



EDUCATIONAL
SCIENCES

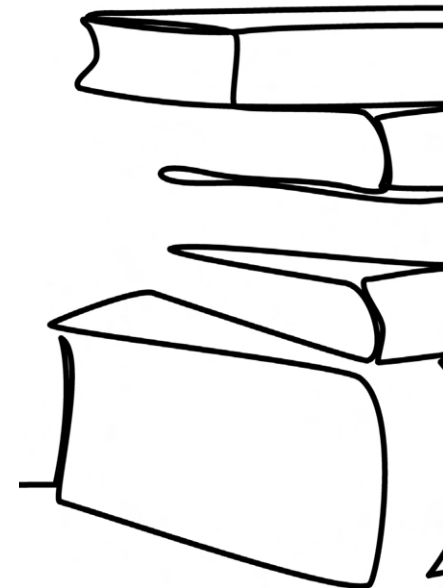


ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

The Department of Educational Sciences is committed to the continued development and improvement of education by raising highly qualified teachers, and professionals, and faculty members capable of assuming leadership roles in the field of education. The department seeks to achieve this mission through the effective use of its technological infrastructure, English-medium instruction, and highly experienced and qualified faculty. This mission is further supported by a participatory learning environment, democratic relationship between students and instructors, and a well-documented and respected research record.

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FACULTY OF EDUCATION
EĞİTİM FAKÜLTESİ

About Us

The history of the Educational Sciences Department (EDS), which is one of the main departments of Faculty of Education at the Middle East Technical University, dates back to the 1960s as "Department of Education", and became the "Department of Educational Sciences" with the establishment of the Faculty of Education in 1982. The Department offers graduate programs leading to M.S. and Ph.D. degrees in Curriculum and Instruction, Educational Administration and Planning, Guidance and Psychological Counseling in education. It also offers both compulsory and elective undergraduate pedagogical courses for teacher education programs with different credentials. Teaching and research facilities are realized with an executive academic staff and research assistants, who are either affiliated with METU or with other universities as part of a fast-track faculty development program for promising universities.

The Department accepts education as a science and its institutional basic duties are dedicated to three areas: education (teaching and learning), scientific research and social service. The Department considers the basic principles of education, such as providing an effective education in line with the interests and needs of students, and adherence to the principles of being scientific, by providing a flexible, humane, democratic and participatory atmosphere that can keep up with today's changing conditions in the field of education.



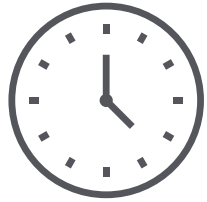


The Department also offers professional teacher development courses for Foreign Languages Education undergraduate dual degree program with the State University of New York (SUNY), Guidance and Psychological Counseling program at the METU off-campus in Northern Cyprus.

The Department of Educational Sciences pays attention to identifying Türkiye's educational problems as well as global educational issues through scientific research, and dissemination of research through publishing worldwide. Our department also emphasizes effective sharing and implementation of education, training and research processes and results with individuals and institutions inside and outside of the University. One example is ÖGEM, an establishment initiated with the faculty of Education and offers a Faculty Development Program and acts a Center for University Teaching and Learning.

The graduates of our Graduate and Post-graduate programs become novice faculty in tertiary education in Türkiye and worldwide, some become experts that take place in various units and levels of the Ministry of National Education or other governmental or non-governmental sectors in line with the field of educational sciences.

Facts and Figures



Founded in 1982

Duration of Study

Master of Science 2 years

Doctor of Philosophy 4 years



FULL-TIME FACULTY

6 Professors

7 Associate Professors

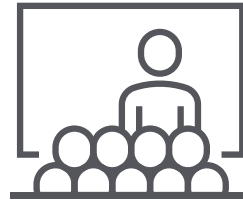
2 Assistant Professors

STUDENTS

61 M.Sc.

77 Ph.D.

5 International



COURSE CREDITS

Master's Program:

22 Curriculum and Instruction

22 Educational Administration and Planning

22 Guidance and Psychological Counseling

Ph.D. Program:

25 Curriculum and Instruction

25 Educational Administration and Planning

25 Guidance and Psychological Counseling

Non-Thesis Master's Program:

30 Human Resources Development in Education



PROJECTS & PUBLICATIONS*

Projects:

20 International

25 National

13 TUBITAK

Publications:

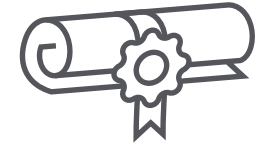
88 International

62 National

10 Book

55 Book Chapter

**Last 5 years*



DEGREES

572 M.Sc.

162 Ph.D.



Undergraduate Courses Offered

| | | |
|---------|--|--------|
| EDS 200 | Introduction to Education | (3-0)3 |
| EDS 212 | Instructional Principles and Methods | (2-0)2 |
| EDS 213 | History of Turkish Education | (2-0)2 |
| EDS 214 | Research Methods in Education | (3-0)3 |
| EDS 215 | Micro Teaching | (2-0)2 |
| EDS 216 | Learning in Non-School Context | (2-0)2 |
| EDS 220 | Educational Psychology | (3-0)3 |
| EDS 221 | Development and Learning | (3-0)3 |
| EDS 222 | Instructional Planning and Evaluation | (4-2)3 |
| EDS 234 | Study and Thinking Skills | (3-0)3 |
| EDS 240 | Educational Sociology | (2-0)3 |
| EDS 255 | Educational Philosophy | (2-0)3 |
| EDS 266 | Instructional Technologies | (2-0)3 |
| EDS 301 | Organizational Behavior | (3-0)3 |
| EDS 304 | Classroom Management | (3-0)3 |
| EDS 312 | Inclusive Education | (2-0)3 |
| EDS 330 | Measurement and Evaluation in Education | (3-0)3 |
| EDS 336 | Adult Education and Lifelong Learning | (2-0)2 |
| EDS 339 | Extra-curricular Activities | (2-0)3 |
| EDS 416 | Turkish Educational System and School Management | (3-0)3 |
| EDS 424 | Guidance | (3-0)3 |
| EDS 438 | Group Counseling | (4-2)4 |

Course Descriptions

4540200 Introduction to Education (3-0)3

Characteristics and principles of teaching profession, school and classroom contexts, alternative perspectives in education, social, psychological, philosophical and historical foundations of education, Turkish education system.

4540212 Instructional Principles and Methods (2-0)2

Basic concepts of instructional principles and methods; teaching-learning principles, models, strategies, methods and techniques, determining goals and objectives in instruction, selection and organization of content in instruction, instructional materials, planning instruction and instructional plans, instructional theories and approaches, instruction in an effective school, achievement in teaching and learning, assessment of learning in class.

4540213 History of Turkish Education (2-0)2

Fundamental concepts related to history of Turkish education: the content, method and resources of Turkish Education history; education in the first Turkish civilizations, education before the first modernization movements; the establishment of modern education system between Tanzimat to the Republic; education in Turkic countries; the fundamental principles, structure, establishment and development of Turkish education system; the teacher training process from the beginning to today; education in Turkish world in the 21st century ; shared goals, language and alphabet; collaborative history writing.

