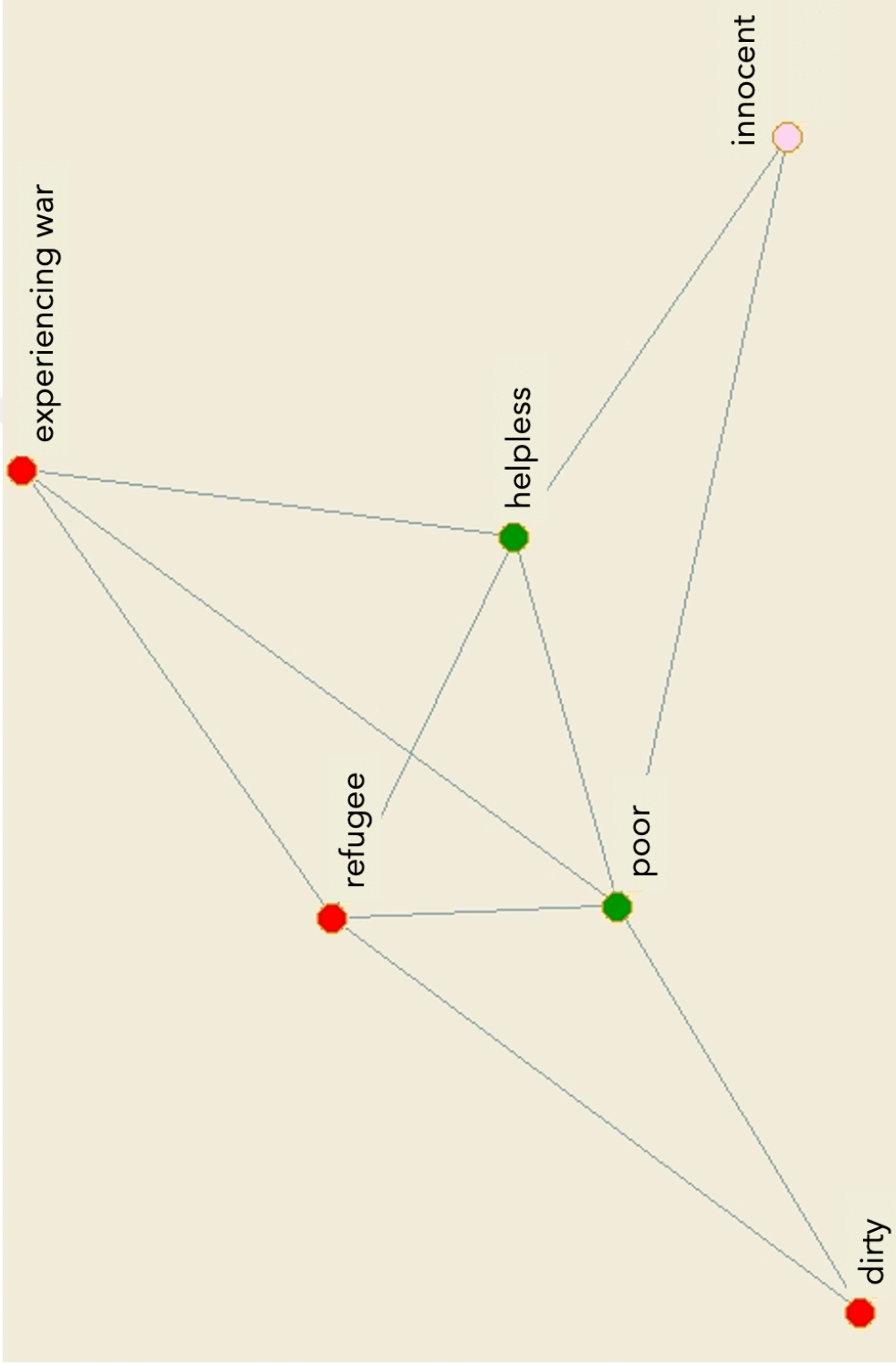


Figure 4. Network Between Values Tied with More Than Value 2 in Post-Event Network

4.1.3. Clique Analysis

Cliques can be thought of cohesive subgroups in a network. According to Wasserman and Faust (1994, p. 254):

“A clique in a graph is a maximal complete subgraph of three or more nodes”.

As can be seen in Table 12, the number of cliques a value creates is three in the pre-event network and one in the post-event network.

Table 12. Clique Undirected (Pre-Event and Post-Event Networks)

	Pre-Event	Post-Event
Dimension	55	55
The lowest value	0	0
The highest value	3	1

Table 13. shows that there are seven perceived attributes in the pre-event network that have direct connections with each other. These attributes can be seen in Figure 5. Seven attributes were identified in most cliques on four nodes as seen in Figure 5.

Table 13. Cliques in the Pre-Event Network

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
0	48	87.2727	48	87.2727	2
1	3	5.4545	51	92.7273	5
2	3	5.4545	54	98.1818	1
3	1	1.8182	55	100.0000	7
Sum	55	100.0000			

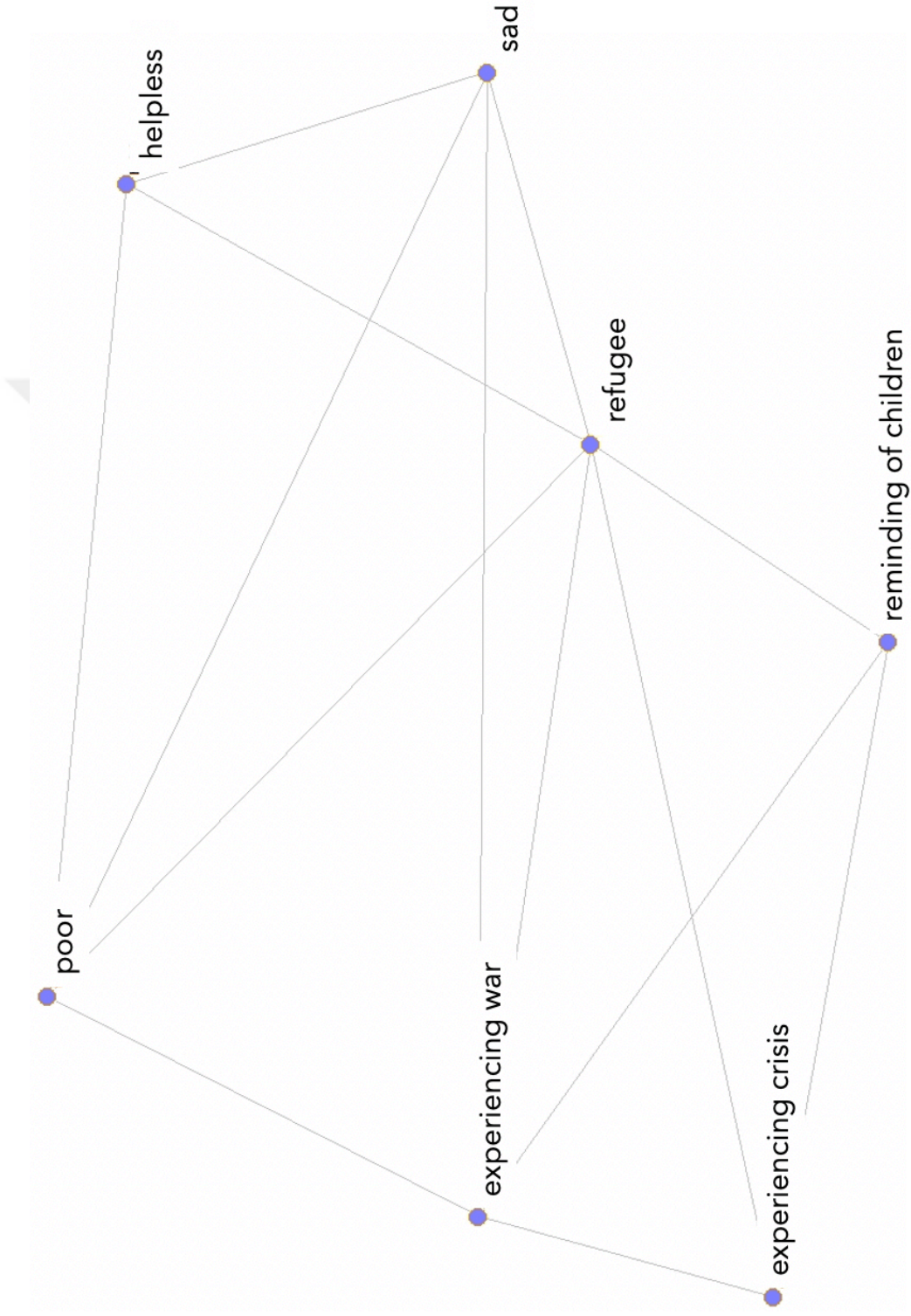


Figure 5. Undirected Cliques of Pre-Event Network

According to Table 14, four values have direct connections with each other in the post-event network. The network of these values can be seen in Figure 6.

Table 14. Cliques in the Post-Event Network

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
0	51	92.7273	51	92.7273	2
1	4	7.2727	55	100.0000	1
Sum	55	100.0000			

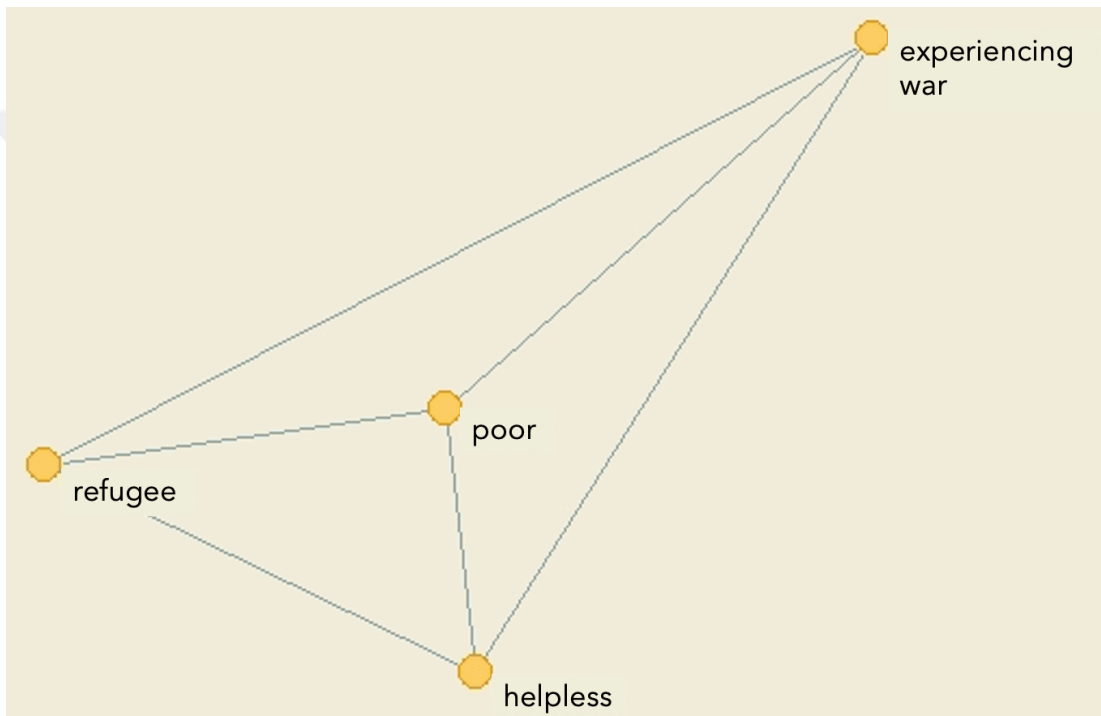


Figure 6. Undirected Cliques of Post-Event Network

4.1.4. Articulation Point Analysis

The nodes which disconnect the network due to their removal from it are called articulation points (Tian et al., 2017). The articulation points in the pre-event network were ‘experiencing war’, ‘being a stranger’, ‘mediterranean’, ‘being one of the crowd’, ‘tired’ and ‘poor’. The ones in the post-event network were ‘poor’, ‘dirty’, ‘refugee’, ‘smiling’, ‘experiencing war’, ‘brave’ and ‘strong’.

