



## Toy Design as Social Responsibility Project

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**Keywords**

Social responsibility, toy design, collective act, design education.

**Abstract**

Collective Act course is an elective course focusing on the collective and social aspects of the design and aiming to produce social responsibility design projects that meet the needs of the society. The main key feature of the course is to analyze the needs of local environments in order to create an interactive and interdisciplinary design project. In this course structure, 18 children who are in need were chosen and were asked to draw a picture of their dream toys. The pictures turned into 3D design objects, manufactured at the workshop area and given to 18 children as report cards gift. In the frame of this course, we aimed to develop the relationship between designer and person in need. At the same time, design students learned how to work collaboratively with other disciplines in order to meet the needs of the chosen people in need by the design project. The students also learned how to set steps to work achieving them and solve problems during design process. At the end of the term, they gained skills to make time and self management to finalize the project.

**Article History**

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### 1. Introduction

This study aims to analyse the social responsibility approach of Izmir University of Economics, Faculty of Fine Arts and Design, which includes information about the social, economical and environmental aspects of local environment. The aim is to enhance students' critical perspectives how to prepare social responsibility project during the course titled as 'Collective Act' which is given in the Faculty of Fine Arts and Design. During this course the students are expected to understand the importance of social responsibility activities and its' role for the universities and the community.

In this course, the students are also expected to learn how their attitudes translate into behaviour and action while they are questioning what just and unjust is in their local environment. Additionally, I examined the experiences of the design students while preparing a social responsibility project. This project taught design students to develop the relationship with the person in need and work collaboratively with other disciplines. In addition, the students learned how to set steps to work achieving them and solve problems during design process. At the end of the term, they gained skills to make time and self management to finalize the project.

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This article reports on a case study on 'Toy Design' for children in need and raise awareness for university design education. It explains the process of 'Toy Design' Social Responsibility Project and provides the evidences on how to apply social responsibility project in design education. Before going into detail information, I try to explain the general framework of social responsibility in universities.

Universities, particularly private ones, are standing in highly competitive industry, therefore, social responsibility projects are preferred methods for gaining a good reputation and advantages comparing with the other universities (Atakan and Eker, 2007). As they also mentioned, after the establishment of the first private university in 1984, there has been a serious competition between state and private universities, in addition, between private ones as well.

The latest information from YOK (2019) is that there are 130 state and 73 private universities in Turkey. Dahan and Senol (2012) pointed out that İstanbul Bilgi University is the most successful university in doing social responsibility projects among these universities and it is in front of their competitors.

### **1.1. The Concept of Social Responsibility**

The concept of social responsibility was first mentioned in the business literature in the 1950s by Carroll (1999). He showed the evolution of the concept of social responsibility with the phrases used in the business literature between 1950s and 90s such as "values of our society", "decisions and actions", and "consequences of their actions". With these phrases, social responsibility was not just good for the firm but also good for society. Carroll (1999) mentioned that the concept of social responsibility was expanded to "corporate social responsibility" in 1960s. He told that the term social responsibility was explained as "an awareness of the social impacts of any given practice" and the term corporate social responsibility (CSR) was defined as "a concept which explores the role business plays or ought to play in society" in the study of Jones (2002, p.2). As Markova (2008) claimed, "concept of social responsibility is heterogeneous and multifaceted" (p. 265). Therefore, despite the comprehensive literature over the past two centuries, there is not a definition of the CSR that has been universally accepted since 1990s (Chile and Black, 2015). Paul and Siegel (2006) explain the term CSR as "the advancement or the promotion of certain social goods", while Wood and Jones (1995) define the term CSR is "the responsibility of businesses to address stakeholders' social, environmental and economic requirements" (Chile and Black, 2015, p. 236).

Dahan and Senol (2012) mentioned that there is a serious competition in the higher education industry, so education organizations discover the significance of corporate identity. Therefore, CRS become a part of institution's mission and their competition strategy. They also discovered that higher education organizations also concentrate beyond the classroom in their own institutional activities by creating these strategies.

