



# Understanding Disaster Preparedness Through Survivor Perspectives

Building Disaster Resilience Through SkillBased Literacy: Lessons from the 2023 Turkey Earthquake

Ömer Cem Karacaoğlu

# Background and Motivation

- Access to information, emotional resilience, and community solidarity were major challenges.
- Fieldwork with survivors and firefighters + Expert feedback from U.S. disaster specialists.
- Need for holistic disaster literacy education.

RESEARCH ARTICLE

## Earthquake Experience: Emotional, Social, and Cognitive Dimensions

Ömer Cem Karacaoğlu<sup>1</sup> , Berrin Güner<sup>2</sup> 

Abstract

This research examines the emotional, social, and cognitive experiences of the 2023 earthquake in Turkey from a phenomenological perspective. This qualitative study conducted on 8 survivors living in Hatay revealed the multifaceted effects of the earthquake on individuals. The emotional experiences of the participants during the earthquake, their perceptions of their pre-disaster preparations, and the effects of the earthquake on their outlook on life were analysed through in-depth interviews. The findings show that the earthquake is not only limited to physical damage but also profoundly affects emotional

Humanities & Social Sciences  
Communications



ARTICLE

<https://doi.org/10.1057/s41599-025-04707-0>

OPEN

 Check for updates

## Access to information and social solidarity in the 2023 Turkey earthquake: disaster education as citizenship education

Jennifer Tupper<sup>1</sup>  & Ömer Cem Karacaoğlu<sup>2,3</sup> 

This qualitative study explores the experiences of 16 survivors of the 2023 earthquake in Turkey, aiming to highlight the critical role of disaster education within broader citizenship education. Through semi-structured interviews and inductive thematic analysis, four key

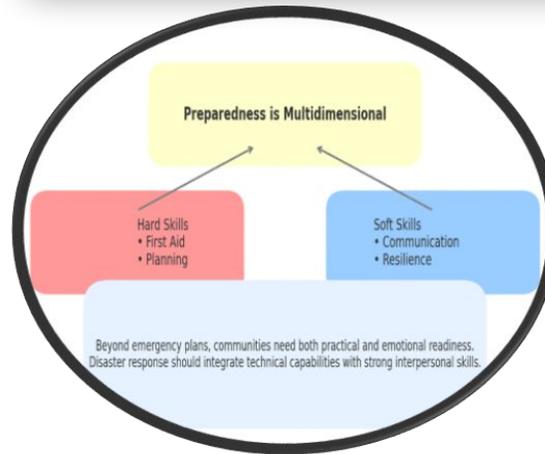
# Moving to a Skill-Based Framework

**FINDINGS**

Shaped the Revised Basic Disaster Literacy Skills

Organized into Pre-Disaster, During-Disaster, and Post-Disaster phases

Validated for international application



**Essential Skills for Disaster Preparedness: A Thematic Analysis from the University of Delaware Disaster Research Center**

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Giuseppe Lelov, PhD Student, Università Politecnica delle Marche, Visiting Scholar, DRC

Introduction and Purpose	Results	Results	Conclusions
Disaster preparedness requires a combination of skills that go beyond physical readiness. This study explores what competencies are most vital before a disaster occurs. The purpose is to identify key preparedness skills through qualitative input from researchers and staff at the Disaster Research Center.	The 18 opinions collected were analyzed qualitatively and themes and codes were determined. Thus, pre-disaster preparedness skills were categorized under seven headings as "Communication", "Basic Skills and Literacy", "Emotional and Mental Resilience", "Support and Leadership", "Resource Management and Planning", "Risk Assessment", and "Training and Awareness" in line with the determined themes.	Each theme reflects critical dimensions of disaster preparedness: <b>Communication:</b> Vital for sharing accurate, timely information. <b>Literacy &amp; Basic Skills:</b> Equip individuals with the ability to understand and respond to risks. <b>Resilience:</b> Supports emotional control and mental well-being in crises. <b>Leadership &amp; Cooperation:</b> Enables coordinated, community-level responses. <b>Resource Planning:</b> Maximizes survival and recovery capacity. <b>Risk Identification:</b> Enables proactive safety measures. <b>Training:</b> Builds a culture of preparedness.	The analysis confirms that preparedness is multidimensional. Beyond emergency plans, communities need communication, critical thinking, and emotional strength. Disaster response should integrate both hard skills (first aid, planning) and soft skills (communication, resilience).
<b>Methodology</b> Data Collection Method: Storage technique allowing anonymous, multi-round, free sharing. Participants: 6 DRC researchers and staff Analysis: Thematic qualitative content analysis Total Experts: 18 unique skill-based responses were coded and categorized.	Disaster preparedness requires a multidisciplinary set of skills, each theme playing a vital role in building resilient and informed communities. <b>Table: Disaster Preparedness Skills</b>	<b>Directions for Future Research</b>	