4.1.5. Degree Analysis

The number of ties that a node has is referred to as degree centrality (Otte and Rousseau, 2002). The following table shows the degree centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id’s, those are included in the table as well.

Table 15. Degrees in Pre-Event and Post-Event Networks

Pre-Event Network		Post-Event Network	
Value	Id	Value	Id
1	experiencing war	1	poor
1	poor	0.78	helpless
0.67	helpless	0.67	refugee
0.56	refugee	0.61	experiencing war
0.44	sad	0.39	dirty
0.28	being one of the crowd	0.33	brave
0.28	homeless	0.22	cheerful
0.22	being a stranger	0.22	strong
0.22	afraid	0.22	smiling
0.22	reminding of children	0.17	sad
0.22	hopeless	0.17	being human
0.22	tired	0.17	unlucky
0.22	being a neighbour	0.17	innocent
0.22	being human	0.17	reminding of children
0.22	experiencing crisis	0.17	open to learn
0.22	being a victim	0.17	optimistic
0.22	mediterranean		

4.1.6. Closeness Analysis

Closeness centrality measures the closeness of a node to all others in the network (Wasserman and Faust, 1994). The following table shows the closeness centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id's, those are included in the table as well.

Table 16. Closeness Degrees in Pre-Event and Post-Event Networks

Pre-Event Network		Post-Event Network	
Value	Id	Value	Id
1	experiencing war	1	poor
0.94	poor	0.95	helpless
0.88	refugee	0.95	refugee
0.88	sad	0.89	experiencing war
0.85	helpless	0.84	dirty
0,73	reminding of death	0.80	open to learn
0.73	forced	0.77	sad
0.71	being one of the crowd	0.77	unlucky
0.71	homeless	0.77	innocent
0.70	reminding of children	0.76	loser
0.70	experiencing crisis	0.76	ignored
		0.76	hopeless

4.1.7. Betweenness Analysis

Betweenness centrality shows how many times a node is on the shortest path between two other nodes (Perez and Germon, 2016). The following table shows the closeness centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id's, those are included in the table as well.

Table 17. Betweenness Degrees in Pre-Event and Post-Event Networks

Pre-Event Network		Post-Event Network	
Value	Id	Value	Id
1	experiencing war	1	poor
0.75	poor	0.96	helpless
0.42	refugee	0.87	dirty
0.38	helpless	0.84	refugee
0.30	homeless	0.71	experiencing war
0.26	sad	0.69	optimistic
0.19	being one of the crowd	0.62	hardworking
0.18	being a stranger	0.56	brave
0.18	tired	0.55	cheerful
0.18	mediterranean	0.29	smiling

4.1.8. Total Findings of 6 Dimensions

Perceived attributes of Syrians are analysed based on six dimensions; valued core, clique, articulation point, degree, closeness, betweenness. All of the results extracted from Pajek for valued core, clique and articulation points have been provided in the related sections above. However, in the tables depicting the results of degree, closeness and betweenness centralities, the centrality values that are ranked as the highest ten have been provided. If the tenth value went on to the eleventh or further ranked attributes, these rows have been included in the related tables as well. Table 18 and Table 19 show the number of repeats in each dimension in the pre-event and post-event networks.

Table 18. Summary of Semantic Network Analysis Findings of Pre-Event Data

Adjectives	Number of Repeat	Repeated Dimensions
experiencing war	6	Valued core, clique, articulation point, degree, closeness, betweenness
poor	6	Valued core, clique, articulation point, degree, closeness, betweenness
refugee	5	Valued core, clique, degree, closeness, betweenness
helpless	5	Valued core, clique, degree, closeness, betweenness
sad	5	Valued core, clique, degree, closeness, betweenness
reminding of children	4	Valued core, clique, degree, closeness
being one of the crowd	4	Articulation point, degree, closeness, betweenness
experiencing crisis	3	Clique, degree, closeness
homeless	3	Degree, closeness, betweenness
being a stranger	3	Articulation point, degree, betweenness
tired	3	Articulation point, degree, betweenness
mediterranean	3	Articulation point, degree, betweenness
being a victim	2	Valued core, degree
afraid	1	Degree
hopeless	1	Degree
being a neighbour	1	Degree
being human	1	Degree
reminding of death	1	Closeness
forced	1	Closeness

In the pre-event network, 19 values out of 55 are listed as at least one time in the tables of adjectives with maximum values. As can be seen in Table 18, since “experiencing war”, “poor”, “refugee”, “helpless” and “sad” are the most repeated ones, they are the most important perceived attributes in the pre-event network.

Table 19. Summary of Semantic Network Analysis Findings of Post-Event Data

Adjectives	Number of Repeat	Repeated Dimensions
experiencing war	6	Valued core, clique, articulation point, degree, closeness, betweenness
poor	6	Valued core, clique, articulation point, degree, closeness, betweenness
refugee	6	Valued core, clique, articulation point, degree, closeness, betweenness
dirty	5	Valued core, articulation point, degree, closeness, betweenness
helpless	5	Valued core, clique, degree, closeness, betweenness
brave	3	Articulation point, degree, betweenness
innocent	3	Valued core, degree, closeness
smiling	3	Articulation point, degree, betweenness
cheerful	2	Degree, betweenness
open to learn	2	Degree, closeness
optimistic	2	Degree, betweenness
sad	2	Degree, closeness
strong	2	Articulation point, degree
unlucky	2	Degree, closeness
being human	1	Degree
hardworking	1	Betweenness
hopeless	1	Closeness
ignored	1	Closeness
loser	1	Closeness
reminding of children	1	Degree

In the post-event network, 20 attributes out of 55 are listed as at least one time in the tables of adjectives with maximum values. As can be seen in Table 19, since “experiencing war”, “poor”, “refugee”, “dirty” and “helpless” are the most repeated, they are the most important perceived attributes in the post-event network.

4.1.9. Different and Similar Findings of Pre-Event and Post-Event

The first question of the questionnaire asked the respondents “What comes to your mind when someone says Syrian? Please give a portrait of him/her with three adjectives”. According to the pre-event results, the perceived attributes of Syrians repeated in six dimensions were ‘experiencing war’ and ‘poor’; and the attributes repeated in at least 3 dimensions were ‘refugee’, ‘helpless’, ‘sad’, ‘reminding of children’, ‘being one of the crowd’, ‘experiencing crisis’, ‘homeless’, ‘being a stranger’, ‘tired’ and ‘mediterranean’. Among these attributes, only ‘experiencing war’, ‘poor’, ‘refugee’ and ‘helpless’ were repeated in at least three dimensions in the post-event questionnaire as well. Among these results, ‘experiencing war’, ‘poor’ and ‘refugee’ were repeated in all six dimensions the post-event. These results may indicate that participants no longer saw Syrians as strangers after participating in Dialogue Week. Additionally, the results of the post-event questionnaire indicate that after the event, people also started using the adjectives ‘dirty’, ‘brave’, ‘innocent’ and ‘smiling’ to portray Syrians.

The following tables show the perceived attributes of Syrians that are repeated in at least 3 dimensions in the analysed networks. Attributes unique to the pre-event and post-event networks are depicted as bold in Table 20 and Table 21 respectively.

Table 20. Perceived Attributes of Syrians Repeated in At Least 3 Dimensions in the Pre-Event Network

Pre-Event			
6	5	4	3
experiencing war poor	refugee helpless sad	reminding of children being one of the crowd	experiencing crisis homeless being a stranger tired mediterranean

Table 21. Perceived Attributes of Syrians Repeated in At Least 3 Dimensions in the Post-Event Network

Post-Event			
6	5	4	3
experiencing war poor refugee	dirty helpless		brave innocent smiling

4.2. Analysis of Question 2: Describe Syrian refugee children using three positive adjectives.

4.2.1. Semantic Network Analysis Metrics of Pre-Event and Post-Event Networks

According to Table 22, the number perceived positive attributes of Syrian refugee children, which are the number of nodes, are 45 in the pre-event and 48 in the post-event network. 66 of the lines in the pre-event network have value 1 and 21 have values more than one. The densities of the pre-event and post-event networks are 0.09, meaning that both networks are not dense. In the post-event network, the number of lines that have value one and the ones that have value more than one are 82 and 16 respectively. Average degree centralities of the pre-event and post-event networks are four, meaning that an adjective ties other adjectives averagely four times in the pre-event and post-event networks.

Table 22. Semantic Network Analysis Metrics of Pre-Event and Post-Event Networks

	Pre-Event	Post-Event
Number of nodes	45	48
Total number of lines	87	98
Number of lines that have value 1	66	82
Number of lines that have value more than 1	21	16
Density2 [no loops allowed] =	0.09	0.09
Average degree centrality	3.87	4.08

4.2.2. Valued Core Analysis

Table 23 shows the highest and lowest levels of valued core in the pre-event and post-event networks. Attributes in both the pre-event and post-event networks are tied with at least one and at most six lines.

Table 23. All Max Valued Core Values (Pre-Event and Post-Event Networks)

	Pre-Event	Post-Event
Dimension	45	48
The lowest value	1	1
The highest value	6	6

Table 24. Frequency Distribution of Cluster Values (Pre-Event Network)

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
1	29	64.4444	29	64.4444	reminding education
2	8	17.7778	37	82.2222	forced
3	3	6.6667	40	88.8889	brave
4	3	6.6667	43	95.5556	hopeful
6	2	4.4444	45	100.0000	reminding of children
Sum	45	100.0000			

In terms of valued core, the attributes below in Table 25 are the most important ones in the pre-event network. Figure 7 depicts the network comprising these attributes.