Chile and Black (2015, p.237) show the article of UNESCO (1998) as an example which stated that it is not only the universities should educate the young people, also they should provide them the awareness on social justice and teach them how to apply their knowledge to the social responsibility aspects:

*"Article 1 (a) – educate highly qualified graduates and responsible citizens – (b) – educate for citizenship and for active participation in society – (c) – train young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives – Article 2 (c) enhance their critical and forward-looking functions – Article 9 (b) educate students who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities" (UNESCO, 1998) (p.237).*

Harkavy (2006) define that "the socially responsible university is expected to be oriented towards actions and values that emphasize that it gives something back to society beyond its traditional outputs of education and research responsibilities" (p. 13). In addition, Ledic et al. (2008) argue that Croatian university as an "academic community needs to actively contribute to the quality of community life and encourage education of active and socially responsible citizens through regular academic activities which contribute to participation and development of democratic processes in society" (p. 3). Chile and Black (2015) indicates that universities are generating a knowledge that should directly attribute to the society and human living condition. When doing this, it is important to balance the government and financial interest to complete the social responsibility project, so duties should be defined and measured well (Hayter and Cahoy, 2018). Atakan and Eker (2007) define three concepts of university social responsibility in Turkey: "teaching morality and CSR to its students, educating local and national communities and contributing to the wellbeing of local communities" (p.62).

The next section explains how social responsibility activities are planned and social responsibility strategies are managed in universities.

## **1.2. Social Responsibility Activities in Universities**

As mentioned above, there is a severe competition among universities and the criteria on which institutions judged are changing. Atakan and Eker (2007) claimed that to gain a good reputation within the competitive education industry, one strong way is to set a corporate social responsibility approach and implement it to the activities. They added, "most universities tend to focus only on teaching social responsibility in terms of corporate social responsibility initiatives and do not go beyond this by attempting to improve their communities" (p. 66).

The concept of social responsibility activities in universities show also the approach of the university to the environmental, social and political aspects and these activities include information about the introspection of the inner-procedure and the atmosphere of the university (Nejati et al., 2011). In another words, it includes the introspection of the attitudes of the university how the university members such as students, staff and administrative structures can develop the attitudes towards the environmental impacts produced by universities.

However, as also Singh (2016) mentioned funding and sponsorship is always a problem. In order to complete a social responsibility project and create a sustainable platform, there should be organizations and firms that can be worked with. Another problem in social responsibility activities in universities, which is mentioned by Chile and Black (2015), is how the concept of social responsibility is

incorporated into academic curriculum and how the knowledge transferring between students and community can be managed in an academic curriculum.

Although Singh (2016) questioned the possible problems of integrating the concept of social responsibility in academic curriculum, he also mentioned the advantages of social responsibility projects for students who are encouraged to take part in such projects voluntarily; they can develop the local community and the surroundings.

As also cited in Seider (2008, p.109), Colby, Ehrlich, Beaumont and Stephens (2003) claimed, “colleges and universities can also transform students’ interpretive frames, for better or worse, through traditional academic coursework. A powerful course can open students’ eyes to global economic interdependence or the influence of opportunity structures on individual achievement” (Seider, 2008, p.109).

Dahan and Senol (2012) mentioned that most of the universities are just teaching social responsibility at the academic level, mostly by curricular activities as well as the operational level. They thought that this would benefit not only the institution itself, but also society in general. Therefore, this study is referring to a sense of duty to enhance the situation of those who are in need. As also cited in Seider (2008), Bronfenbrenner (1979) claimed that “No society can long sustain itself unless its members have learned the sensitivities, motivations and skills involved in assisting and caring for other human beings” (p. 53).

As also mentioned in this quotation, I believe that universities should teach students how to care for others and to see care as a duty. I also believe that universities has a significant role in interacting with the community through their students. This study discusses that how the students can interact with the people in need through the faculty as part of course and voluntary activity.