4540214 Research Methods in Education (3-0)3

Basic understanding of educational research and the scope of educational research; the general nature of educational research; the process of conducting a systematic research study (problem statement, literature review, sampling, data collection, data analysis, and reporting.) in education; quantitative research design alternatives and characteristics of the each design alternative; the concepts, methods, and tools, by which educational research is designed, conducted, interpreted, and critically evaluated.

4540215 Micro Teaching (2-0)2

Fundamental concepts related to micro-teaching; practice and develop their teaching skills in a safe environment, peer feedback, lecturing techniques and presenting skills, teaching methods and strategies for effective learning, developing, planning implementing, evaluating micro teaching and re-planning and re-teaching.

4540216 Learning in Non-School Context (2-0)2

Fundamental concepts related to learning in non-school contexts: the importance and scope of learning, teaching in non-school contexts, teaching methods and strategies for learning in non-school contexts (project-based, station technique etc.) and teaching materials, non-school contexts for learning (museums, science centers, zoos, etc.), developing, planning implementing and evaluating the learning in non-school

Course Descriptions

4540220 Educational Psychology (3-0)3

Various dimensions of human development (cognitive, social, psychological, moral and physical), approaches to learning and learning process, learning styles, motivation and individual differences in learning.

4540221 Development and Learning (3-0)3

Various dimensions of human development (cognitive, social, psychological, moral and physical), approaches to learning and learning process, learning styles, individual differences in learning.

4540222 Instructional Planning and Evaluation (4-2)3

Basic curriculum development concepts and processes, course curriculum, development of yearly, unit and daily plans, strategies in content selection and organization, teaching methods and strategies, basic characteristics of teaching and learning materials, material selection, measurement and evaluation, approaches to evaluation, different types of tests, development of follow-up and achievement tests, procedures and strategies in writing test questions and grades.

4540234 Study and Thinking Skills (3-0)3

Development and application of basic and advanced study and thinking skills to be successful in school setting. Study skills: self-management, reading, note-taking, locating information, writing and preparing for exam, communication and group work. Thinking skills: memorizing, information processing, questioning problem solving, critical thinking and decision making. Helping students with these skills at different levels of schooling.

4540240 Educational Sociology (2-0)3

The basic concepts of sociology: Society, social structure, social fact, social event, and so on.; the pioneers of sociology (Ibn-I Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber, and so on) and their educational viewpoints; education in terms of the basic sociological theories (pragmatism, constructivism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology); social processes (socialization, social stratification, social mobility, social change, and so on) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and educational sociology in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan, and so on); culture and education; school as a social, cultural, ethical system and community.

4540255 Educational Philosophy (2-0)3

The fundamental issues and problem areas of philosophy; ontology, epistemology, axiology and education; the fundamental philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytical philosophy) and education; educational philosophy and educational movements: Perennialism, essentialism, progressivism, existentialist education, critical/radical education; educational viewpoints of certain philosophers in Islamic

world and in the West (Plato, Aristoteles, Socrates, J. Dewey, Ibn-I Sina, Farabi, J. J. Rousseau, and so on); human nature, individual differences and education; education in terms of certain political and economic ideologies; the effective movements of thought during the modernization process in Turkey and education; the philosophical foundations of Turkish education system.

4540266 Instructional Technologies (2-0)3

This course provides information and skills to preservice-teachers about Information technologies in education; learning processes and classification of instructional technologies; theoretical approaches to instructional technologies; new tendencies in learning approaches; novel literacies (digital literacy, media literacy, etc.); instructional technologies as tools and materials; design of instructional materials; designing thematic instructional materials; creation of database for subject matter specific learning objects, and evaluation criteria for instructional materials.

4540301 Organizational Behavior (3-0)3

Information about the field of Organizational Behavior, organizational perspectives, the character of the work group organizational climate, organizational leadership, decision making, motivation, job satisfaction, morale, types of conflict and conflict resolution, maintaining the adaptability of employee, organizational effectiveness, organizational change, basic communication skills, discussion on the students projects.

4540304 Classroom Management (3-0)3

Social and psychological factors that influence student behavior, basic characteristics and functions of classroom context, designing the physical environment, starting a new school year, developing and teaching rules and routines for classroom management, gaining student cooperation, protecting and restoring order, creating a positive learning environment, managing seatwork, group work, recitations and discussions, productive and effective use of time in class, motivation and communication, problem behaviors and ways of dealing with them.

4540312 Inclusive Education (2-0)3

Foundational knowledge about the sociology and philosophy of inclusive education; the relation between democratic education, inclusive education and marginalized groups in society; the effects of schooling on the reproduction of (un)equality in society; major sociological themes such as difference, power, equality, marginalization, discrimination, stereotypes, privilege, ability etc.; basic skills of teaching and instruction for inclusion; questioning the ideology of normalcy; effective teacher characteristics for inclusive education; and the current issues in inclusive and democratic education.

4540330 Measurement and Evaluation in Education (3-0)3

The role of evaluation in teaching, relating evaluation to instructional objectives. Constructing tests, validity, reliability and other characteristics of tests. Marking and reporting.

4540336 Adult Education and Lifelong Learning (2-0)2

Definition and scope of Adult Education, fundamental concepts related to adult education, historical development of Adult Education in Turkey, models and approaches to adult education, adults and learning, the aims and scope lifelong learning, principles of lifelong learning, historical development of lifelong learning both internationally and in Turkey, lifelong learning practices in the Turkish Education System.

4540339 Extra-curricular Activities (2-0)3

Contemporary issues as a part of non-formal education in the school context, the students learning beyond the cognitive domain to develop lifelong learning skills in the affective and the psychomotor domain, the importance of social, cultural, artistic and sports activities at schools, problem-based learning and critical thinking learning environments, organizing sustainable, environmental-friendly action plans, or social accountability projects for school or out of school contexts as a social justice issue.

4540416 Turkish Educational System and School Management (3-0)3

This course is designed for prospective teachers to develop the perception and skills related to education systems, Turkish Education System, and school management. It aims to increase understanding of Turkish Education System and other basic concept of education management such as organizational structure, organizational culture, motivation, leadership, decision-making, communication, organizational change, finance, and personnel administration.

4540424 Guidance (3-0)3

Purposes of student personality services and their place in education, introduction to guidance services in schools, principles of guidance, diagnosing and guiding students, collection and use of data on student counseling, placement, follow-up advising, research and evaluation, relations with parents and beyond the school community, vocational guidance, purposes of special education, identifying students with special learning needs.

4540438 Group Counseling (4-2)4

A survey of different theoretical approaches to group counseling. Group leadership. Early and later stages in the development of a counseling group. Application of different techniques used in group counseling.

Educational Sciences Courses

Master's Program Required Courses

| | | |
|-------------|--|----------|
| EDS 502 | Research Methods and Ethics in Education | (3-0)3 |
| EDS 504 | Educational Statistics | (3-2)4 |
| EDS 505 | Prothesis Seminar | (3-0) NC |
| EDS 599 | Master's Thesis | (3-0) NC |
| EDS 800-899 | Special Studies | (3-0) NC |

Ph.D. Program Required Courses

| | | |
|-------------|--|----------|
| EDS 604 | Multivariate Statistical Techniques in Education | (3-2)4 |
| EDS 695 | Research Seminar in Educational Sciences | (3-0)3 |
| EDS 696 | Doctoral Seminar in Education | (3-0) NC |
| EDS 699 | Ph.D. Dissertation | (3-0) NC |
| EDS 900-990 | Special Topics | (4-0) NC |

Core Electives

| | | |
|---------|--|--------|
| EDS 554 | Scale Construction in Affective Domain | (3-0)3 |
| EDS 559 | Test Construction | (3-0)3 |
| EDS 562 | Theory/Measurement/Research in Affective Domain | (3-0)3 |
| EDS 566 | Elements of Factor Analysis and Related Techniques | (3-0)3 |
| EDS 601 | Qualitative Research Methods in Education | (3-0)3 |
| EDS 624 | Mixed Methods Research in Education | (3-0)3 |

Course Descriptions

4540502 Research Methods and Ethics In Education (3-0)3

An overview of educational research process and procedures; understanding and developing competence in research methods; application of different research designs.