# Skills

## Pre-Disaster

## During-Disaster

## Post-Disaster



HOME SAFETY ASSESSMENT

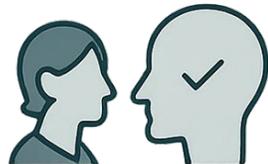


EMERGENCY PLANNING AND SUPPLY PREPARATION

**PREPARE BEFORE A DISASTER**



FINANCIAL AND DIGITAL PREPAREDNESS



PSYCHOLOGICAL READINESS AND COMMUNITY COORDINATION

EVACUATION & SHELTERING



COMMUNICATION & RESCUE SKILLS



**STAY CALM & ACT QUICKLY**



PROTECTING VULNERABLE GROUPS



ADAPTING RAPIDLY



PROVIDING PSYCHOLOGICAL SUPPORT



**DISASTER RECOVERY AND READINESS**



REBUILDING RESILIENCE AND PREVENTING MISINFORMATION

PROMOTING A CULTURE OF DISASTER READINESS



ACCESSING RELIEF RESOURCES AND ASSISTING RECOVERY



EMERGING TOOLS AND FUTURE DIRECTIONS

# Conclusion

- Disaster literacy is the bridge between survival and resilience.
- Building individual and collective skills is crucial.
- Education saves lives – before, during, and after disasters.



## Authors

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## REVIEW ARTICLE



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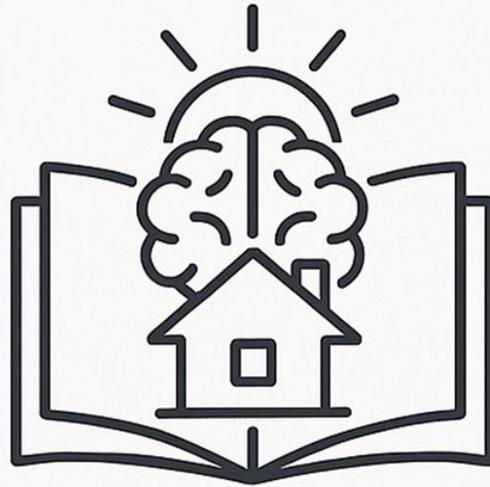
COVID-19 and teachers' digital competencies: a comprehensive bibliometric and topic modeling analysis

İbrahim Gökdaş<sup>1</sup>, Ömer Cem Karacaoğlu<sup>2</sup> & Abdulkadir Özkaya<sup>3</sup>

With the escalating global emphasis on information and communication technologies, the imperative of bolstering and enhancing teachers' digital proficiencies comes to the forefront. Against this backdrop, this study endeavors to discern the prevailing trends and principal themes in the scholarly landscape by conducting a comprehensive analysis of research pertaining to teachers' digital competencies. The methodological framework of the inquiry encompasses two pivotal phases: bibliometric analysis and topic modeling analysis focusing on teachers' digital competencies. Drawing upon a corpus of 3352 documents spanning the years 1994 to 2024 sourced from eminent databases such as Web of Science and Scopus, these analyses serve as the cornerstone of the investigation. By subjecting the texts to descriptive content analysis and topic modeling analysis, the study seeks to pinpoint the focal points and unveil semantic patterns inherent within the literature. The primary revelations of the inquiry underscore the burgeoning interest in studies pertaining to teachers' digital competencies, particularly spurred by exigent circumstances such as the COVID-19 pan-

# Thank You!

- Let's build resilient communities together.



*Disaster education is not a checklist. It's a mindset. And mindsets can be taught, lived, and shared.*

## □ Pre-Disaster

- Assess home safety
- Develop emergency plan
- Secure household items
- Prepare supplies (go-bag)
- Practice first aid
- Digital literacy
- Disaster drills
- Psychological prep
- Shut off utilities

## ⚡ During-Disaster

- Maintain composure
- Identify evacuation routes
- Use multiple communication
- Apply first aid / CPR
- Adapt to conditions
- Alternative comms
- Coordinate with neighbors
- Protect vulnerable populations
- Problem-solving & teamwork