## **2. Method**

Collective Act is the elective course that was opened for design faculty students in Izmir University of Economics (IUE) in Turkey to prepare a social responsibility project that aims to analyse the needs of local environments in order to create interactive and interdisciplinary design project. In the frame of this course, design faculty students from departments of Interior Architecture, Architecture, Industrial Design, Visual Communication Design and Fashion Design turned the dream toys of children into reality. In this section, the detailed information is given on course content with the discussion on the social responsibility concept at educational environment.

### **2.1. Izmir University of Economics (IUE)**

Izmir University of Economics (IUE), which is the first foundation university in Izmir and in Aegean region, was established in 2001 by *Izmir Chamber of Commerce Education and Health Foundation* (İzmir University of Economics, nd.). “IUE is a non-profit private higher education institution located in the urban setting of the large city of Izmir (population range of 1,000,000-5,000,000 inhabitants). Officially accredited and/or recognized by the YÖK (The Council of

Higher Education), IUE is a large (uniRank enrolment range: 10,000-14,999 students) coeducational higher education institution" (University Overview, nd.).

With its' 8 Faculties, 2 Schools, 3 Vocational Schools, 4 Graduate Schools, and 10 Research and Application Centres, the core vision of the university is to educate students with critical thinking skills and high-level of awareness on social problems. Therefore, IUE initiated interdisciplinary research and studies in line with the basic institutional values of participation, innovation, social responsibility and continued improvement (İzmir University of Economics –IUE, nd).

Despite of the extensive competition among universities (state and foundation universities) and the changes in criteria on which institutions judged, IUE as a foundation university continues to practice the social responsibility activities to be part of the competition between universities and create a difference in this competition. As also Atakan and Eker (2007) claimed, one strong way is to set a corporate social responsibility approach and implement it to the activities.

## **2.2. The Course Collective Act and The Toy Design Project**

The course Collective Act was opened for Design Faculty students in İUE and aims to prepare a social responsibility project that can meet the needs of the society by concentrating on knowledge, experience and abilities of the designers to social and collective aspects of design. At the same time, it aims to create a sustainable solidarity platform. For this reason, this course is based on analysing the needs of students' local environments to create interactive design projects in a collaborative way. In this way, students started to think, produce ideas and take initiative on community problems in teamwork. Learning outcomes must be defined as below for becoming an ideal teamwork for creating a project:

The students who succeeded in this course; will be able to determine the people in need, analyse the basic concepts of social responsibility, develop the relationship between people in need and designer and apply social responsibility approach/methods to design ideas in a collaborative way. Therefore, the structure of the course is based on 3 phases such as conceptual phase, technical phase and production phase.