4540504 Educational Statistics (3-2)4

Basic statistical techniques for carrying out an educational research. Coding and entering data, use of descriptive statistics for data tabulation and summarization. Percentiles and standard scores, normal distribution, sampling distribution and central limit theorem, correlation and simple linear regression analysis, hypothesis testing for one and two sample cases, z, t, F, chi-square distributions, one and two way analyses of variance.

4540505 Prothesis Seminar (3-0) NC

Development of master s thesis and presentation of thesis proposal. The course involves design, methods and other matters of concern in the preparation of an acceptable Master's thesis proposal.

4540554 Scale Construction in Affective Domain (3-0)3

Techniques of attitude and related characteristics measurement. Item writing and questionnaire design. Checklists, rating scales. Statistical analysis of an attitude scale. Reliability and validity of attitude scales.

4540559 Test Construction (3-0)3

Practicum providing experience in the construction of educational and psychological measuring instruments.

4540562 Theory/Measurement/Research in Affective Domain (3-0)3

Theories on affective characteristics and change, discussion of selected measurement techniques, review of empirical research on measurement and change of affective characteristics.

4540566 Elements of Factor Analysis and Related Techniques (3-0)3

Introduction to basic concepts of factor analysis and related statistical methodology with illustrations using empirical data on SPSS and LISREL statistical packages. Topics: relevant matrix algebra and statistics, multiple and partial correlation, structural analysis of correlation matrices, component analysis, common factor models, comparative factor analyses. Exploratory versus confirmatory analysis.

4540601 Qualitative Research Methods in Education (3-0)3

The main purpose of this course is to introduce a number of qualitative research methods commonly used in educational research and improve participants' skills in using them. The methods mainly include interview, observation, document analysis. This course is offered primarily for those who are contemplating to use qualitative inquiry in their doctoral dissertations and/or as part of their job responsibilities

Course Descriptions

4540604 Multivariate Statistical Techniques in Education (3-2)4

Students with some educational statistics background learn advanced statistical techniques with the aid of computer packages, such as SPSS and LISREL. The course focuses on multiple linear regression, multivariate analysis of variance (MANOVA), repeated measure analysis, analysis of covariance (ANCOVA), factorial analysis of variance, discriminant analysis, principle component analysis, and path analysis.

4540624 Mixed Methods Research in Education (3-0)3

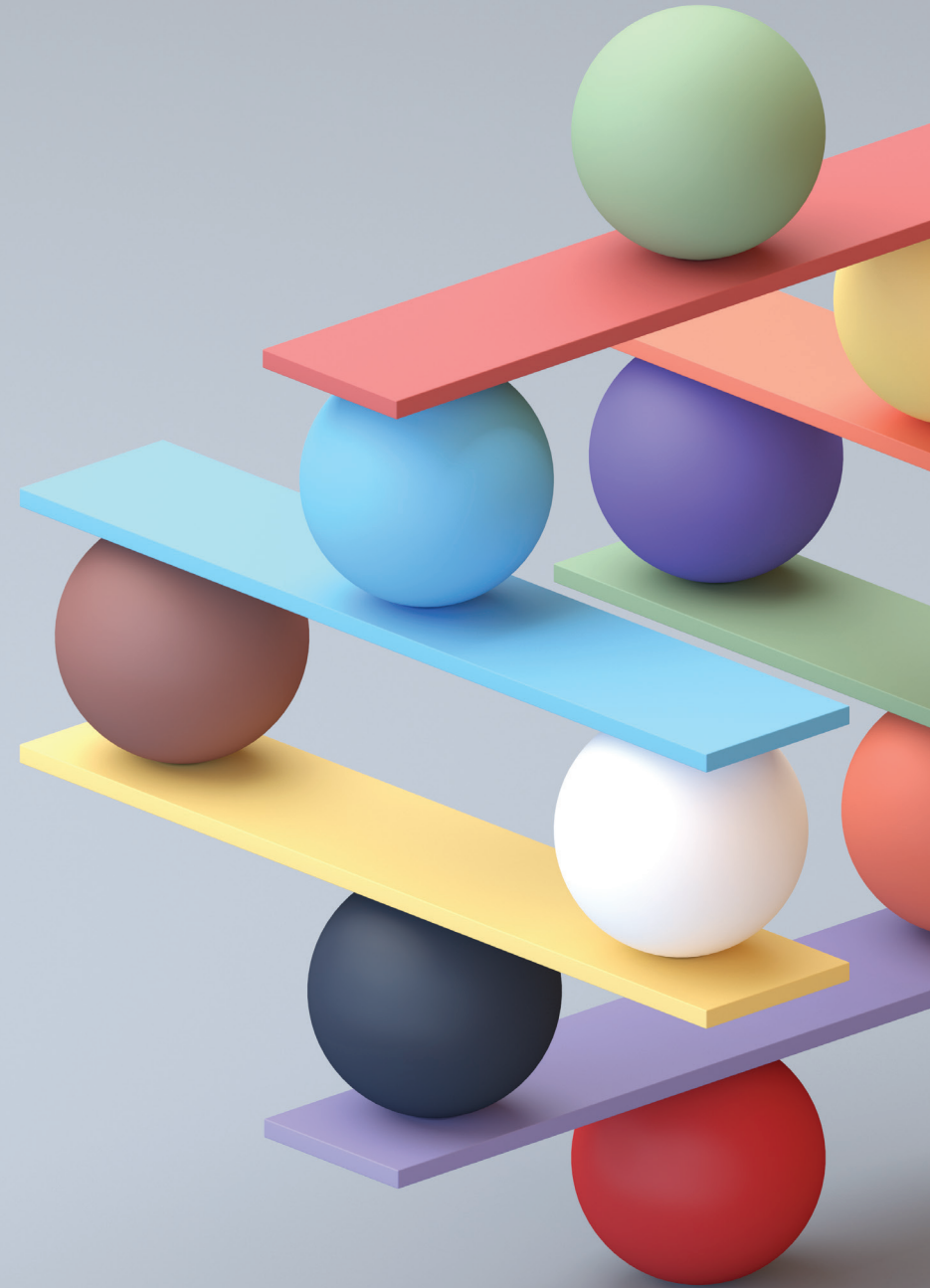
The nature of mixed-method research, development of mixed method design in a historical perspective, purposes of mixed-method design, reasons of mixed-method design, foundations of mixed-method designs, mixed-method design alternatives, designing and implementing mixed-method research in educational sciences (rationale and purpose statement, sampling, data collection, data analysis, writing and evaluation).

