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EDITORIAL

A Home for Emerging Minds: Welcome to JEMUR's First Issue

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ABSTRACT

This editorial welcomes readers to the first issue of the *Journal of Emerging Minds in Undergraduate Research*. We founded JEMUR as an international home where undergraduate and graduate students can make their work visible, receive serious feedback, and take an active place in the scientific community. That mission depends on careful publishing. Before external review, every manuscript in this issue underwent a citation and reference check. After editorial approval, two independent reviewers were assigned through a double-anonymous process. Two papers completed three review rounds and three completed two, giving the issue twelve external review rounds in total. Every paper also received at least two editorial evaluations. We introduce five studies that move across gender politics, visual culture, public-service training, cancer prevention, and targeted drug delivery. Together, they show how student research can speak to social, cultural, and health questions with care. We also consider what support should look like in the age of artificial intelligence. Clear guidance on responsible AI use, self-regulated learning, and opportunities beyond the classroom can help students become more thoughtful and independent researchers. For JEMUR, publication is part of education: a shared process of asking, checking, revising, and learning.

Keywords: student research; peer review; artificial intelligence; self-regulated learning; undergraduate research

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1. Introduction

We write these lines on a summer day, in the shade of a tree in Miletus — a birthplace of philosophy, science, and art by a curious coincidence. The systematic search for understanding that the Milesian School kindled in the sixth century BCE continues today through the tools of modern science and technology. Like researchers everywhere who wish to contribute to that search, we hope to support young scholars, especially at the start of their careers.

The *Journal of Emerging Minds in Undergraduate Research* (JEMUR) moves from an idea into a shared scholarly space with this first issue. We founded JEMUR because undergraduate and graduate students often do serious work long before they become visible members of the research community. A thesis chapter, laboratory project, archive search, community study, or carefully developed review may contain a real contribution, yet finding an international place to publish it can be difficult. JEMUR gives this work a permanent, accessible, and citable home.

That aim shapes how we think about international visibility. Scopus and TR Dizin, two of the leading scientific indexing databases, are long-term destinations for the journal. Reaching them requires steady editorial work: clear policies, reliable metadata, transparent ethics, careful peer review, and articles that readers can trust. We want students to be present in the scientific world through work that can be found, read, questioned, and cited. Visibility is earned one carefully prepared paper at a time.

2. Review as Part of Learning

Student authors deserve the same seriousness given to established researchers. Before external review, the editorial team examined every manuscript's citation and reference one by one. We checked whether in-text citations appeared in the reference list, whether details were complete and traceable, and, where questions arose, whether a source supported the surrounding claim. This protects the scholarly record and teaches that references are part of the evidence.

After editorial approval, every paper was assigned to two independent reviewers in a double-anonymous process. Two papers completed three review rounds and three papers completed two. Together, they passed through twelve external review rounds. Each paper also received at least two editorial evaluations, amounting to at least ten across the issue. Every round asked the authors to read closely, return to their evidence, make decisions, and improve the manuscript.

Our reviewers worked with remarkable care. Their reports were detailed, respectful, and focused on stronger research. For us, review is both quality control and mentoring. High standards become educational when feedback explains what needs attention and gives an emerging researcher a fair chance to respond. We thank every reviewer who gave time and expertise to this issue.

3. Five Papers, Many Directions

The five papers move across feminist political theory, visual culture, public-service training, cancer biology, and targeted drug delivery. Each begins with the same scholarly habit: looking carefully at a problem and asking what can be understood more clearly.

İrem Tabirlioğlu returns to Simone de Beauvoir's idea of woman as the "Other" and asks what it can still tell us about gender politics. Through cases from Iran and Afghanistan to algorithmic

discrimination and platform culture, she shows how patriarchal power can change its tools while preserving underlying patterns of inequality. Her Contemporary Otherness Framework connects existential feminism with the digital age.

Deniz Altıok Erduran studies how nine Turkish newspapers turned Galatasaray's 2000 UEFA Cup victory into twelve different front pages. Her reading of typography, color, photographs, and page position shows that layout is itself an editorial argument: a supporters' poster, a national celebration, or a more critical record. She also identifies formal echoes between late-analog pages and today's social-media sports graphics.

Kağan Gümüş and Emre Ünlü ask whether public-service personnel feel ready to serve autistic citizens and what training they would find useful. Among 115 participants in İzmir, self-perceived knowledge was low, especially regarding legal rights, while attitudes were more positive than preparedness. Only 25.2% felt prepared. Preferences for visual, applied, and relatively short training point toward practical, scenario-based learning.

İrem Kumru Öz reviews plant-derived compounds and propolis as possible multi-target agents in cancer prevention and progression. She maps their roles across apoptosis, metastasis, redox balance, and the tumor microenvironment while keeping clinical barriers in view, including bioavailability, interactions, standardization, and limited translation to reliable therapies.

Buket Küçükaslan, Emine Tatlı, Esmahatun Eser, Mislina Oğultarkan, and Gizem Kaleli Can examine hydroxyapatite microspheres for more selective treatment of HER2-positive breast cancer. They distinguish trastuzumab as controlled therapeutic cargo or a surface-bound targeting ligand and consider folic-acid functionalization. Antibody stability, reproducible production, in vivo testing, scale-up, and clinical validation remain open challenges.

4. Learning in the Age of AI

Artificial intelligence is already part of students' academic lives. In a recent survey of 1,054 full-time UK undergraduates, 95% reported using AI in at least one way, while fewer than half felt that teaching staff were helping them develop the skills they would need (Stephenson & Armstrong, 2026). One national survey cannot describe every context, but it illustrates how quickly practice can move ahead of guidance.

JEMUR responds through clear expectations and constructive feedback. Authors should state which tools they used, why they used them, and how they checked the results. Their argument, evidence, wording, citations, and ethical choices remain a human responsibility. Responsible use requires transparency, accountability, fairness, privacy, and meaningful human oversight (Erduran, 2025).

Self-regulated learning offers a practical frame. Students set goals, monitor understanding, seek feedback, and evaluate what they have produced. Anders and Dux Speltz (2025) connect AI literacy with a Plan-Iterate-Evaluate cycle that keeps learner agency visible: decide what a tool should do, inspect and improve its output, then reflect on the result and the process. Peer review follows a similar rhythm as authors plan an argument, reconsider it through evidence and feedback, and evaluate the revision.

5. Beyond the Classroom

Learning also needs space outside formal courses. Research groups, laboratories, student societies, archives, community projects, internships, and journals can help students discover that their questions matter. In a 2025 study of 4,473 undergraduate and graduate students in the Netherlands, extracurricular involvement was associated with stronger belonging and authenticity (Verbree et al., 2025). JEMUR aims to be one such space, bringing students into an academic community through researching, writing, revising, and publishing.

Publication becomes another stage of education. Authors learn to make claims carefully, document sources, work with collaborators, answer difficult questions, and revise repeatedly. This issue shows learning moving from the classroom into politics, media, public services, laboratories, and health research, then returning as knowledge that others can examine.

6. Looking Ahead

This issue belongs to its authors, reviewers, editors, and everyone who supported the work behind its pages. We will continue to build JEMUR through rigorous review, honest guidance, responsible use of technology, and wider visibility for student research. To students reading: begin with a question that matters, check every source, invite criticism, and revise with care. We are grateful to everyone who made this first issue possible, and we look forward to the questions students will ask next.

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