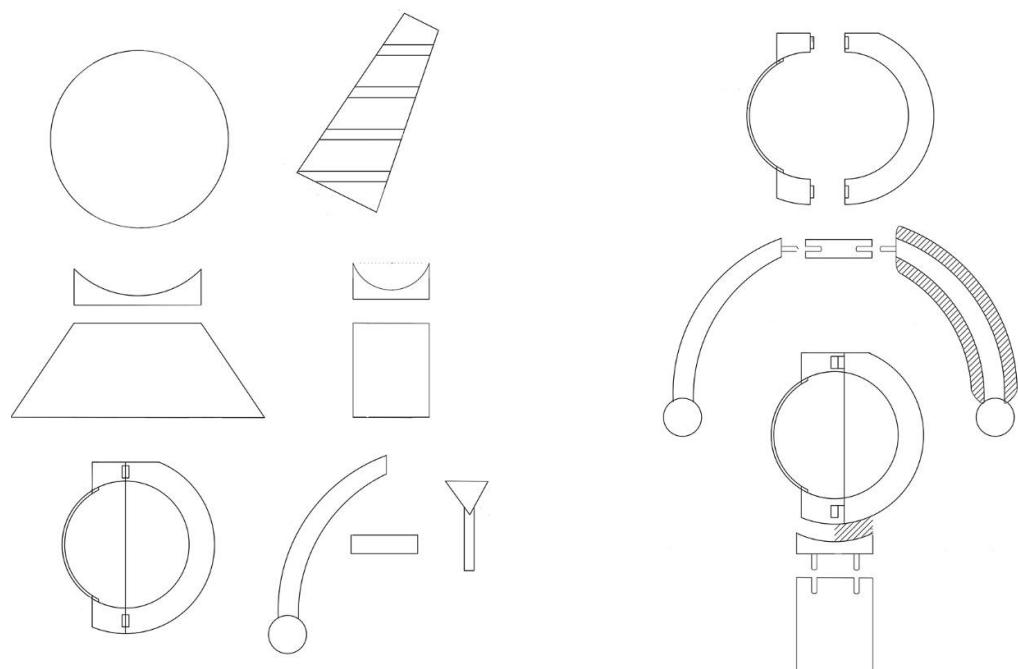
In the context of Collective Act: Social Responsibility Project Course the *Toy Design Project* was carried out with 18 children, identified in İzmir Bayraklı 100.Yıl Primary School, who are in need. In the workshop held on March 11, 2019 (Figure 1), 18 children were asked to imagine a toy as *report card gift* and draw a picture of this toy, which is a part of first phase called conceptual phase.

**Figure 1.** While children drawing pictures of their dream toys during workshop, 2018 (taken by author)

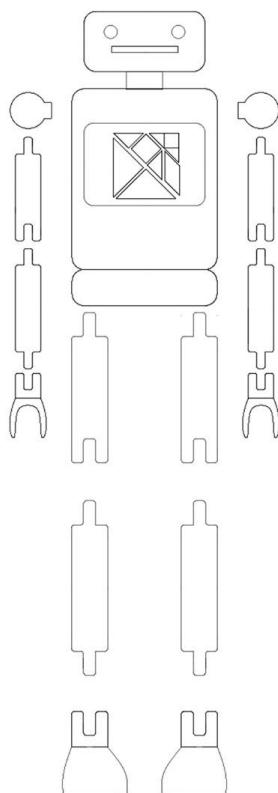


Interior Architecture and Environmental Design, Architecture, Industrial Design, Visual Communication Design and Fashion and Textile Design students who took the course, made children's imagination and drawings ready for 3D production on April 8, 2019 according to the defined groups and job descriptions which can be called as technical phase of the project (Figures 2 and 3).