4540695 Research Seminar in Educational Sciences (3-0)3

Development of doctoral dissertations and projects and presentations of plans. The course which is intended for students who have identified a reasonably narrow area for research will assist them in design, methods and other matters of concern in the preparation of an acceptable dissertation or project proposal. The course involves presentations, group discussions, and critiques.

4540696 Doctoral Seminar in Education (3-0) NC

The purpose of this course is to facilitate the development of current and incoming doctoral students dissertation research ideas and to build community among Middle East Technical University Educational Sciences doctoral students and faculty. In that respect, the Seminar aims to provide a space for doctoral students to develop research ideas, form a committee, conduct a project, learn the data collection process, and finally present the results.



Curriculum and Instruction Courses

Master's Program Elective Courses

| | | |
|---------|--|--------|
| EDS 501 | Social Theories as Applied to Education | (3-0)3 |
| EDS 536 | Research and Practice on Technology in Teacher Education | (3-0)3 |
| EDS 539 | Creative Drama in Education and Research | (3-0)3 |
| EDS 540 | Fundamentals of Curriculum Development | (3-0)3 |
| EDS 541 | Instructional Design | (3-0)3 |
| EDS 542 | Learning Science: Foundations and Applications | (3-0)3 |
| EDS 544 | Theories of Instruction | (3-0)3 |
| EDS 545 | Research on Teaching | (3-0)3 |
| EDS 546 | Contemporary Issues in Curriculum and Instruction | (3-0)3 |
| EDS 547 | Curriculum Evaluation | (3-0)3 |
| EDS 550 | Needs Assessment | (3-0)3 |
| EDS 552 | Education and Social Policy | (3-0)3 |
| EDS 553 | School Improvement | (3-0)3 |
| EDS 571 | Comparative Education | (3-0)3 |
| EDS 578 | Contemporary Philosophies of Education | (3-0)3 |
| EDS 579 | Independent Study in Education | (3-0)3 |

Course Descriptions

4540501 Social Theories as Applied to Education (3-0)3

Introduction to philosophies of education. Discussion of major social theories of education by emphasizing their implications for Turkish education.

4540536 Research and Practice on Technology in Teacher Education (3-0)3

This course provides an overview of the concepts, theories, models, approaches, and research and practice on the integration of technologies in teacher education. The students explore the use of information and communication technologies (ICTs) in preservice and in-service teacher education as well as faculty and staff development. The development of the knowledge on technology in teacher education is fostered by reviewing and discussing research, designing and implementing teacher education programs, evaluating educational technologies for teacher education contexts, attending to the communities of practice, and presenting scholarly work.

4540539 Creative Drama in Education and Research (3-0)3

This course offers a comprehensive examination of creative drama techniques employed within educational environments, accompanied by practical application. Emphasis is placed on fostering individual and collaborative creativity through the utilization of dramatic play, imaginative exercises, improvisation, qualitative data gathering methods, and curriculum design. The course aims to equip researchers and educators with a foundational comprehension of the integration of creative drama into both pedagogical practices and qualitative research methodologies.

4540540 Fundamentals of Curriculum Development (3-0)3

Analysis of the basic concepts and components of curriculum and the study of several curriculum designs.

4540541 Instructional Design (3-0)3

Systems approach to instructional designs. Heuristics for instructional design. Theory base, analysis, synthesis and evaluation.

4540542 Learning Science: Foundations and Applications (3-0)3

A comparative study of learning backgrounds and contemporary theories of learning and discussion of learning-teaching relationships.

4540544 Theories of Instruction (3-0)3

Study of the emergence and the present status of instructional theories and the discussion of the relationship between learning theories, instructional theories and practical applications.

Course Descriptions

4540545 Research on Teaching (3-0)3

Focuses on a critical study of contrasting approaches to the study of teaching process. Designed to survey research issues to help students develop a more critical perspective, to increase awareness of the variety of approaches to studying teaching and to provoke thought about the relationship between research and practice.

4540546 Contemporary Issues in Curriculum and Instruction (3-0)3

Contemporary issues in relation to curricular sources and influences. Conflicting educational theories. Need for a paradigm in the field. Innovations and reforms. Curriculum improvement.

4540547 Curriculum Evaluation (3-0)3

Theory and research related to curriculum/program evaluation. Study and analysis of various standards and models in curriculum/program evaluation. Application of research designs in evaluation process.

4540550 Needs Assessment (3-0)3

Theoretical and practical basis of needs assessment in preservice and in-service training programs; quantitative and qualitative approaches applied to determining needs.

4540552 Education and Social Policy (3-0)3

The premise of this course is to understand the role of educational policy and its relationship with social policy as a means to examining social problems in education, devising and analyzing policy alternatives, and developing skills to evaluate the impact of educational policies and decisions that result from top-down political decisions, complex social and historical processes, and economic dynamics.

4540553 School Improvement (3-0)3

This course provides an overview of school improvement concepts, models, approaches and underlying theories. It will help students analyze educational change processes, including barriers to change, strategies for change, culture and climate in schools, teacher decision making, development and evaluation, curriculum and instructional processes, and develop their capacity to deal with challenges and produce plans for school improvement.

4540571 Comparative Education (3-0)3

Investigation and comparison of educational systems. A review of the literature related to developments, issues and problems in education across different societies. A comparison and contrast of structure, organization, content, curricula, implementation, evaluation, selection and allocation, quality and quantity of elementary, secondary and tertiary education in various societies.

4540578 Contemporary Philosophies of Education (3-0)3

Analysis of contemporary theories and philosophies of education in relation to various issues, problems.

4540579 Independent Study in Education (3-0)3

Study of various topics related to theory and research in education, with the cooperation of the advisor.



Curriculum and Instruction Courses

Ph.D. Program Elective Courses

| | | |
|---------|---|--------|
| EDS 609 | School and Society | (3-0)3 |
| EDS 640 | Instruction: Theory and Research | (3-0)3 |
| EDS 641 | Curriculum: Theory and Research | (3-0)3 |
| EDS 649 | A Comparative Study of Teacher Education | (3-0)3 |
| EDS 651 | Practicum in Designing Curriculum and Instruction | (3-0)3 |
| EDS 653 | Seminar in Teaching Methods | (3-0)3 |
| EDS 654 | Practicum in Curriculum Evaluation | (3-0)3 |
| EDS 655 | Paradigms in Curriculum | (3-0)3 |
| EDS 656 | Changing World Perspectives in Education | (3-0)3 |
| EDS 658 | Curriculum Policy in Higher Education | (3-0)3 |
| EDS 660 | Teaching in Higher Education * | (3-0)3 |

Course Descriptions

4540609 School and Society (3-0)3

Study of the relationships between education and other societal subsystems, as including economy, politics, culture, technology and demography. More particularly examination of the relationships between school and other societal facts, as including family, gender ethnicity religion locality and social class.

4540640 Instruction: Theory and Research (3-0)3

Theories of instruction and research in the learning process, human relations, group dynamics, communication, thought process and other fields contributing to a theory of instruction.

4540641 Curriculum: Theory and Research (3-0)3

Theories of curriculum development, and a survey of curriculum research and patterns of curriculum management in various systems.

4540649 A Comparative Study of Teacher Education (3-0)3

Study and improvement of teacher quality. A comparative study of teacher training programs; a review of historical and practical applications of staff development.