Table 25. Eight Perceived Positive Attributes of Syrian Refugee Children with Most Valued Core Values in Pre-Event Network

	Cluster
reminding of children	6
cute	6
hopeful	4
innocent	4
strong	4
brave	3
being a survivor	3
exertive	3

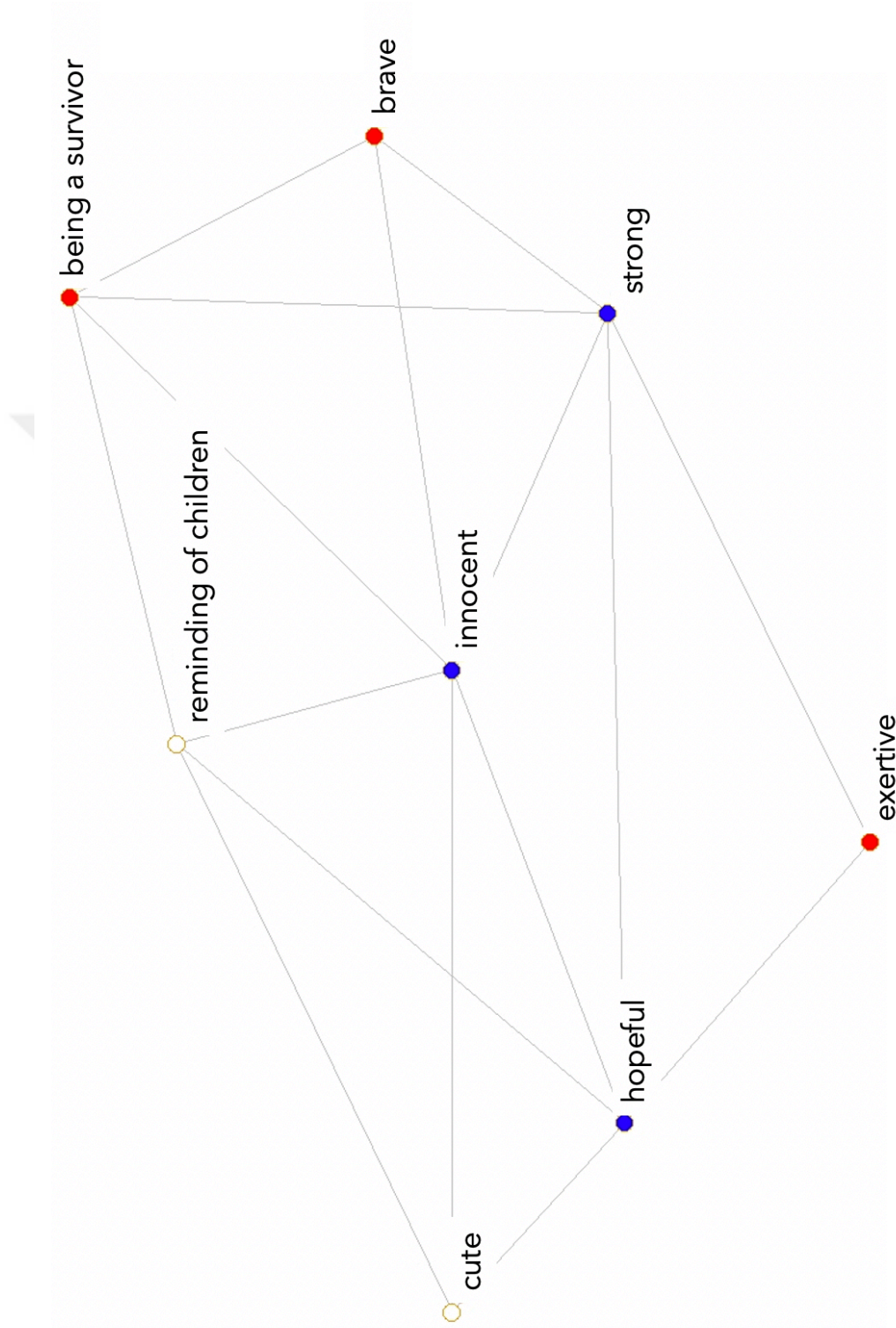


Figure 7. Network Between Values Tied with More Than Value 2 in Pre-Event Network

Table 26. Frequency Distribution of Cluster Values (Post-Event Network)

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
1	34	70.8333	34	70.8333	optimistic
2	5	10.4167	39	81.2500	nice
3	5	10.4167	44	91.6667	reminding of children
4	2	4.1667	46	95.8333	strong
6	2	4.1667	48	100.0000	innocent
Sum	48	100.0000			

The attributes in Table 27 are the most important ones in the post-event network and Figure 8 depicts the network comprising these attributes.

Table 27. Nine Perceived Positive Attributes of Syrian Refugee Children with Most Valued Core Values in Post-Event Network

	Cluster
innocent	6
hopeful	6
strong	4
cheerful	4
reminding of children	3
cute	3
creative	3
kind	3
helpless	3

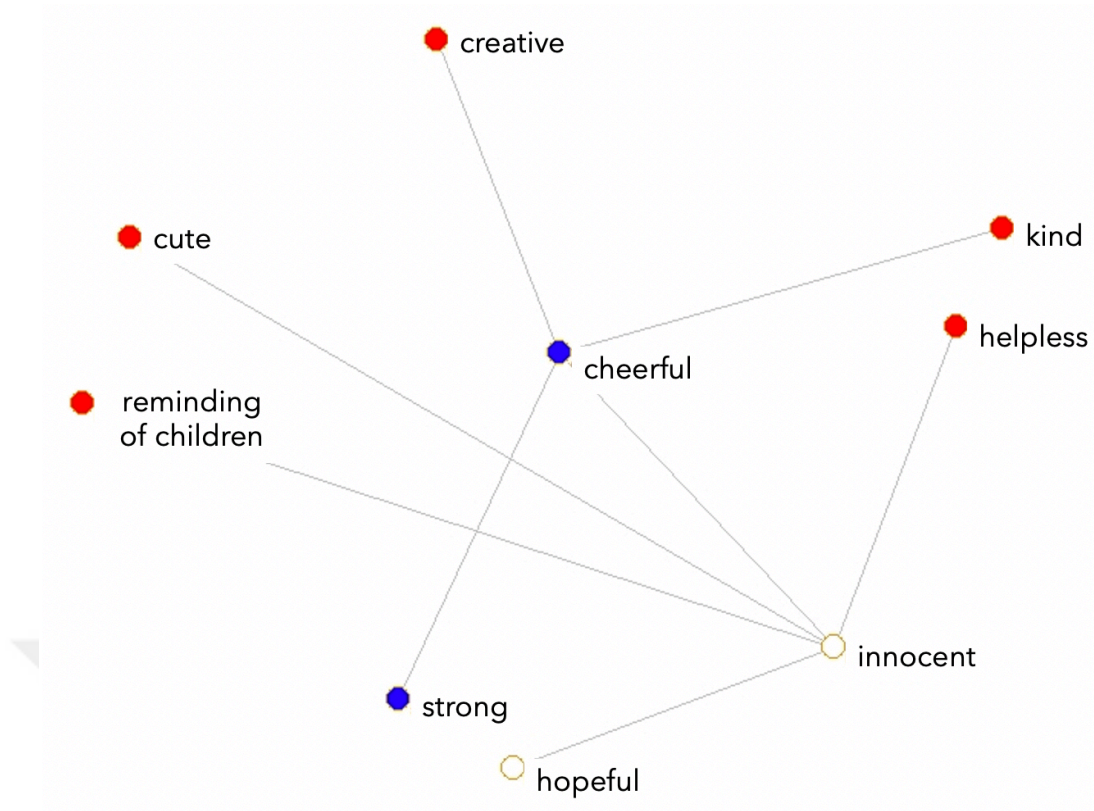


Figure 8. Network Between Values Tied with More Than Value 2 in Post-Event Network

4.2.3. Clique Analysis

As can be seen in Table 28, the number of cliques a value creates is three in the pre-event and seven in the post-event network.

Table 28. Clique Undirected (Pre-Event and Post-Event Networks)

	Pre-Event	Post-Event
Dimension	45	48
The lowest value	0	0
The highest value	3	7

Table 29 shows that there are eight perceived attributes in the pre-event network that have direct connections with each other. These attributes can be seen in Figure 9. Eight attributes were identified in most cliques on four nodes as seen in Figure 9.

Table 29. Cliques in the Pre-Event Network

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
0	37	82.2222	37	82.2222	1
1	5	11.1111	42	93.3333	7
2	2	4.4444	44	97.7778	2
3	1	2.2222	45	100.0000	9
Sum	45	100.0000			



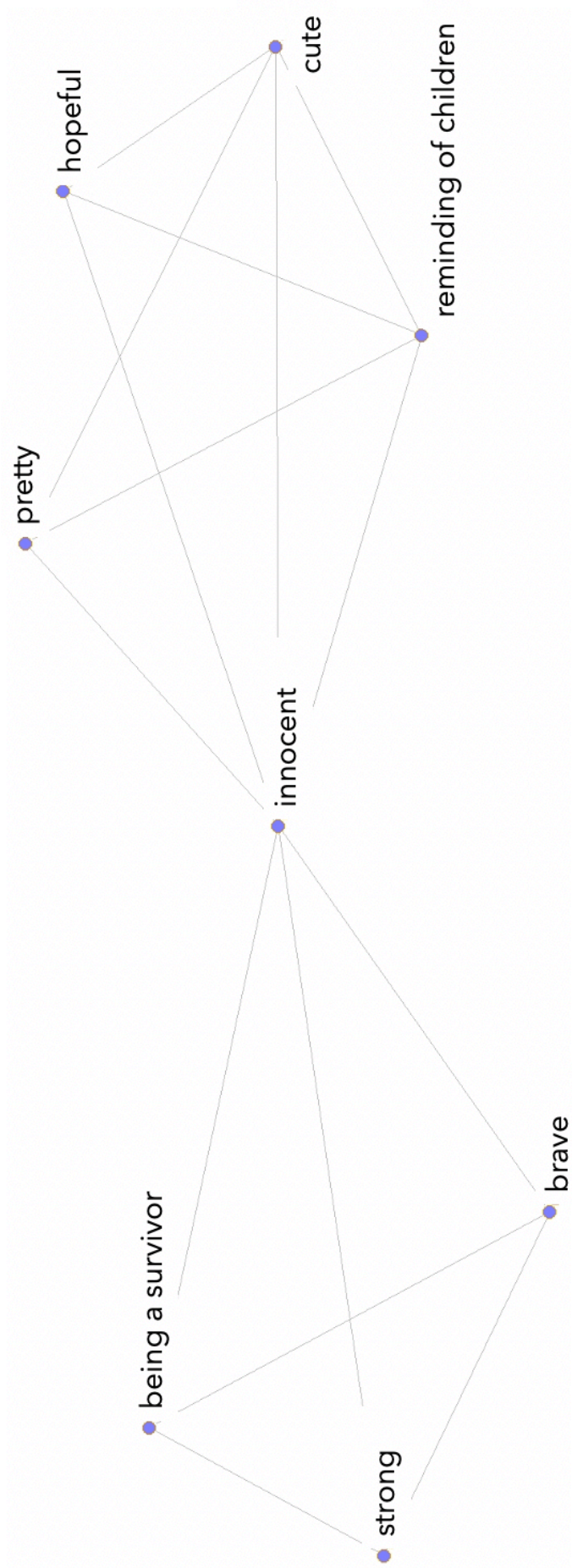


Figure 9. Undirected Cliques of Pre-Event Network

As can be seen in Table 30, there are 13 perceived attributes in the post-event network that have direct connections with each other. These attributes can be seen in Figure 10. 13 attributes were identified in most cliques on four nodes as seen in Figure 10.