**Figure 2.** Preparing the picture of a toy for the production phase (TOY 1), 2018 (prepared by design students)

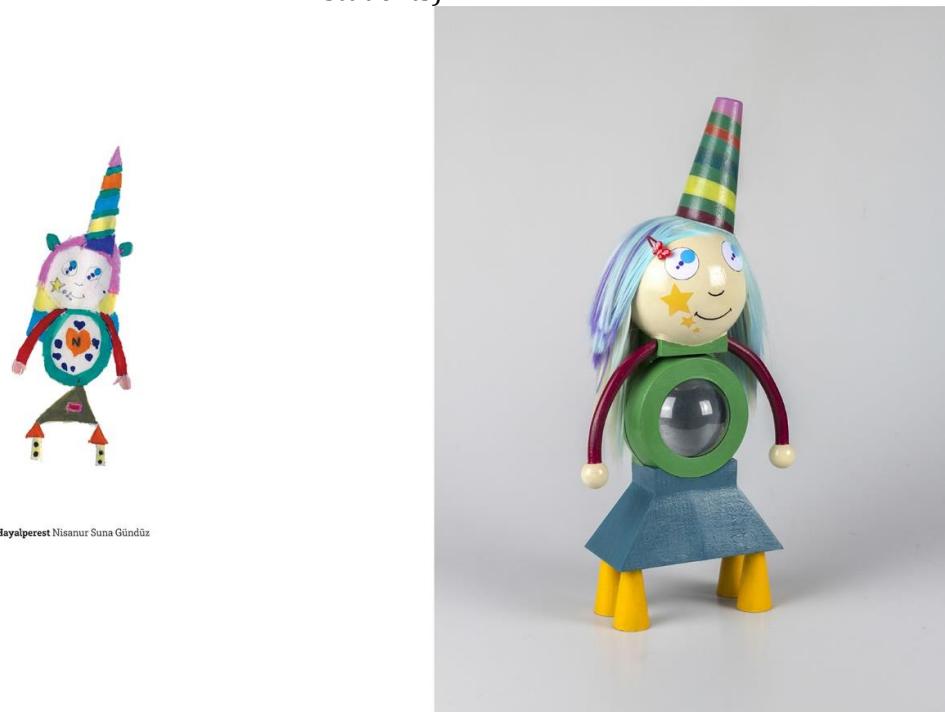


**Figure 3.** Another example of technical drawing for production phase (TOY 3), 2018  
(prepared by design students)

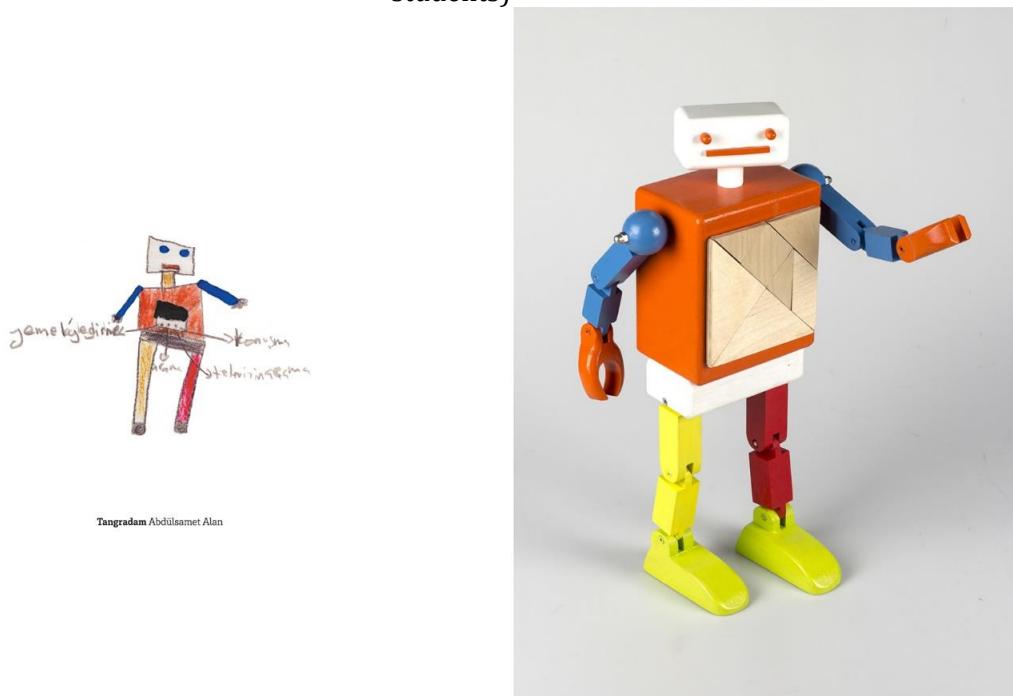


Later, design students produced the drawings of the pictures that children drew in the third phase called production phase (Figures 4 and 5). 18 children were invited to the university and received the toys they imagined with their special packaging designed by our students (Figure 6).

**Figure 4.** TOY 1 picture and manufactured toy at the end, 2018 (prepared by design students)



**Figure 5.** TOY 3 picture and manufactured toy at the end, 2018 (prepared by design students)



**Figure 6.** Children's dreams turned into real design objects (taken by author)



In addition, the students of Fashion and Textile Design Department, designed clothes for the necessary toys. The identity and logo of the project was prepared by the students of Visual Communication Design Department. Lastly, the project book, which includes pictures of toys and manufactured toys, were published to make the project known (Appendix A).