4540651 Practicum in Designing Curriculum and Instruction (3-0)3

Designing in curriculum and instruction using one or more models.

4540653 Seminar in Teaching Methods (3-0)3

Study of the development and improvement of teaching methods.

4540654 Practicum in Curriculum Evaluation (3-0)3

Curriculum/program evaluation by using different models and research designs.

4540655 Paradigms in Curriculum (3-0)3

An analysis and a comparison of major paradigms, orientations and their practical implications.

4540656 Changing World Perspectives in Education (3-0)3

Demographical, economical, sociocultural, technological changes as reflected in educational philosophies and systems with an analysis of Turkish case in this context.

4540658 Curriculum Policy in Higher Education (3-0)3

This course deals with understanding and examining current issues and trends in higher education curriculum policy with emphasis on internalization of higher education as a reform initiative created by the European Higher Education Area. The course will provide opportunities to investigate changes, ne4540 and challenges for curriculum policy implementation in the 21th Century.

4540660 Teaching in Higher Education * (3-0)3

This course is designed for prospective faculty to improve the perceptions and skills related to instructional planning, effective teaching and evaluation. It aims to increase awareness of university course planning, teaching and learning, valuing student differences, learner motivation, student assessment, university culture and ethics, and self-improvement in an academic context.

(*This course is not available for students at faculty of education.)

Educational Administration and Planning Courses

Master's Program Elective Courses

| | | |
|----------|--|--------|
| EDS 511 | Supervisory Techniques I | (3-0)3 |
| EDS 512 | Administrative Processes | (3-0)3 |
| EDS 513 | Administrative Problems in Education | (3-0)3 |
| EDS 515 | Organizational Psychology | (3-0)3 |
| EDS 516 | Group Dynamics and Leadership | (3-0)3 |
| EDS 517 | Educational Organizations and Design | (3-0)3 |
| EDS 520 | Strategic Planning in Higher Education | (3-0)3 |
| EDS 524 | Gap Analysis in Educational Organizations | (3-0)3 |
| EDS 525 | Systems Analysis in Education | (3-0)3 |
| EDS 526 | Economics of Education | (3-0)3 |
| EDS 527 | Finance and Educational Planning | (3-0)3 |
| EDS 533 | Total Quality Management in Education | (3-0)3 |
| EDS 534 | Critical Texts on the Politics of Education | (3-0)3 |
| EDS 538 | Higher Education Governance and Administration | (3-0)3 |
| EDS 573 | Current Issues in Turkish Education | (3-0)3 |
| EDS 5549 | Educational Change | (3-0)3 |

Course Descriptions

4540511 Supervisory Techniques I (3-0)3

Different approaches to supervision and supervision education, supervision of classroom activities and disciplinary matters.

4540512 Administrative Processes (3-0)3

Analysis of major administrative processes such as planning, organization, staffing, coordination and decision making, with the consideration of student interest and needs.

4540513 Administrative Problems in Education (3-0)3

Review of educational institutions in their relationship to other institutions, the community and the pressure groups and the problems related to these relationships with special emphasis on the identification of the problem areas for individual students towards their thesis preparation.

4540515 Organizational Psychology (3-0)3

Human problems in organizations. Organizational perspectives of human nature and motivation. Leadership and participation. Inter group problems in organizations. Organizations as dynamic and developing systems.

4540516 Group Dynamics and Leadership (3-0)3

An analysis of primary and secondary group dynamics. Dynamics of organizational behavior. Conflict in organizations. Several leadership theories and their applicability in Turkey and other developing countries.

4540517 Educational Organizations and Design (3-0)3

An investigation in organizations in terms of their design, climates and the other characteristics as well as the theories, with the emphasis on educational organizations. Study of various issues and problems in Turkish educational organizations.

4540520 Strategic Planning in Higher Education (3-0)3

Theoretical background of strategic planning, basic steps of carrying out a strategic planning in public institutions. Based on a case study design, this course provides hands-on experience on strategic planning through which students can apply a similar framework in carrying out a strategic planning process in school organizations as well as in other public and nonprofit organizations.

Course Descriptions

4540524 Gap Analysis in Educational Organizations (3-0)3

This course is intended to help students develop an understanding of and practice the use of a specific type of organizational problem solving approach (Gap Analysis) for the purposes of performance improvement. In the first part of the course students are provided with an overview of organizational problem solving approaches and decision making, as well as job performance. Then the gap analysis approach to organizational problem solving is introduced. Students learn how to use this diagnostic and treatment selection and evaluation tool to be able to analyze and support the goals and progress of people/teams in educational organizations where learning and motivation are required to achieve goals. It is a three-credit graduate level seminar and students will be expected to attend class, be current with the issues, understand relevant background and learn to conduct a gap analysis on a performance problem in educational organizations.

4540525 Systems Analysis in Education (3-0)3

An in-depth study of the concepts: Systems and Systems Analysis, A reconsideration of education as a system. Meaning and development of MIS in education. Introduction to techniques in Systems Analysis: Flow Charts, Simulation, PERT, CPM, Linear Programming, Game Theory, and other applications.

44540526 Economics of Education (3-0)3

Theory of the Formation of Human Capital. Contribution of education to economic growth. Microeconomics of Education: Study of the effectiveness of educational systems.

4540527 Finance and Educational Planning (3-0)3

Analysis of the relation between educational systems and financial systems. Investigation of the issues of private and public finance of education.

4540533 Total Quality Management in Education (3-0)3

Acquire an adequate understanding of the theory of total quality management as a way of continuous improvement and the skills necessary to implement it in the field of education.

4540534 Critical Texts on the Politics of Education (3-0)3

This course is an extended introduction to the controversial structural issues surrounding educational institutions and practices in society. By focusing on the major theoretical approaches that are useful in examining and re-considering the immanent regularities of the school as a dynamic organism, this course is organized around a couple of overlapping circles of analysis. One of the major circle will focus on the issues of ecology of education; examining the ways in which schools are embedded within social, historical, and cultural contexts, the recognition of pedagogical domain as a site of (re)producing the technologies of collaboration with the families and the communities in the circuits of reciprocity principle, and the role in producing or transforming the existing power relations in

society. Another circle will offer critical engagement with intra-institutional centers, i.e. a complex set of authority patterns and governance structures, rituals, micro practices established around the students, administrators, and teachers, and foundations of morality. This course does not offer a continuous reflection on the contemporary issues of education, but inhabits instead back and forth encounters of micro and macro level of historically and culturally sedimented discourses of that root silently within these circles.

4540538 Higher Education Governance and Administration (3-0)3

A course on investigation of the higher education system and its administration. Identification and critically elaboration of the issues in the current Turkish higher education system.

4540573 Current Issues in Turkish Education (3-0)3

Analysis of micro and macro level problems of Turkish Education, including structural and organizational problems; teacher-training problems; problems of elementary education; problems of secondary education, problems of higher education; transitional problems between the various levels of education; education and market relationships; economic, political, juridical and philosophical problems.

4545549 Educational Change (3-0)3

This course seeks to give students an overview of the main concepts of change, the change process from the outset to the institutionalization, and the human side of the change using theoretical insight to develop an understanding of the process of change and analyze the educational changes in process and underway.