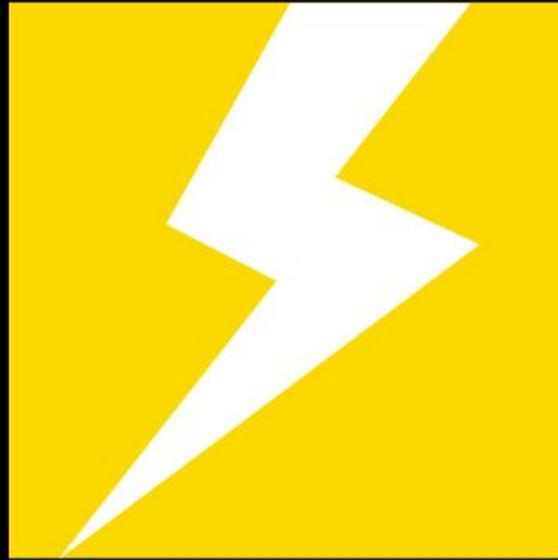
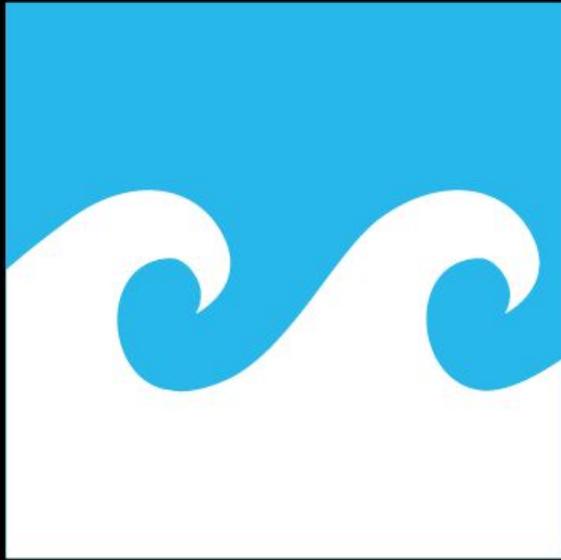
## □ Post-Disaster

- Provide emotional support
- Gather damage data
- Access disaster relief
- Support recovery efforts
- Share accurate info
- Participate in rebuilding
- Check on vulnerable people
- Manage stress
- Promote preparedness culture

**CULTURAL VALUES LESSONS**  
REFLECT CULTURAL LOCAL REALITIES TEAL  
TURKEY Disaster JAPAN Literacy  
NEW ZEALAND WITH JAPAN UNOSSON  
WITH LOCAL ADAPTATIONS UNIVERSALLY ENGLAND  
UNIVERSITY

# Acknowledgements



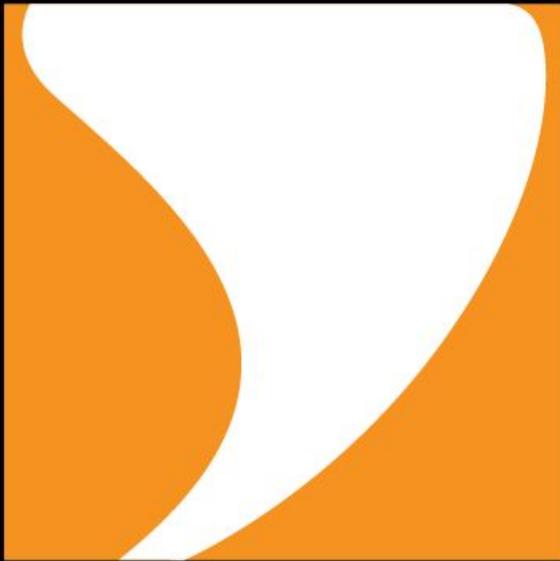
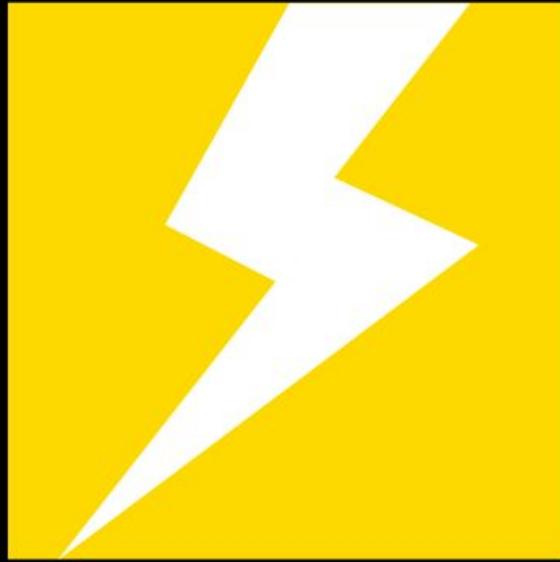
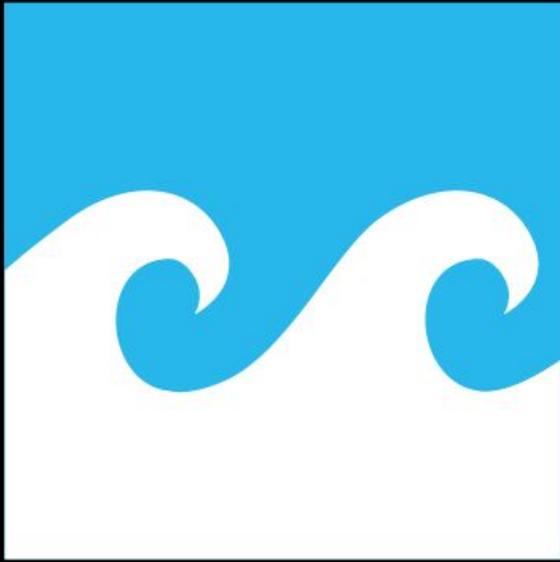


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