### 2.3. Findings and Discussion

The important point in this project is to know the strengths and weaknesses of group members and accordingly, ensure a homogeneous distribution of tasks. Another important point is to meet the needs of those in need by design and to introduce the project to the user. Therefore, the design students who take this course learn how to make project time-management and self-management at the end. In addition, creativity is the main element in design process; however, creativity should be balanced by the realism such kind of social responsibility project. The more you break away from reality, the more the project cost for the sponsors. Therefore, in the design process of the social responsibility project, a balance of creativity and reality is needed. As also mentioned by Buxton (2007), if the design can not be able to be manufactured, it does not mean anything.

As Edward (2004) pointed out, "in the educational context, design activities should seek to encourage students to develop skills in all of these areas and to recognise the need to deploy each of them effectively as they develop their design solution" (p. 209). As a tutor of the course, I have a knowledge about the limits of my abilities. Accordingly, I taught the students use their personal initiatives to think, discuss, and generate ideas on the required issues and problems. This teaching strategy developed their confidence in problem solving and taking responsibilities.

As also cited in Edward (2004), “the tutor should become a source of expertise rather than a guide. Simultaneously design briefs should become progressively more demanding and open-ended” (p. 210).

In the frame of this course, I try to develop how students’ attitudes translate into behaviour and action while they are questioning what just and unjust is in their local environment. Additionally, I examined the experiences of the design students while preparing a social responsibility project in a teamwork. This project taught design students to develop the relationship with the person in need and work collaboratively with other disciplines. In addition, the students learned how to set steps to work achieving them and solve problems during design process. At the end of the term, they gained skills to make time and self management to finalize the project.

The course Collective Act gave opportunities to the students to develop their organisational skills and provide opportunities to the community. The course helped to educate students with leadership qualities, critical thinking skills and the ability to contribute valuable research. One of the aim of the course was to teach students how to create solutions to solve the possible problems during the design process and set goals list to work towards achieving them.

Therefore, when preparing *Toy Design social responsibility project*, firstly, the students determined the people in need in the local environment who were primary school children in this study. Later, defined and analysed the main needs of the children. The students developed a social responsibility project concept that was Toy Design for a report card gift in this study. In the next step, students were prepared for the project by understanding group dynamics, individual group duties, and the design process, efficient use of information, the time and self management techniques. During this process, I provided them a guidance as a tutor but did not offer any solution during project management process. I encouraged them to question their own actions and progress. The teaching strategy of this course has similar approach with Professor Sir David Wilson that was cited in Edward (2004) as the concept of higher education based on a conversation between less and more experienced learners. This approach was criticized as also mentioned in Edward (2004). Because, there is an approach of higher education which goes through the concept of learner-centric methods. It is based on students’ learning skills and their strengths or weaknesses that create the design group dynamics. The tutor or the teacher does not provide any solutions but is able to direct them to reach the target.

At the end of the project, the students were asked the most challenging issues during the process and the most challenging issues for the students when completing the social responsibility project can be classified as; to conduct the necessary sponsor meetings and to reach an agreement; to transform verbal descriptions to the real design objects and be creative during this process; to solve design problems and accordingly do time-management as well as self-management; to convert 2D picture drawings into 3D model and prepare them for the production; to preparing the project for the final. One of the students mentioned that;

*It was very difficult to convert children's drawings into application drawings. But knowing that it would turn into reality was an incredible motivation in this process". He also added that "I saw how important a design object made in an uncomplicated way occupies one's life. This is the first time I've done anything unrequited. So I saw how design has a healing effect for those who are in need.*

They were also asked the contribution of the project and they claimed that the course encourages students to think about society problems, find solutions and take initiatives; helps students to discover the healing aspect of the design and realize that design is not just made to make money; forces students to work as a team with different disciplines to ensure a homogeneous distribution of tasks and to finalize the project; gives chance to have good time-management and self-management skills to finalize the project; encourages students to discover and share the strengths and weaknesses of each individual to ensure homogeneous distribution of tasks within the teamwork. One of the students also mentioned that;