Table 30. Cliques in the Post-Event Network

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
0	35	72.9167	35	72.9167	6
1	6	12.5000	41	85.4167	13
2	3	6.2500	44	91.6667	2
3	1	2.0833	45	93.7500	24
4	1	2.0833	46	95.8333	4
6	1	2.0833	47	97.9167	3
7	1	2.0833	48	100.0000	1
Sum	48	100.0000			

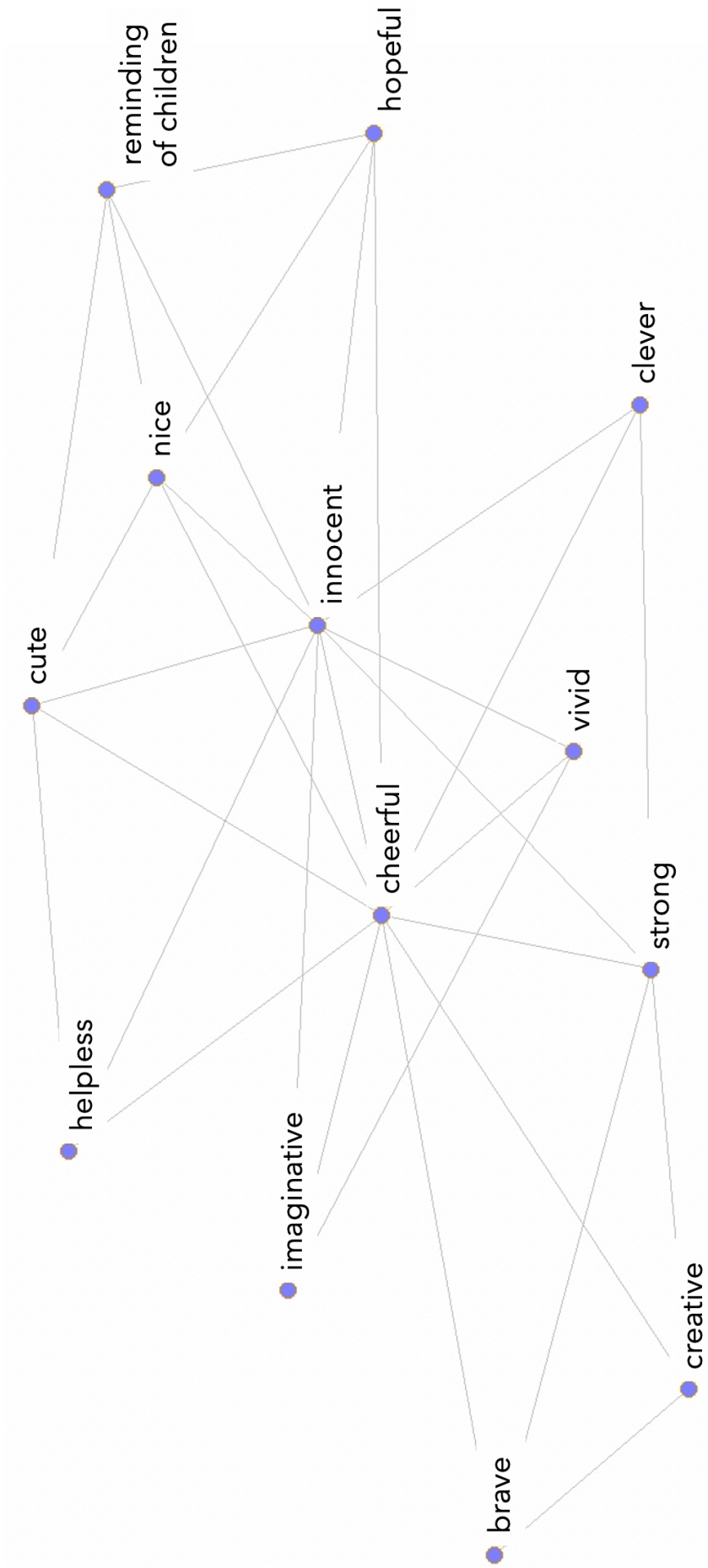


Figure 10. Undirected Cliques of Post-Event Network

4.2.4. Articulation Point Analysis

The articulation points in the pre-event network were ‘energetic’, ‘innocent’, cheerful’ and ‘playful’. The ones in the post-event network were ‘nice’, ‘optimistic’, and ‘cute’. The removal of these nodes will lead to the separation of the networks.

4.2.5. Degree Analysis

The following table shows the degree centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id’s, those are included in the table as well.

Table 31. Degrees in Pre-Event and Post-Event Networks

Pre-Event		Post-Event	
Value	Id	Value	Id
1	innocent	1	innocent
0.67	hopeful	1	cheerful
0.50	brave	0.72	cute
0.44	cute	0.67	nice
0.44	open to learn	0.56	hopeful
0.44	reminding of children	0.39	strong
0.39	strong	0.33	optimistic
0.33	being a survivor	0.33	helpless
0.33	cheerful	0.33	exertive
0.28	smiling	0.33	vivid

4.2.6. Closeness Analysis

The table below depicts the closeness centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id’s, those are included in the table as well.

Table 32. Closeness Degrees in Pre-Event and Post-Event Networks

Pre-Event		Post-Event	
Value	Id	Value	Id
1	innocent	1	innocent
0.97	hopeful	1	cheerful
0.83	strong	0.96	nice
0.83	reminding of children	0.91	cute
0.82	cute	0.85	hopeful
0.81	open to learn	0.80	reminding of children
0.77	brave	0.76	helpless
0.75	being a survivor	0.75	exertive
0.73	cheerful	0.74	smiling
0.72	exertive	0.73	vivid
0.72	smiling		
0.72	optimistic		

4.2.7. Betweenness Analysis

The following table depicts the betweenness centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id's, those are included in the table as well.

Table 33. Betweenness Degrees in Pre-Event and Post-Event Networks

Pre-Event		Post-Event	
Value	Id	Value	Id
1	innocent	1	cheerful
0.94	hopeful	0.94	innocent
0.59	cheerful	0.84	nice
0.38	playful	0.80	cute
0.28	brave	0.46	hopeful
0.24	reminding of children	0.41	optimistic
0.22	open to learn	0.10	exertive
0.20	energetic	0.09	helpless
0.20	cute	0.09	open to learn
0.15	strong	0.07	smiling

4.2.8. Total Findings of 6 Dimensions

Perceived positive attributes of Syrian refugee children are analysed according to the dimensions valued core, clique, articulation point, degree, closeness and betweenness. As mentioned in the analysis of Question 1, all of the results for the dimensions for valued core, clique and articulation points have been provided in the related sections. However, in the tables depicting the results of degree, closeness and betweenness centralities, the centrality values that are ranked as the highest ten have been provided. If the tenth value went on to the eleventh or further ranked attributes, these rows have been included in the related tables as well. Table 34 and Table 35 show the number of repeats in each dimension in the pre-event and post-event networks.

Table 34. Summary of Semantic Network Analysis Findings of Pre-Event Data

Adjectives	Number of Repeat	Repeated Dimensions
innocent	6	Valued core, clique, articulation point, degree, closeness, betweenness
strong	5	Valued core, clique, degree, closeness, betweenness
brave	5	Valued core, clique, degree, closeness, betweenness
reminding of children	5	Valued core, clique, degree, closeness, betweenness
hopeful	5	Valued core, clique, degree, closeness, betweenness
cute	5	Valued core, clique, degree, closeness, betweenness
being a survivor	4	Valued core, clique, degree, closeness
cheerful	4	Articulation point, degree, closeness, betweenness
open to learn	3	Degree, closeness, betweenness
exertive	2	Valued core, closeness
smiling	2	Degree, closeness
playful	2	Articulation point, degree
energetic	2	Articulation point, degree
pretty	1	Clique
optimistic	1	Closeness

Table 35. Summary of Semantic Network Analysis Findings of Post-Event Data

Adjectives	Number of Repeat	Repeated Dimensions
cute	6	Valued core, clique, articulation point, degree, closeness, betweenness
helpless	5	Valued core, clique, degree, closeness, betweenness
cheerful	5	Valued core, clique, degree, closeness, betweenness
innocent	5	Valued core, clique, degree, closeness, betweenness
nice	5	Clique, articulation point, degree, closeness, betweenness
hopeful	5	Valued core, clique, degree, closeness, betweenness
strong	3	Valued core, clique, degree
vivid	3	Clique, degree, closeness
reminding of children	3	Valued core, clique, closeness
optimistic	3	Articulation point, degree, betweenness
exertive	3	Degree, closeness, betweenness
creative	2	Valued core, clique
smiling	2	Closeness, betweenness
brave	1	Clique
imaginative	1	Clique
clever	1	Clique
kind	1	Valued core
open to learn	1	Betweenness

4.2.9. Different and Similar Findings of Pre-Event and Post-Event

The second question of the questionnaire asked the respondents to ‘Describe Syrian refugee children using three positive adjectives’. In the pre-event questionnaire, ‘innocent’ was repeated in all six dimensions whereas in the post-event questionnaire, ‘cute’ was repeated in all. The adjectives ‘brave’, ‘being a survivor’ and ‘open to learn’ were seen in the pre-event questionnaire findings but not after the event. Perceived positive attributes of Syrian refugee children in both the pre-event and post-event results were ‘innocent’, ‘strong’, ‘reminding of children’, ‘hopeful’, ‘cute’ and ‘cheerful’. The attributes ‘helpless’, ‘nice’, ‘vivid’, ‘optimistic’ and ‘exertive’ were seen in the findings of the post-event results only.

Table 36 and Table 37 show the perceived positive attributes of Syrian refugee children repeated in at least three dimensions in the pre-event and post-event networks. Attributes unique to the pre-event and post-event networks are depicted as bold in Table 36 and Table 37 respectively.

Table 36. Perceived Positive Attributes of Syrian Refugee Children Repeated in At Least 3 Dimensions in the Pre-Event Network

Pre-Event			
6	5	4	3
innocent	strong brave reminding of children hopeful cute	being a survivor cheerful	open to learn

Table 37. Perceived Positive Attributes of Syrian Refugee Children Repeated in At Least 3 Dimensions in the Post-Event Network

Post-Event			
6	5	4	3
cute	helpless cheerful innocent nice hopeful		strong vivid reminding of children optimistic exertive

4.3. Analysis of Question 3: Describe Syrian refugee children using three negative adjectives.

4.3.1. Semantic Network Analysis Metrics of Pre-Event and Post-Event Networks

According to Table 38, the number perceived negative attributes of Syrian refugee children are 41 in the pre-event and 56 in the post-event network. 57 of the lines in the pre-event network have value one and 24 have values more than one. The densities of the pre-event and post-event networks are 0.1 and 0.06 showing that both networks are not dense. In the post-event network, the number of lines that have value 1 and the ones that have value more than one are 71 and 15 respectively. Average degree

centralities of the pre-event and post-event networks are four and three. Hence, an adjective ties other adjectives averagely four and three times respectively in these networks.

Table 38. Semantic Network Analysis Metrics of Pre-Event and Post-Event Networks

	Pre-Event	Post-Event
Number of nodes	41	56
Total number of lines	81	86
Number of lines that have value 1	57	71
Number of lines that have value more than 1	24	15
Density2 [no loops allowed] =	0.10	0.06
Average degree centrality	3.95	3.07

4.3.2. Valued Core Analysis

Table 39 shows the highest and lowest levels of valued core in the pre-event and post-event networks. Attributes in the pre-event networks are tied with at least 1 and at most four lines whereas they are tied with at least one and at most three in the post-event network.

Table 39. All Max Valued Core Values (Pre-Event and Post-Event Networks)

	Pre-Event	Post-Event
Dimension	41	56
The lowest value	1	1
The highest value	4	3

Table 40. Frequency Distribution of Cluster Values (Pre-Event Network)

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
1	23	56.0976	23	56.0976	refugee
2	11	26.8293	34	82.9268	aggressive
3	2	4.8780	36	87.8049	sad
4	5	12.1951	41	100.0000	poor
Sum	41	100.0000			

In terms of valued core, the attributes below in Table 41 are the most important ones in the pre-event network. Figure 11 depicts the network comprising these attributes.