Educational Administration and Planning Courses

Ph.D. Program Elective Courses

| | | |
|---------|---|--------|
| EDS 607 | Issues in Educational Administration | (3-0)3 |
| EDS 609 | School and Society | (3-0)3 |
| EDS 610 | Educational Leadership and Change | (3-0)3 |
| EDS 617 | Restructuring Educational Organizations | (3-0)3 |
| EDS 619 | Organization and Administration of Higher Education | (3-0)3 |
| EDS 620 | Current Issues in Higher Education | (3-0)3 |
| EDS 625 | Educational Planning for Social Development | (3-0)3 |

Course Descriptions

4540607 Issues in Educational Administration (3-0)3

A course on international and national aspects of transformation, innovation, and critical issues in school administration in the 1990s.

4540609 School and Society (3-0)3

Study of the relationships between education and other societal subsystems, as including economy, politics, culture, technology and demography. More particularly examination of the relationships between school and other societal facts, as including family, gender ethnicity religion locality and social class.

4540610 Educational Leadership and Change (3-0)3

A course on educational leadership. Theoretical approaches to educational leadership, organizational development. The importance of leadership as a change in educational setting with a special reference to reforming Turkish educational system.

4540617 Restructuring Educational Organizations (3-0)3

An in-depth study of organizational change and restructuring in education. Information age, The new world order, and education, emerging theoretical issues in the concept of education, magnitude and scale of emerging issues and problems related to educational organizations, and the explorations of change alternatives for the Turkish educational system.

4540619 Organization and Administration of Higher Education (3-0)3

This course is intended to help students to gain understanding of colleges and universities as organizations and be able to use organizational theories to describe, analyze, and address higher education problems particularly as it applies to Higher Education in Turkey. Students will investigate higher education organizations by critically reviewing theories of organizational behavior and governance. We will discuss the theoretical underpinnings of these organizations and apply them to real and hypothetical situations in order to develop an understanding of how authority and power are exercised in higher education. When viewing post-secondary education through an organizational analysis, a broader view is taken looking at the entire system internally and externally. The first half of the course will be more theory driven while in the second half more attention will be paid to activities that universities engage in. As this is doctoral level seminar course, it will focus on deep readings of texts, constructive critique, and presentations in a collegial and reciprocal learning environment. Students will be expected to attend class, be up to date with the issues facing higher education, and actively engage in course discussion.

4540620 Current Issues in Higher Education (3-0)3

Examinations of higher education in changing national and international context. Investigation of various dimensions of higher education: policy-making, personnel recruitment, research, promotion etc.

4540625 Educational Planning for Social Development (3-0)3

Examination of the linkages between education and social development of nature. Concepts of social development and approaches to determine optimal type and levels of educational systems. Discussion of controversial issues leading to social development policy.

Guidance and Psychological Counseling

Master's Program Elective Courses

| | | |
|---------|---|--------|
| EDS 522 | Guidance | (3-0)3 |
| EDS 523 | Theories of Counseling | (3-0)3 |
| EDS 582 | Principles and Techniques of Counseling | (3-0)3 |
| EDS 583 | Group Counseling | (3-0)3 |
| EDS 584 | Field Practice I | (3-0)3 |
| EDS 585 | Field Practice II | (3-0)3 |
| EDS 586 | Interpersonal Relations | (3-0)3 |
| EDS 590 | Counseling in Higher Education | (3-0)3 |
| EDS 593 | Crisis Counseling | (3-0)3 |
| EDS 596 | Assessment Techniques in Counseling | (3-0)3 |

Course Descriptions

4540522 Guidance (3-0)3

Theoretical approaches to guidance. Purposes of student personality services and their place in education, introduction to guidance services in schools, principles of guidance, diagnosing and guiding students, collection and use of data on students, counseling, placement, follow-up, advising, research and evaluation, relations with parents and beyond the school community, vocational guidance, purpose of special education, identifying students with special learning needs, dealing with students with special needs in classrooms, designing instructional activities for students with special needs.

4540523 Theories of Counseling (3-0)3

This graduate level course is designed to familiarize students with several major theoretical approaches in counseling and psychotherapy and help them integrate these approaches with practice. A secondary goal is to introduce the wide variety of styles and practices used by leaders in the field of counseling and psychotherapy.

4540582 Principles and Techniques of Counseling (3-0)3

Understanding counseling as a process, goals of counseling, stages of the counseling process with special reference to the techniques used in each stage. Theories and research findings.

4540583 Group Counseling (3-0)3

Overview of the counseling group. Different theoretical approaches and techniques in group counseling. Stages in group counseling. Ethical and professional issues in group practice.

4540584 Field Practice I (3-0)3

Opportunity for advanced students to obtain practical experience. Identification of significant problems in an educational environment and other related settings.

4540585 Field Practice II (3-0)3

Continuation of Field Practice I

4540586 Interpersonal Relations (3-0)3

The process of relationship formation, maintenance, dissolution, and investigating such relationship phenomena as self-disclosure, equity, power and conflict.

4540590 Counseling in Higher Education (3-0)3

Growth and status of student services, theories of student development, models for higher education, essential competencies and techniques of counselor in higher education, organization and management, current trends.

4540593 Crisis Counseling (3-0)3

Intervention techniques used in a crisis situation such as drug induced crisis, family crisis, death of a loved one, loss of a job, retirement, financial problems, unwanted pregnancy and so on. Research on crisis counseling.

4540596 Assessment Techniques in Counseling (3-0)3

Practice in the administration of individual tests and preparation of psychological reports. Psychological and educational assessment procedures used with counselee(s).

Guidance and Psychological Counseling

Ph.D. Program Elective Courses

| | | |
|---------|---|--------|
| EDS 681 | Advanced Individual Counseling | (3-0)3 |
| EDS 682 | Advanced Group Counseling | (3-0)3 |
| EDS 683 | Contemporary Approaches to Counseling | (3-0)3 |
| EDS 685 | Advanced Seminar in Guidance and Counseling | (3-0)3 |
| EDS 687 | Special Topics in Guidance | (3-0)3 |

Course Descriptions

44540681 Advanced Individual Counseling (3-0)3

Opportunity for advanced students to obtain practical experience in individual counseling. Each student is required to carry out twenty individual counseling sessions under supervision.

4540682 Advanced Group Counseling (3-0)3

Opportunity for advanced students to obtain practical experience in group counseling. Each student is required to carry out at least 10 group sessions under supervision.

4540683 Contemporary Approaches to Counseling (3-0)3

Discussion of new approaches and their applications to different counseling settings.

4540685 Advanced Seminar in Guidance and Counseling (3-0)3

Presentation of different topics related to different areas of guidance and counseling practices. Such as vocational counseling, family counseling, counseling in schools, counseling in special education, rehabilitation counseling and so on.

4540687 Special Topics in Guidance (3-0)3

Recent approaches and special issues and problems in guidance practices with special reference to guidance services and activities in Turkey.



Research Interests

Curriculum and Instruction

Teacher education and teacher identity, K-12 and higher education policy, curriculum policy analysis, digitalization in education, contemporary issues in education (inclusive education, peace education, creative drama), citizenship and democracy education.

Educational Administration and Planning

Educational leadership, organizational change, K-12 and higher education policy, contemporary issues in education policy, sociology of education and social justice in education, internationalization and migration studies, academic support services.