*I gained another type of consciousness with this project and it helped me to understand what the ethic is in a reality. Therefore, this course made me see different aspects of my profession". In addition, another student said that "Touching the lives of those in need through design was something else which I have not experienced before in any other courses". Another student added that "It was a very different feeling to work with students from different disciplines for the same purpose.*

At the end of the course, the groups worked extremely well. Each group elected leader according to the experience of leading groups in social activities. The motivation and willingness of the students is very significant part of social responsibility projects because these projects cannot finalize without the voluntary participation of the project members. At the end, design students can discover the healing aspect of the design and realize that design is not just made to make money. With the all difficulties and contributions, the course taught the design students multi-dimensional education method that they never experienced before.

We explained above the benefits of conducting and completing a social responsibility project by the student. Now we need to explain the benefits of it for the community. Community-university relationship is one of the most important points in determining and meeting the needs of a society. Universities play a major role in raising awareness on this subject and the management should support social responsibility activities. "Management's involvement and interest is an important signal to faculty, staff, students, alumni, and other stakeholders that the institution's citizenship engagement is an operational priority" that was also mentioned in Dahan and Şenol (2012, p. 102). In addition, for completing a good social responsibility project, the role of the university, community-university relationship and the students-tutor relationship is so significant. As previously mentioned, universities especially private ones, need strategies for gaining a good reputation and establishing trust relationship, therefore, social responsibility projects are needed for them.

### **3. Conclusion**

For further research, the satisfaction of the community and the students can be measured to gain a better understanding of social responsibility projects and the benefits of these actions in higher education institutions. In addition, there can be comparison between higher education institutions on national and international level. In this study, the measurement inputs such as attendance or grades received were not used to understand the impact of this social responsibility project on students. This study tried to develop measures of impact, both within the university and at a social level.

What made this project successful was firstly, the success of the balance of the tutor and project members with the concept of the project. Additionally, students have embraced the products that were produced by their own efforts. As a result the students achieved; *the pleasure of design and some despair and the indescribable joy of creation* (Steinbeck, 2012).

### **Acknowledgement**

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## **Appendix A**

### **Children's Toy Pictures and Manufactured Toys**

**TOY 1**



Hayalperest Nisanur Suna Gündüz



**TOY 2**



Hinaz Timsah Eyleş Gökdemir



### TOY 3



Tangradam Abdülsamet Alan



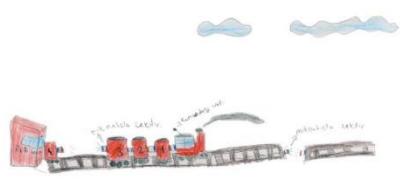
### TOY 4



Deniz İzelmur Akarsu



## TOY 5



Rıd-Tren Ridvan Sarıbaş



## TOY 6



Karayip Kerem Alptekin



## TOY 7



Kafes Ev Emine Çemrek



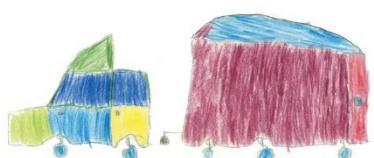
## TOY 8



Gökkuşağı Esila Yağmur Kamış



## TOY 9



Eren'in Tırı Eren Akçam



## TOY 10



Pegasus Bisiklet İrem Orak



## TOY 11



Spider Mobil Umut Özkaraya



## TOY 12



Yarışçı: Utku Bozkaya



### TOY 13



Ela'nın Evi Duru Onuk



### TOY 14



Oyuncak Vagon Beren Omak



## TOY 15



Kar Kraliçesi Nefise Fidan



## TOY 16



Hedef Azat Budak



## TOY 17



Basketbolcu Nehir Özçaya



## TOY 18



Koruyucu Umut Berke Bayındır





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