Table 41. Seven Perceived Negative Attributes of Syrian Refugee Children with Most Valued Core Values in Pre-Event Network

	Cluster
poor	4
defenseless	4
homeless	4
lonely	4
hopeless	4
sad	3
being a victim	3



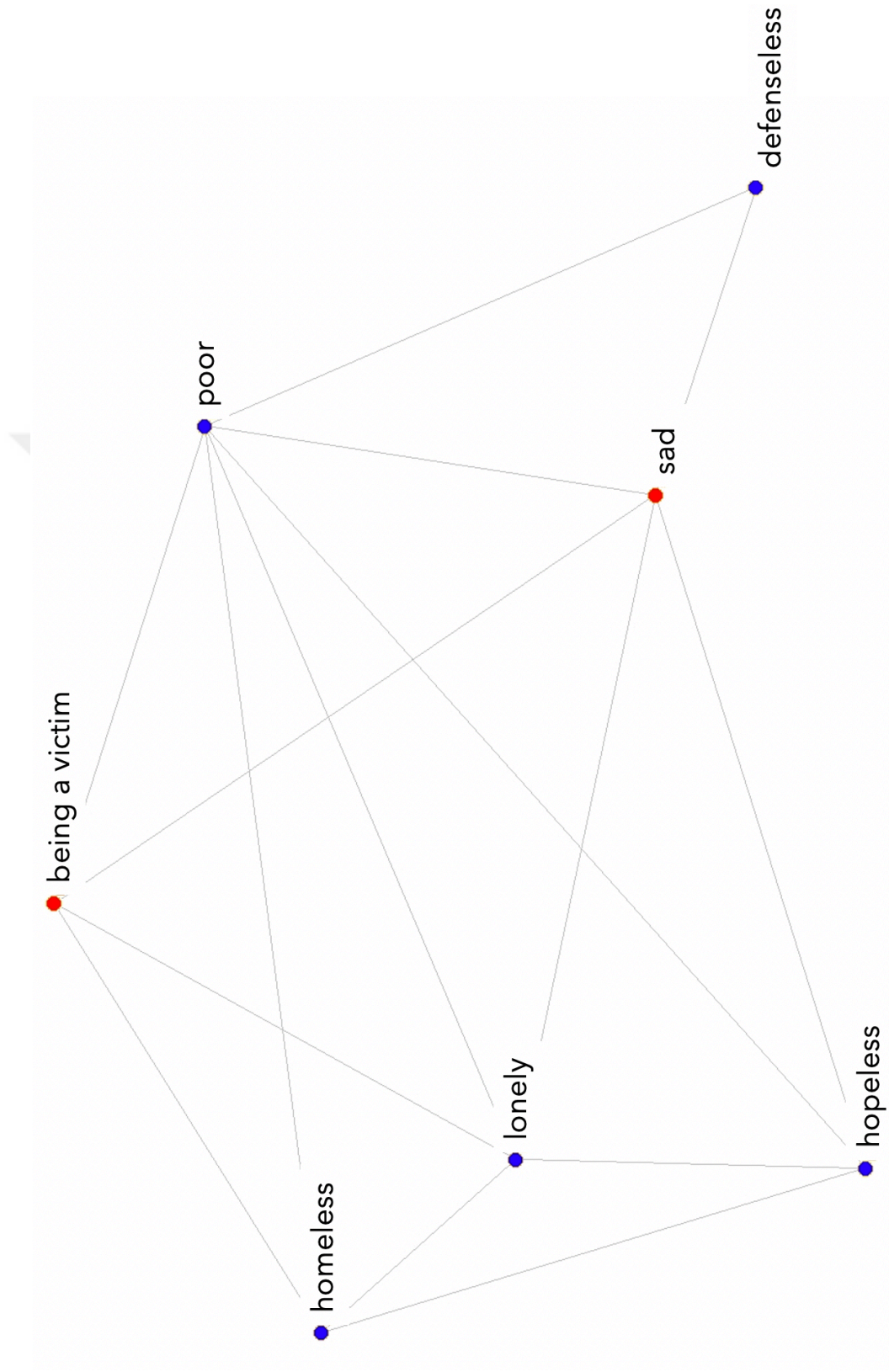


Figure 11. Network Between Values Tied with More Than Value 2 in Pre-Event Network

Table 42. Frequency Distribution of Cluster Values (Post-Event Network)

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
1	39	69.6429	39	69.6429	being a cheater
2	13	23.2143	52	92.8571	introverted
3	4	7.1429	56	100.0000	helpless
Sum	56	100.0000			

The attributes in Table 43 are the most important ones in the post-event network.

Figure 12 shows the network comprising these attributes.

Table 43. Four Perceived Negative Attributes of Syrian Refugee Children with Most Valued Core Values in Post-Event Network

	Cluster
helpless	3
lonely	3
sad	3
uneducated	3

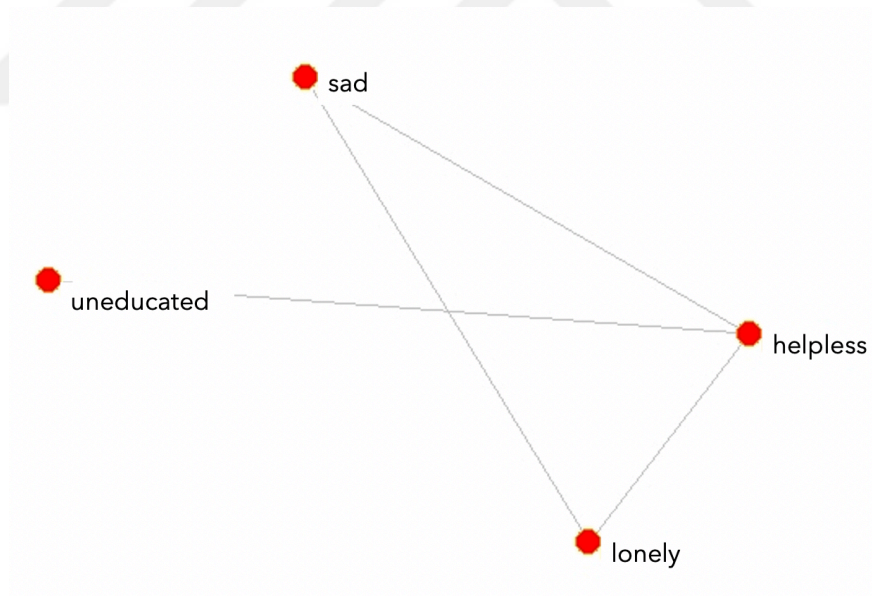


Figure 12. Network Between Values Tied with More Than Value 2 in Post-Event Network

4.3.3. Clique Analysis

As can be seen in Table 44, the number of cliques a value creates is 12 in the pre-event and two in the post-event network.

Table 44. Clique Undirected (Pre-Event and Post-Event Networks)

	Pre-Event	Post-Event
Dimension	41	56
The lowest value	0	0
The highest value	12	2

According to Table 45, there are 11 perceived attributes in the pre-event network that have direct connections with each other. These attributes can be seen in Figure 13. 11 attributes were identified in most cliques on 4 nodes as seen in Figure 13.

Table 45. Cliques in the Pre-Event Network

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
0	30	73.1707	30	73.1707	2
1	2	4.8780	32	78.0488	3
2	3	7.3171	35	85.3659	9
4	1	2.4390	36	87.8049	7
5	2	4.8780	38	92.6829	13
7	1	2.4390	39	95.1220	22
11	1	2.4390	40	97.5610	1
12	1	2.4390	41	100.0000	6
Sum	41	100.0000			

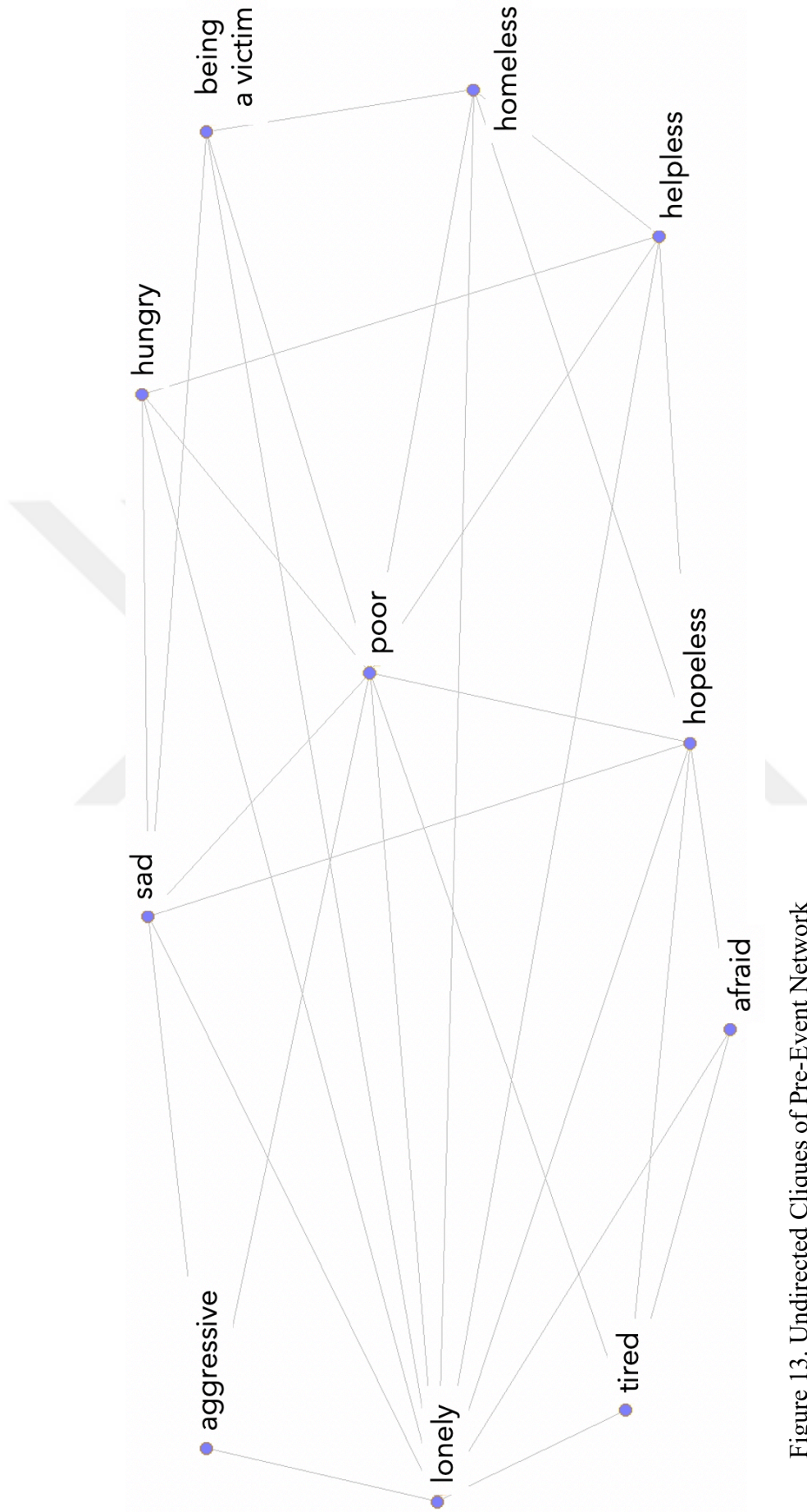


Figure 13. Undirected Cliques of Pre-Event Network

Table 46 shows that there are five perceived attributes in the pre-event network that have direct connections with each other. These attributes can be seen in Figure 14. Five attributes were identified in most cliques on four nodes as seen in Figure 14.