Guidance and Psychological Counseling

Trauma psychology, crisis and grief counseling, traditional and cyberbullying, gender and culturally sensitive interventions, teacher stress and student outcomes, cognitive load and stereotype activation and discrimination in academic settings, interpersonal relations, intimate partner violence, school violence, risk-taking behaviors, gender, sexuality education, Adlerian counseling, university students' academic and social experiences, success barriers of university students, close relationships, loneliness, procrastination, group counseling.



Faculty



Cennet Engin

Professor of Curriculum and Instruction

Post-doc: University of Minnesota, Duluth & Fulbright Senior Scholar, University-Wisconsin Madison, USA

Ph.D: Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

M.S: Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

B.S: Middle East Technical University, Psychological Counseling and Guidance, Ankara, Turkey

RESEARCH AREA:

Social issues and education, gender inequalities, child labor, education of disadvantaged children, education in Central Asian Turkic Republics, and alternative and democratic education.

PUBLICATIONS:

- Çalışkan, Ö., Akin, S. & Engin-Demir, C. (2020). Democratic environment in higher education: The case of a Turkish public university, *International Journal of Educational Development*, 72. <https://doi.org/10.1016/j.ijedudev.2019.102129>
- Demir, C. E. (2007). Metaphors as a reflection of middle school students' perceptions of school: A cross-cultural analysis. *Educational Research and Evaluation*, 13(2), 89-107.
- Küçükakın, P. M., & Engin-Demir, C. (2021). The compliant wife, the good mother and other normalizing constructions of womanhood: a critical discourse analysis of idealized female identities within Turkish educational policy. *Critical Studies in Education*, 1-17.



Hanife Akar

Professor of Curriculum and Instruction

Post-doc: Fulbright Post-Doc., Fellow, & Boston College, CIHE, North Eastern Uni., MA.

Ph.D: Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

M.S: Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

B.S: Anadolu University, Teaching English as a Foreign Language, Eskişehir, Turkey

RESEARCH AREA:

Higher education curriculum policy, educational policy, intercultural education, global citizenship education, democracy education.

PUBLICATIONS:

- Akar, H., Çobanoğlu, R., & Plunkett, P. (2020). Faculty Experiences, Views, and Challenges on Internationalization in Higher Education from a Cross-Cultural Perspective, *Cukurova University Education Faculty Journal*, 49(2).
- Yılmaz, E. & Akar, H. (2022). Rethinking the assessment of the quality of teacher reflection by validating an innovative vignette-based instrument and an analytic coding scheme. *Asia Pacific Education Review*.
- Ozdemir-Karakus, O., & Akar, H. (2022). Gendered Citizenship: A Post-structural and Critical Analysis of the Citizenship Curriculum Regarding Gender. *Education and Science*, 47(211).



Nur Akkuş-Çakır

Assoc. Professor of Curriculum and Instruction

Post-doc: Drexel University, Westphal College of Media Arts & Design, Philadelphia, United States of America

Ph.D: Hacettepe University, Curriculum and Instruction, Ankara, Turkey

M.S.: Hacettepe University, Curriculum and Instruction, Ankara, Turkey

B.S.: Middle East Technical University, Foreign Elementary Science Education, Ankara, Turkey

RESEARCH AREA:

Teacher education; teacher identity; identity, teaching, and learning; digital games; language learning.

PUBLICATIONS:

- Akkuş Çakır, N., Çakır, M.P., Lee, F. (2021). We game on skyscrapers: the effects of an equity-informed game design workshop on students' computational thinking skills and perceptions of computer science. *Educational Technology Research and Development*, 69(5), 2683-2703.
- Akkuş Çakır, N. (2021). Study abroad in Turkey: The role of homestays on second language learning. *Intercultural Education*. 32(5), 525-546.
- Akkuş Çakır, N., Gaas, A., Foster, A., Lee, F.J. (2017). Development of a game-design workshop to promote young girls' interest towards computing through identity exploration. *Computers & Education*, 108, 115-130. doi: 10.1016/j.compedu.2017.02.002

Faculty



Pervin Oya Taneri

Assoc. Professor of Curriculum and Instruction

Post-doc: Indiana University, Development and Research (CIEDR), Bloomington, United States of America

Ph.D: Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

M.S.: Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

B.S.: Hacettepe University, Measurement and Assessment in Education, Ankara, Turkey

RESEARCH AREA:

Teacher education, inclusive education, creative drama, curriculum studies, critical pedagogy, democratic education, peace education.

PUBLICATIONS:

- Özbek, Ö. Y. & Taneri, P.O. (2022). Bibliyoterapi Kullanarak Akran Zorbalığı İle Mücadele: Bir Kapsayıcı Eğitim Stratejisi. Ankara: Anı Yayıncılık. ISBN: 978-605-170-71-36
- Taneri, P. O., Özbek, Ö. Y. & Akduman, N. (2021). In-service teacher training program development study to prevent peer bullying. *International Journal of Curriculum and Instructional Studies*, 11(2), 147-166. DOI:10.31704/ijocis.2021.008
- G. A. Nortvedt, E. Wiese, M. Brown, D. Burns, G. Mcnamara, J. O'Hara, H. Altrichter, M. Fellner, B. Herzog-Punzenberger, K. F. Nayir & P. O. Taneri. (2020). Aiding culturally responsive assessment in schools in a globalising world. *Educational Assessment, Evaluation and Accountability*, 32, 5–27.



Yeşim Çapa-Aydın

Assoc. Professor of Curriculum and Instruction

M.A & Ph.D: Ohio State University, Quantitative Research, Evaluation, and Measurement in Education, 2005

M.S.: Middle East Technical University, Science Education, Ankara, Turkey

B.S.: Middle East Technical University, Biology Education, Ankara, Turkey

B.S.(double major): Middle East Technical University, Biology, Ankara, Turkey

RESEARCH AREA:

Assessment and feedback in higher education, faculty development, performance evaluation, academic emotions, and self-efficacy.

PUBLICATIONS:

- Cobanoğlu, R., Çapa Aydın, Y., & Yıldırım, A. (2019). Sources of teacher beliefs about developmentally appropriate practice: a structural equation model of the role of teacher efficacy beliefs. *European Early Childhood Education Research Journal*, 27, 195-207. DOI: 10.1080/1350293X.2019.1579547
- Çapa Aydın, Y. (2016). Student evaluation of instruction: Comparison between in-class and online method. *Assessment and Evaluation in Higher Education*, 41(1), 112-126 DOI: 10.1080/02602938.2014.987106
- Çapa Aydın, Y., & Uzuntiryaki, E. (2009). Development and psychometric evaluation of the High School Chemistry Self-Efficacy Scale. *Educational and Psychological Measurement*, 69(5), 868-880



Elif Öztürk

Asst. Professor of Curriculum and Instruction

Ph.D: Texas A&M University, Educational Technology, College Station, United States of America

M.S.: Middle East Technical University, Industrial Design, Ankara, Turkey

B.S.: Middle East Technical University, Foreign Elementary Science Education, Ankara, Turkey

RESEARCH AREA:

Creative thinking, adaptive expertise, blended learning curriculum, computer aided education.