Table 46. Cliques in the Post-Event Network

Cluster	Freq	Freq%	CumFreq	CumFreq%	Representative
0	51	91.0714	51	91.0714	2
1	2	3.5714	53	94.6429	15
2	3	5.3571	56	100.0000	1
Sum	56	100.0000			

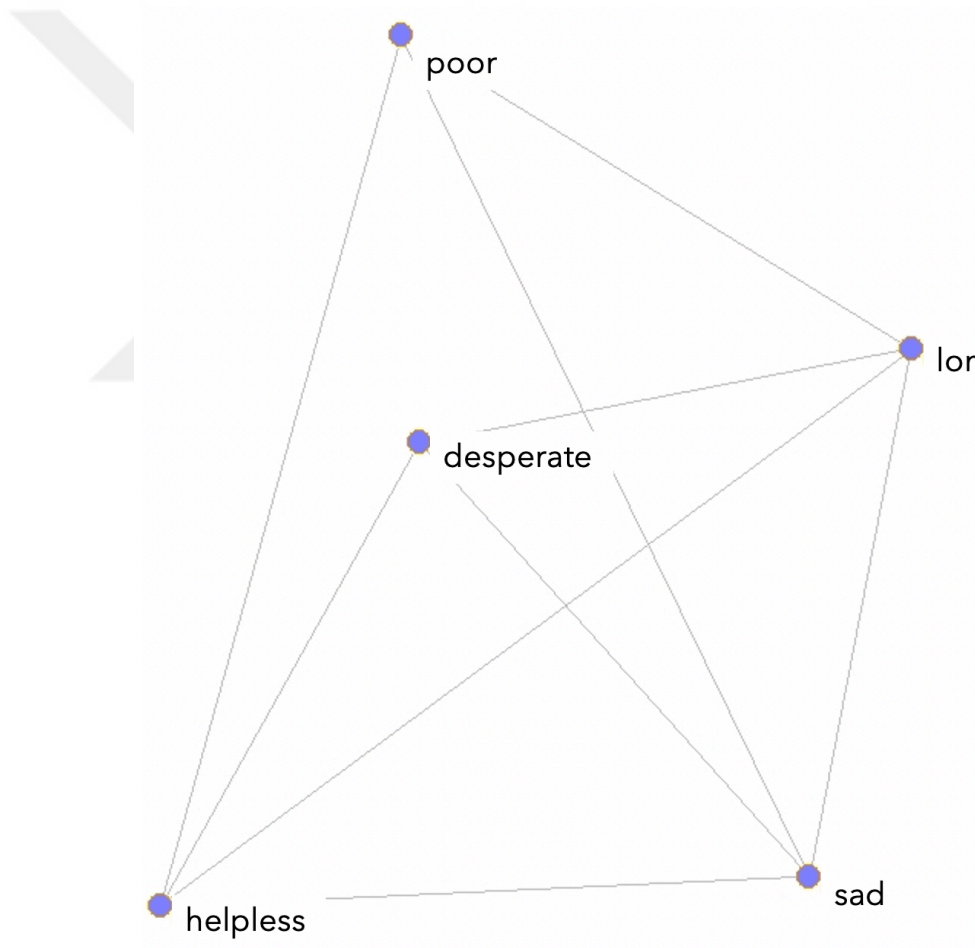


Figure 14. Undirected Cliques of Post-Event Network

4.3.4. Articulation Point Analysis

There is only one articulation point in the pre-event network which is ‘helpless’. Articulation points in the post-event network are ‘helpless’, ‘introverted’, ‘uneducated’, ‘homeless’, ‘innocent’, ‘sad’, ‘tired’, ‘aggressive’ and ‘subject to violence’.

4.3.5. Degree Analysis

Table 47 shows the degree centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id’s, those are included in the table as well.

Table 47. Degrees in Pre-Event and Post-Event Networks

Pre-Event		Post-Event	
Value	Id	Value	Id
1	poor	1	sad
0.59	lonely	0.86	poor
0.50	sad	0.86	helpless
0.45	hopeless	0.50	homeless
0.41	helpless	0.43	uneducated
0.36	hungry	0.43	introverted
0.32	homeless	0.36	lonely
0.27	afraid	0.29	tired
0.23	aggressive	0.29	afraid
0.23	tired	0.29	innocent
0.23	being a victim	0.29	foreign
0.23	traumatised	0.29	being a thief
		0.29	desperate
		0.29	subject to violence
		0.29	aggressive

4.3.6. Closeness Analysis

Table 48 depicts the degree centralities of the nodes in the pre-event and post-event networks which are ranked as the highest ten. If the tenth value goes on to the eleventh or further Id's, those are included in the table as well.

Table 48. Closeness Degrees in Pre-Event and Post-Event Networks

Pre-Event		Post-Event	
Value	Id	Value	Id
1	poor	1	sad
0.84	lonely	0.95	helpless
0.78	hopeless	0.92	poor
0.75	sad	0.86	homeless
0.73	helpless	0.83	tired
0.73	hungry	0.82	uneducated
0.70	homeless	0.79	lonely
0.67	aggressive	0.76	subject to violence
0.67	tired	0.75	being a thief
0.66	being a victim	0.75	desperate

4.3.7. Betweenness Analysis

Betweenness centralities of the nodes in the pre-event and post-event networks ranked as the highest ten are depicted in Table 49. If the tenth value goes on to the eleventh or further Id's, those are included in the table as well.

Table 49. Betweenness Degrees in Pre-Event and Post-Event Networks

Pre-Event		Post-Event	
Value	Id	Value	Id
1	poor	1	sad
0.28	helpless	0.77	helpless
0.27	lonely	0.67	poor
0.25	sad	0.66	tired
0.19	hopeless	0.51	introverted
0.18	hungry	0.51	homeless
0.09	aggressive	0.31	subject to violence
0.09	afraid	0.24	uneducated
0.08	tired	0.21	innocent
0.07	hurt	0.21	aggressive

4.3.8. Total Findings of 6 Dimensions

Perceived negative attributes of Syrian refugee children are analysed according to the dimensions valued core, clique, articulation point, degree, closeness and betweenness. As mentioned in the analysis of previous questions, all of the results for the dimensions for valued core, clique and articulation points have been provided in the related sections. However, the tables depicting the results of degree, closeness and betweenness centralities show the centrality values that are ranked as the highest ten. If the tenth value went on to the eleventh or further ranked attributes, these rows have been included in the related tables as well. Table 50 and Table 51 show the number of repeats in each dimension in the pre-event and post-event networks.

Table 50. Summary of Semantic Network Analysis Findings of Pre-Event Data

Adjectives	Number of Repeat	Repeated Dimensions
lonely	5	Valued core, clique, degree, closeness, betweenness
sad	5	Valued core, clique, degree, closeness, betweenness
hopeless	5	Valued core, clique, degree, closeness, betweenness
poor	5	Valued core, clique, degree, closeness, betweenness
helpless	5	Clique, articulation point, degree, closeness, betweenness
aggressive	4	Clique, degree, closeness, betweenness
tired	4	Clique, degree, closeness, betweenness
hungry	4	Clique, degree, closeness, betweenness
being a victim	4	Valued core, clique, degree, closeness
homeless	4	Valued core, clique, degree, closeness
afraid	3	Clique, degree, betweenness
defenseless	1	Valued core
traumatised	1	Degree
hurt	1	Betweenness

Table 51. Summary of Semantic Network Analysis Findings of Post-Event Data

Adjectives	Number of Repeat	Repeated Dimensions
helpless	6	Valued core, clique, articulation point, degree, closeness, betweenness
sad	6	Valued core, clique, articulation point, degree, closeness, betweenness
uneducated	5	Valued core, articulation point, degree, closeness, betweenness
poor	4	Clique, degree, closeness, betweenness
lonely	4	Valued core, clique, degree, closeness
homeless	4	Articulation point, degree, closeness, betweenness
tired	4	Articulation point, degree, closeness, betweenness
subject to violence	4	Articulation point, degree, closeness, betweenness
desperate	3	Clique, degree, closeness
introverted	3	Articulation point, degree, betweenness
innocent	3	Articulation point, degree, betweenness
aggressive	3	Articulation point, degree, betweenness
being a thief	2	Degree, closeness
afraid	1	Degree
foreign	1	Degree

4.3.9. Different and Similar Findings of Pre-Event and Post-Event

The third question of the questionnaire asked the Dialogue Week participants to ‘Describe Syrian refugee children using three negative adjectives’. The pre-event results show that none of the adjectives were repeated in all six dimensions. According to the post event results, ‘helpless’ and ‘sad’ were repeated in all six dimensions. The attributes seen only in the pre-event results are ‘hopeless’, ‘hungry’, ‘being a victim’ and ‘afraid’, meaning the respondents didn’t use these attributes to describe Syrian refugee children after the event. The adjectives ‘lonely’, ‘sad’, ‘poor’, ‘helpless’, ‘aggressive’, ‘tired’, ‘homeless’ are seen in the results of both pre and post-event results and the following were seen in the post-event questionnaire results only; ‘uneducated’, ‘subject to violence’ ‘desperate’, ‘introverted’, ‘innocent’.

The following tables show the perceived negative attributes of Syrian refugee children repeated in at least 3 dimensions in the pre-event and post-event networks. Attributes unique to the pre-event and post-event networks are depicted as bold in Table 52 and Table 53 respectively.

Table 52. Perceived Negative Attributes of Syrian Refugee Children Repeated in At Least 3 Dimensions in the Pre-Event Network

Pre-Event			
6	5	4	3
	lonely	aggressive	afraid
	sad	tired	
	hopeless	hungry	
	poor	being a victim	
	helpless	homeless	

Table 53. Perceived Negative Attributes of Syrian Refugee Children Repeated in At Least 3 Dimensions in the Pre-Event Network

Post-Event			
6	5	4	3
helpless	uneducated	poor	desperate
sad		lonely	introverted
		homeless	innocent
		tired	aggressive
		subject to violence	

4.4. Comparison of the Results The First Three Questions in the Pre-Event and Post-Event Questionnaires

The following table depicts a better picture of the perceived attributes of respondents which are unique to the pre-event and post-event questionnaires, or are repeated in both. The attributes repeated in three or more dimensions in the analysis of each question is listed in alphabetical order.

Table 54. Perceived Attributes in Pre-Event and Post-Event Questionnaires

	Pre-Event Only	Both	Post-Event Only
Question 1	being a stranger being one of the crowd experiencing crisis homeless mediterranean reminding of children sad tired	experiencing war helpless poor refugee	brave dirty innocent smiling
Question 2	being a survivor brave open to learn	cheerful cute hopeful innocent reminding of children strong	exertive helpless optimistic nice vivid
Question 3	afraid being a victim hopeless hungry	aggressive helpless homeless lonely poor sad tired	desperate innocent introverted subject to violence uneducated

4.5. Analysis of Question 4: Which of the following activities do you think will be the most effective for you? Please choose one.

Among the 49 respondents of the pre-event questionnaire, 13 participants gave more than one answer and two didn't give any answer to this question. Since the aim was to find out the one and only most effective activity in Dialogue Week, their answers were deducted from the sample for the following analysis.

From the remaining 35 participants, 56% stated that the most effective activity would be the one of 'Syrian Students Sharing Their Stories'. 21% thought that the 'Street Games Festival' would be the most effective one. Moreover, 15% stated the 'Workshop of Maya Vakfi on Communication with Refugee Children', 6% stated 'Presentation of Participant Students' and lastly 3% believed that the 'International Students Workshop' would be the most effective activity of the week.

The respondents were asked to answer the same question in the post-event questionnaire as well. Among the 54 respondents of the post-event questionnaire, 15 people gave more than one answer and four didn't give an answer at all. Thus, these respondent's answers were not included in the following analysis.

The post-event questionnaire results showed that 34% of the participants believed that the most effective activity of Dialogue Week was the 'Street Games Festival'. 20% stated 'Syrian Students Sharing Their Stories' and another 20% stated 'International Students Workshop' as the most effective ones. Additionally, 9% of the participants perceived 'Presentation on Migration, Heritage and Museums: Nest (and bad) Practices of Intercultural Dialogue by Niccolò Cusano University' and 6% stated 'Presentation of Maya Vakfi' as the most effective activities. Lastly, the following activities were seen in the answers of 3% each; 'Workshop of Maya Vakfi on Communication with Refugee Children', 'Presentation of Participant Students', 'Workshop on Children, Migration and Intercultural Dialogue by Niccolò Cusano University' and 'Declaration Ceremony'.

The following table is a summary of the answers of the respondents who were included in the pre-event and post event samples for Question 4. The table depicts a comparison between the numbers of activities and their percentages stated in the pre-event and post-event questionnaires.

Table 55. Comparison of the Most Effective Activities Perceived in Pre-Event and Post-Event Questionnaires

Activity	Pre-Event Count	Pre-Event %	Post-Event Count	Post-Event %
Workshop of Maya Vakfi on Communication with Refugee Children	5	15%	1	3%
Presentation of Maya Vakfi	0	0%	2	6%
Syrian students sharing their stories	19	56%	7	20%
Street Games Festival	7	21%	12	34%
Presentation of participant students	2	6%	1	3%
Presentation on Migration, heritage and museums: best (and bad) practices of intercultural dialogue by Niccolò Cusano University	0	0%	3	9%
Workshop on Children, Migration and Intercultural Dialogue by Niccolò Cusano University	0	0%	1	3%
International Students Workshop	1	3%	7	20%
Declaration Ceremony	0	0%	1	3%

CHAPTER 5: DISCUSSION

The aim of this thesis was to shed light on the semantic attributes of the respondents' attitudes towards refugees, depict the differences and similarities between them before and after a special event, and understand whether a change in attitudes occurred through the use of experiential learning.

The event conducted for this thesis, Dialogue Week, was part of the See Like a Child Erasmus+ Project, aiming to combat hate speech towards refugee children. The event was purposefully planned and implemented according to The Dowson and Bassett (2015) Event Planning Model. This model was effective in making sure that all the necessary arrangements were being made before, during and after the event, and created a clear path for both the event organisers and the researcher of this thesis. According to the Event Categorisation Matrix by Reic (2017) adapted from Bowdin et al. (2011) and Getz (2007), Dialogue Week can be considered as a non-profit, minor, international, cultural event in terms of its sector, size, geographical reach and content. Due to its various range of activities, Dialogue Week can be categorised as a meeting and summit with team building activities according to its format. The main ground that Dialogue Week was constructed on was Experiential Learning Theory. This type of learning in which the learners come into contact with the matters that are being studied (Keeton and Tate, 1978) was as a great tool for changing the attitudes of university students towards refugee children by creating an experience for them. Since direct experience with the attitude object is an element that generates attitude formation (Baysal, 1981), changes in the attitudes of participants towards refugee children were aimed to be formed through their experiences in Dialogue Week. In order to change attitudes, the strategy following strategy from the multiattribute attitude model is utilised (Belch and Belch, 2017, p. 126):

“Changing consumers’ perceptions of the importance or value of an attribute”.

The following discussion is based on the findings of the research focusing on the perceived attributes of the respondents repeated in at least three dimensions in Pajek,

and the activities that are perceived most effective by respondents before and after the event.

According to these results regarding the adjectives used to describe Syrians, it is possible to say that both before and after the event, Dialogue Week participants were aware that Syrians were experiencing war, were poor, helpless and refugees. But while they described Syrians with attributes such as 'experiencing crisis', 'homeless', 'tired' and 'mediterranean' before, they did not use these adjectives when describing them after the event. This may be due to the fact that before interacting with Syrians, their perceptions of them were only based on what they saw or heard on the news. Hence, the answers they gave pre-event were similar to the descriptions of Syrians portrayed in the media at that time. After interacting with them in different activities during Dialogue Week and being subjected to different messages, one can see that they started describing Syrians with warmer and more positive adjectives such as 'brave', 'innocent' and 'smiling'; they started reflecting their own views in the questionnaires. This is an example showing that spending time with Syrians during these activities, mainly the Street Games Festival and the experience sharing of Syrian students, led to the formation of more positive attitudes towards them. The only interesting finding of this research was to see that after the event, the participants started perceiving Syrians as 'dirty'. In the Street Games Festival, participants got a chance to have direct contact with refugee children and see them closely. During lunchtime, refugee children not obeying hygiene rules as much as the university students may be the reason why they have been perceived as dirty by the respondents.

For the second question regarding the positive adjectives used to describe Syrian children, it was interesting to see that, the attributes 'helpless', 'nice', 'vivid', 'optimistic' and 'exertive' were seen in the findings of the post-event results only. From these findings one can understand that after being exposed to the activities of Dialogue Week, the respondents were describing Syrian refugee children with warmer and more positive attributes. Interacting with them have helped the respondents realise that these children were actually helpless. Additionally, mainly due to spending time with them during the Street Games Festival, the respondents have also started perceiving refugee children as nice, vivid and optimistic. These again may lead one to the fact that with the help of experiential learning, Dialogue Week has made the respondents perceive Syrian refugee children more positively and start giving more

emotional descriptions in their answers. If the university students and the Syrian children didn't come together and communicate with each other, these positive changes may not have occurred.

The attributes 'lonely', 'sad', 'poor', 'helpless', 'aggressive', 'tired', 'homeless' were seen in both pre-event and post-event results of the third question asking respondents to give negative adjectives to describe Syrian children. Strong attitudes resist change and last over time (Eagly and Chaiken, 2014; Vogel and Wanke, 2016). Hence, it is expected to have an overlap between the reported attitudes of the respondents before and after an event with a duration of five days. Even if new attitudes are formed, the old attitudes may still remain in implicit form (Wilson, Lindsey and Schooler, 2000). However, it was interesting to see that after the event, the participants no longer saw refugee children as hopeless. The reason behind this may again be the fact that participants got a chance to see refugee children closely in the activities of Dialogue Week; they got to see the lively spirit of these children while playing with them in the Street Games Festival. Moreover, in one of the sessions during Dialogue Week, Syrian students shared their experiences with the event participants. The students, especially one girl, told Dialogue Week participants about how they came to Turkey and how hard it was to get a university education here. This girl was very shy while explaining herself and seemed desperate. Her explanation definitely moved the participants emotionally and helped them empathise with her. Thus, it was understandable to see that the respondents started perceiving Syrian refugee children as 'uneducated', 'desperate', 'introverted' and 'innocent' after the event. Surprisingly, although the attribute 'being a thief' has not been repeated in any dimension in the pre-event data, it has been repeated in two dimensions in the post-event data. The reasons behind this may be that by spending time with refugee children and hearing about their stories, the respondents may have been reminded of the images of Syrians portrayed in the media and when asked to give negative attributes, they have been influenced by these reminders.

Seeing the adjective innocent only in the post-event results of the first and third questions may be considered as one major finding that can emphasise the effect of Dialogue Week. This may lead one to the fact that it was Dialogue Week which enabled the participants perceive Syrians and Syrian children as innocent.

The fourth question, asking the respondents to indicate what will be/was the most effective activity of Dialogue Week produced different results in the pre and post event questionnaires. Dialogue Week was created and planned purposefully in order to change the attitudes of the participants through experiential learning. As stated in the literature, learning through experience in events has been proven to be a successful tool in changing attitudes (Frank et al., 2019; Grabowsky et al., 2017; McElfish et al., 2018). Although each activity of the week was strong enough on its own, the building up of the activities throughout the whole week was what actually created a shift in attitudes.

The participants didn't perceive Street Games Festival to be an effective activity before taking part in the event. This is understandable since they may not have had enough information about an activity they haven't experienced yet. Nevertheless, they believed the experience sharing activity would be effective before the event, and were consistent with their opinions in the post-event responses as well. The participants of Dialogue Week were selected with a purpose; students who were interested in creating better conditions for refugee children were carefully selected to take part in this event. Hence, it is possible to say that they were willing hear about the stories of Syrian students.

According to the post-event results, the most effective activities of Dialogue Week were 'Syrian Students Sharing Their Stories' and the 'Street Games Festival'. These activities were organised in order to communicate different messages to participant students which would hopefully lead to a change in their attitudes towards refugee children. Both of these activities enabled the respondents to learn about the problems of refugees by creating an interactive experience with them. They created an atmosphere for participants to see these refugee children as just lively and smiling children; thus, this interaction may have led to the creation of positive attitudes. During Dialogue Week, participants got a chance to see refugees from a whole new perspective rather than reading about what has been written on refugees in the news; they were able to learn through experience. Some prominent comments for the Street Games Festival were as follows;

“Because my opinion changed. I loved to be with the children. I learned and grew up with them. They deserve everything they have right. And more... Thank you for this opportunity...” (Respondent 24).

“Because obtain new experiences and acquire new horizons. I started looking at children refugee with other eyes. Thanks for everything” (Respondent 49).

Moreover, for the event ‘Syrian Students Sharing Their Stories’, Respondent 7 mentioned:

“Because they told their stories from first person perspective which makes it very effective and easier to empathize”.

Another activity which was selected as the most effective one of the week was the ‘International Students Workshop’ where Respondent 42 indicated the following;

“Because working together and trying to understand refugee children was very important and effective”.

It is important to point out that this event was also constructed in a purposefully way. Students gathered in round table discussions to define the problems of refugee children and find solutions to them. In addition to round table discussions, they also took part in role playing activities to better understand the condition these children were facing. The workshop was led by a representative from UNICEF who have been working on children rights for the past 20 years. All of these elements contributed to the creation of a well thought-out learning experience for the participants.

This study has its similarities and differences from previous research aiming to change attitudes through events. Events have already been used as a tool to change attitudes mainly in the fields of health, health education and social work education. Additionally, the three element framework consisting of attitude change, events and Experiential Learning Theory has been proven to be an effective tool in changing attitudes as well. This study can be considered similar to previous research also due to its small sample size and the short duration of the event. However, analysing and

interpreting research findings through semantic network analysis was not common in these studies. The use of semantic network analysis in this study enabled giving meaning to the relationship between the perceived attributes towards Syrians and Syrian refugee children and interpret the results accordingly.

The study contributes to the literature by adapting the three element framework to the context of refugee children's problems. Moreover, one of the most important factors in ensuring the success of Dialogue Week can be considered as its experiential dimension; creating an opportunity for the event participants to have a direct experience with the attitude objects have been the key element of fostering attitude change.



CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

This study can be considered as a proof of changing university student's attitudes towards refugee children through the use of an experiential learning event. The research for the study was conducted in Dialogue Week, the event aiming to bring university students from Turkey, Greece, Portugal and Spain together to discuss the good and bad practices towards refugee children in their countries, and provide solutions to their problems.

The activities throughout the week were strategically organised to expose students to messages such as the innocent and lively nature of refugee children. The effects of these messages were seen in the differences between the results of the pre-event and post-event questionnaires. The answers three questions aiming to discover the perceived attributes of the respondents regarding the attitude objects (Syrians and Syrian children) were changed by the end of the week. Using semantic network analysis to analyse the data has been advantageous in understanding the changes in these attitudes. Among all the activities of Dialogue Week, Street Games Festival and the experience sharing of Syrian students were the most impactful ones in helping respondents perceive Syrian children more positively. Although being such a short period of time, the changes in these perceived attributes revealed the effectiveness of this event.

The research of this study contributes to the literature by using Experiential Learning Theory as a tool to change attitudes with an international event by adapting this model to the refugee crisis in Turkey. Previous studies have stated the effects of experiential learning events on attitude change, however, the combination of these three elements and the analysis of the results through semantic network analysis were not present in the context of Turkey and refugees.

6.1. Theoretical and Practical Implications

This study has depicted the effects of an experiential learning event in changing attitudes towards Syrian children. Although many studies provide various examples in which attitudes are changed through the use of events, this study contributes to the literature since it gauges the changes in attitudes of the participants who attend an event which is constructed on experiential learning; Dialogue Week is one of the few events studied which bring the elements of attitude change, event and experiential learning together. Academic studies point out that embedding experiential learning into events can be a great tool in educational activities. Hence, Dialogue Week can be a guide to scholars who seek to change attitudes towards an object through the use of an experiential learning event. It proved that this kind of an event targeted to change attitudes towards a minority or a discriminated group is effective. Moreover, this study may motivate future researchers to conduct semantic network analysis in data related to attitudes.

This study may also be a great tool for professionals working in the event industry. Event organisers may measure the effectiveness of their events by assessing whether their event has fostered a change in the attitudes of their participants. They may even use this feature to differentiate themselves from their competitors. Event industry professionals may also use the activities of Dialogue Week as a guide to change attitudes. For example, this event concept may be adapted to a marketing context; by exposing consumers to certain communicative messages, their attitudes towards a brand may be altered.

Most importantly, this study may encourage people to embrace diversity and find solutions to increase openness to various cultures. People should learn how to be more acceptive towards different cultures and this study may be a reference for them to start educating others.

6.2. Limitations and Future Research

Although being satisfied with the effectiveness of this study, it is worth pointing out its limitations and how to construct future research. The research for this study was done via pre-event and post-event questionnaires with 49 and 54 respondents respectively. Having a bigger sample size would yield more representative results.

Since Dialogue Week was an international event, the language of communication was English. The participants who filled out the English questionnaires were not native speakers of the language, which can be indicated as a limitation of this study. This may have made it harder for them to explain their thoughts through a language which was not their mother tongue.

Moreover, the duration of the event studied for this thesis may be extended for a longer period. Since attitudes are hard to change in a short period time, it was an ambitious decision to expect changes in the attitudes of participants after a week-long event. Future research may change the concept of Dialogue Week and create different experiential learning events within a one year period. Due to the increased use of online platforms, some of these events may also be organised online. Moreover, the research for this study lacked in sending follow up questionnaires to event participants; it may be beneficial for future researches to include follow up questionnaires to be sent to event participants six months and 12 months after the completion of the event activities.

It is also worth noting that the participants of Dialogue Week were intentionally selected from Turkey, Greece, Spain and Portugal; Mediterranean countries whose citizens have closely experienced the migration crisis and the problems faced by refugees. Future research may include other countries who have also experienced the same issue. It may also be interesting to conduct similar research with participants from all over the world by including countries which did not have a chance to closely observe the issue. Hence, it may be interesting to compare the pre-event and post-event attitudes of participants' from various countries which have and have not experienced the migration crisis.

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APPENDICES

Appendix A. Dialogue Week Programme



6-10 MAY 2019 DIALOGUE WEEK SCHEDULE

06.05.2019 Monday		
Time	Activity	Location
09:00	Departure from the hotel (for international guests only)	Balcova Thermal Hotel
09:10-10:00	Registration	İEÜ Konağı
10:00-10:30	Opening speech of Assoc. Prof. Dr. Sema Misci Kip (Organizer)	İEÜ Konağı
	Opening speech of Prof. Dr. Ebru Uzunoğlu (Dean)	İEÜ Konağı
	Opening speech of Prof. Dr. Çiğdem Kentmen Çin (Vice Rector of IUE)	İEÜ Konağı
10:30-12:00	Warming Up Activities + Sharing Expectations	İEÜ Konağı
12:00-12:30	Campus Tour	IUE
12:30-13:30	Lunch Break	IUE Cafeteria
13:30-18:00	Workshop of Maya Vakfı on Communication with Refugee Children	İEÜ Konağı
	Presentation of Maya Vakfı	İEÜ Konağı

07.05.2019 Tuesday		
Time	Activity	Location
09:30	Departure from the hotel (for international guests only)	Balcova Thermal Hotel
10:00	All students meet	İEÜ Konağı
10:00-10:30	Syrian students share their stories	İEÜ Konağı
10:30-12:30	Street Games Festival	IUE Ceremony Area
12:30-13:30	Lunch Break	IUE Ceremony Area
13:30-15:30	Street Games Festival	IUE Ceremony Area

08.05.2019 Wednesday		
Time	Activity	Location
09:30	Departure from the hotel (for international guests only)	Balcova Thermal Hotel
10:00	All students meet	İEÜ Konağı
10:00-10:20	Presentation of Turkish students (IUE)	İEÜ Konağı
10:20-10:40	Presentation of Portuguese students (IPG)	İEÜ Konağı
10:40-11:00	Break	İEÜ Konağı
11:00-11:20	Presentation of Greek students (University of Patras)	İEÜ Konağı
11:20-11:40	Presentation of Spanish students (University of Murcia)	İEÜ Konağı
12:30-13:30	Lunch Break	IUE Cafeteria
13:30-14:00	Presentation on Migration, heritage and museums: best (and bad) practices of intercultural dialogue (Niccolò Cusano University)	İEÜ Konağı
14:00-15:30	Workshop on Children, Migration and Intercultural Dialogue (Niccolò Cusano University)	İEÜ Konağı
19:30	Departure from Balcova Thermal Hotel to the party venue	Balcova Thermal Hotel
20:00	Party at the venue	Venue
23:30	Departure from the venue to Balcova Thermal Hotel	Venue

09.05.2019 Thursday		
Time	Activity	Location
09:30	Departure from the hotel (for international guests only)	Balcova Thermal Hotel
10:00	All students meet	IUE Conference Hall
10:00-12:30	International Students Workshop	IUE Conference Hall
12:30-13:30	Lunch Break	IUE Cafeteria
13:30-15:00	International Students Workshop	IUE Conference Hall
15:00-18:00	Preparation of the Declaration	IUE Conference Hall

10.05.2019 Friday		
Time	Activity	Location
09:30	Departure from the hotel (for international guests only)	Balcova Thermal Hotel
10:00	All students and decision makers meet	IUE Conference Hall
10:00-12:00	Declaration Ceremony	IUE Conference Hall
12:30-13:30	Lunch Break	IUE Cafeteria
13:30-17:00	Izmir City Tour (for international guests only)	Shuttle departs from IUE

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Appendix B. Dialogue Week Activities

Day 1

Student Meet-up:

This was the first activity of the event, aiming for participant university students to meet each other. Guest students were given a IUE campus tour by IUE students and later on all students took part in icebreaking games and activities. Students also got a chance to tell each other what they expect from Dialogue Week.

Presentation of Maya Vakfi:

Representatives from Maya Vakfi, an NGO working for traumatised children, gave a presentation regarding their activities towards refugee children and shared their observations of and experiences with refugee children.

Workshop on Communicating With Refugee Children:

Representatives from Maya Vakfi conducted a workshop for Dialogue Week participants on communicating with refugee children in the right and effective way.

Day 2

Syrian Students Sharing Their Stories:

During this activity, two Syrian refugees living in Izmir shared their experiences of being a refugee in Turkey with Dialogue Week participants. Participant students got a chance to clearly observe the reality of what refugee youth are going through.

Street Games Festival

Participant university students got a chance to interact with Syrian children and young people by playing games in the Street Games Festival. This activity was planned to reduce prejudices each group may have had towards each other. Games and workshops created a welcoming atmosphere for both the university students and the refugee children. The partner universities also contributed to this festival by designing games and implementing them during the activity.

Day 3

Video call with UNDP Goodwill Ambassador:

In the beginning of Day 3, in order to increase the motivation of participants, a video call was conducted with Mert Firat, a celebrity Turkish actor who is also a UNDP Goodwill Ambassador and known for his efforts in creating social responsibility projects. This video call through FaceTime was a surprise for participants and was planned to motivate students in working towards solving the problems of refugee children. During the call, Mert Firat was also kind enough to promise to support the project.

Student Dialogue: Attitudes and Applications Towards Refugee Children:

Participant university students from Turkey, Spain, Greece and Portugal delivered presentations regarding attitudes and applications towards refugee children in their own countries. Each student had the opportunity to learn about the situation of refugee children in other Mediterranean countries.

Presentation and Workshop on Children, Migration and Intercultural Dialogue:

Three professors from Università Niccolò Cusano, Italy gave a presentation and conducted a workshop on intercultural dialogue which was assumed to be very effective in showing participant students experiences from another Mediterranean country.

Social Program:

Participant students attended a dinner party which was an opportunity for them to bond even more before day 4 and 5 of Dialogue Week.

Day 4

International Students Workshop:

Throughout International Students Workshop, students participated in round table discussions with the moderation of an Adolescent Development and Participation Officer from UNICEF. Additionally, drama technique was used to help students portray various problems faced by refugees and consequently empathise with them. With these discussions and role playing activities, the students determined the problems refugee children were facing, categorised these problems under different

headings and provided solutions to them. This workshop led to the creation of the Youth Declaration.

Day 5

Dialogue Between Decision Makers and Students (Declaration Ceremony):

During this event, students got a chance to present their experiences throughout the week and the Youth Declaration that they have prepared to decision makers. One of the objectives of this Erasmus+ project was to foster a structured dialogue between youth and decision makers, and this event contributed to that purpose.

Izmir City Tour:

The last activity of the week consisted of a cultural city tour of Izmir, showing various cultures which were present in the city and the acceptance of the people of Izmir towards diversities. The tour was guided by a representative from the City History Division of Konak Municipality.

Appendix C. Dialogue Week Pre-Event and Post-Event Questionnaires

We would like to have your feedback about Syrian refugees. Filling this short survey will take a couple of minutes. Your participation is voluntary. Your personal information will be kept confidential and the responses will be evaluated collectively. The results of this study will be used for scholarly purposes only and may be shared with Erasmus+ representatives.

1. What comes to your mind when someone says Syrian? Please give a portrait of him/her with three adjectives.

Adjective 1: _____

Adjective 2: _____

Adjective 3: _____

2. Describe Syrian refugee children using three positive adjectives.

Positive Adjective: _____

Positive Adjective: _____

Positive Adjective: _____

3. Describe Syrian refugee children using three negative adjectives.

Negative Adjective: _____

Negative Adjective: _____

Negative Adjective: _____

4. Which of the following activities do you think will be the most effective for you?

Please choose one.

1. Workshop of Maya Vakfi on Communication with Refugee Children

2. Presentation of Maya Vakfi

3. Syrian students sharing their stories

4. Street Games Festival

5. Presentation of participant students

6. Presentation on Migration, heritage and museums: best (and bad) practices of intercultural dialogue by Niccolò Cusano University
7. Workshop on Children, Migration and Intercultural Dialogue by Niccolò Cusano University
8. International Students Workshop
9. Declaration Ceremony

Please indicate why.

A. Gender

1. Male
2. Female

B. When were you born?

C. What is the highest level of education you have achieved (last level you have graduated from)?

1. Primary school
2. High school
3. College
4. University
5. Masters
6. Doctorate

D. Marital status

1. Married
2. Single

E. Occupation

1. An officer in private or public sector
2. A worker in private or public sector

3. Self-employed - professions that require expertise (doctors, engineers, lawyers and so on.
4. Employed for salary - professions that require expertise (doctors, engineers, lawyers and so on.
5. Self-employed - small / medium business (tradespeople, grocers, shopkeepers, etc.).
6. Self-employed - large-scale trade (import-export, factory owners, etc.).
7. Senior manager in private or public sector
8. Middle level manager in private or public sector
9. Athletes, artists, etc.
10. Agriculturalist, livestock farmer
11. Retired
12. Housewife
13. Student
14. Unemployed

F. To which income group your household belongs to?

1. Low
2. Lower middle
3. Middle
4. Upper middle
5. Upper

Thank you for participating in the survey.