PUBLICATIONS:

- Öztürk, E., Yalvac, B., Johnson, M.D., & Peng, X. (2020). Investigating the relationships among engineering practitioners and undergraduate students' adaptive expertise characteristics and experiences. *International Journal of Engineering Education*. 36(5), 1585-1594.
- Öztürk, E. (2019). Students' expectations from mobile devices for mobile learning. *International Journal of Mobile Communications*. 17(4), 409-421. doi: 10.1504/IJMC.2019.10014815
- Liu, K., Peng, X., McGary, P., Yalvac, B., Öztürk, E., Johnson, M.D., & Valverde, L. (2015). Integration of contextual exercises in computer-aided design education. *Computer-Aided Design and Applications*, 12(sup1), 13-21.

Faculty



Yaşar Kondakçı

Professor of Educational Administration and Planning

Ph.D: Ghent University, Management and Organization, Ghent, Belgium

M.S.: Middle East Technical University, Educational Administration and Planning, Ankara, Turkey

B.S.: Middle East Technical University, Psychological Counseling and Guidance, Ankara, Turkey

B.S. (Minor): Middle East Technical University, Studies in Public Administration, Ankara, Turkey

RESEARCH AREA:

Higher education, internationalization, leadership, social justice.

PUBLICATIONS:

- Kondakci, Y., Zayim, M., Kaya-Kasikci, S., Senay, H.H., & Kulakoglu, B. (2021) 'Scaling' the academia: Perspectives of academics on the impact of their practices. *Research Evaluation*, 30(3), 370-381. <https://doi.org/10.1093/reseval/rv-ab015>
- Kondakci, Y., Bedenlier, S., & Zawacki-Richter, O. (2018). Social network analysis of international student mobility: uncovering the rise of regional hubs. *Higher Education*, 75(3), 517-535..
- Arar, K., Kondakci, Y., Streitwieser, B., & Saiti, A. (2021). *Higher Education in the Era of Migration, Displacement and Internationalization*. Routledge.



Gökçe Gökalp

Assoc. Professor of Educational Administration and Planning

Ph.D: University of Southern California, Educational Psychology, Los Angeles, United States of America

M.A: California State University Northridge General-Experimental Psychology, Northridge, United States of America

B.S: California State University Northridge Psychology, Northridge, United States of America

RESEARCH AREA:

Doctoral education, researcher mental health and well being, stereotype activation and discrimination in academic settings, decision making and problem solving in schools, crisis management, educational leadership.

PUBLICATIONS:

- Gökalp, G. & Can, I. (2022). Evolution of pre-service teachers' perceptions about classroom management and student misbehavior in an inquiry-based classroom management course. *Action in Teacher Education*, 44(1), 70-84.
- Gokalp, G. (2021). Turkey. In Taylor, S., Kiley, M., & Holley, K. *The Making of Doctoral Supervisors: International Case Studies of Practice*. (p. 175-182) Routledge.
- Gokalp, G. (2015). Cifteler: The first Village Institute of Turkey (1937-1950). In Rodrigues, E. (Ed.). *Pedagogies and Curriculums to (Re)imagine Public Education. Transnational Tales of Hope and Resistance*. (p. 127-140) Springer.



Merve Zayim-Kurtay

Assoc. Professor of Educational Administration and Planning

Post-doc: Vrije Universiteit Brussel, Department of Educational Sciences, Brussel, Belgium

Ph.D: Middle East Technical University, Educational Administration and Planning, Ankara, Turkey

M.S.: Middle East Technical University, Educational Administration and Planning, Ankara, Turkey

B.S.: Middle East Technical University, Elementary Science Education, Ankara, Turkey

RESEARCH AREA:

Organizational change, trust, academic leadership, higher education.

PUBLICATIONS:

- Kondakci, Y., Zayim-Kurtay, M., Kaya-Kasikci, S., Senay, H. H., & Kulakoglu, B. (2021). "Scaling" the academia: Perspectives of academics on the impact of their practices. *Research Evaluation*, 30(3), 371-381 doi:10.1093/reseval/rvab015
- Zayim-Kurtay, M., & Kondakci, Y. (2021). Modeling change implementation behaviors: Teachers' affective and attitudinal reactions to change in Turkey. *International Journal of Leadership in Education*, 24(6), 789-814. doi:10.1080/13603124.2019.1690704
- Zayim, M., & Kondakci, Y. (2015). An exploration of the relationship between readiness for change and organizational trust in Turkish public schools. *Educational Management Administration & Leadership*, 43(4), 610-625. doi:10.1177/1741143214523009

Faculty



Serap Emil

Assoc. Professor of Educational Administration and Planning

Ph.D: Portland State University, Educational Leadership, Portland, United States of America

M.S.: Middle East Technical University, Educational Sciences, Ankara, Turkey

B.S.: Middle East Technical University, Educational Sciences, Ankara, Turkey

RESEARCH AREA:

Higher education studies, faculty teaching and student learning.

PUBLICATIONS:

- Acartürk, C., Coşkun, M., Emil, S. (2021). Multimodal communication in instructional settings: An investigation of the functional roles of gestures and arrows. *Revista Signos. Estudios De Linguistica*, 54(107), 867-892.
- Emil, S. & Cress, C. (2014). Faculty perspectives on programme and curricular assessment: Individual and institutional characteristics that influence participation and engagement. *Assessment and Evaluation in Higher Education*, 39(5), 531-552.
- Aytaş, H., & Serap, E. M. İ. L. (2020). The lived experiences of faculty members with disabilities in Turkish universities: Implications for higher education leadership and management. *Research in Educational Administration and Leadership*, 5(4), 1123-1155.



Duygun Göktürk

Assoc. Professor of Educational Administration and Planning

Ph.D: Purdue University, Educational Leadership and Cultural Foundations, West Lafayette, United States of America

M.S.: Boğaziçi University, Educational Sciences, İstanbul, Turkey

B.S.: Boğaziçi University, Elementary Science Education, İstanbul, Turkey

RESEARCH AREA:

Sociology of education, race-class-gender-ethnicity, boundary-work, higher education.

PUBLICATIONS:

- Gokturk, D. (2022). Academic familism and disciplinary cohesion in higher education: The case of the educational administration field in Turkey. *Higher Education Quarterly*, 00, 1–16. <https://doi.org/10.1111/hequ.12380>
- Gokturk, D. and Yildirim-Tasti, O. (2020). The role of academic inbreeding in building institutional and research habitus: A case study from Turkey. *High Education Policy*, 35, 178-198.
- Gokturk, D. (2018). Ethnographic account of a pedagogical project: Sisterhood institution in the Hizmet Movement. *British Journal of Sociology of Education*, 39(5), 654-658.



Ayhan Demir

Professor of Guidance and Psychological Counseling

Ph.D: Hacettepe University, Psychological Counseling and Guidance, Ankara, Turkey

M.S: Hacettepe University, Clinical Psychology, Ankara, Turkey

B.S.: Middle East Technical University, Psychology, Ankara, Turkey

RESEARCH AREA:

Loneliness, procrastination, group counseling.

PUBLICATIONS:

- Muyan-Yılık, M., & Demir, A. (2020). A pathway towards subjective well-being for Turkish University students: The roles of dispositional Hope, cognitive flexibility, and coping strategies. *Journal of Happiness Studies*, 21(6), 1945-1963.
- Mısır, S., Demir, A., & Koydemir, S. (2020). The relationship between perceived interpersonal competence and self-disclosure in an online context: The moderating role of shyness. *International Journal of Psychology*, 55(4), 601-608.
- Barutçu Yıldırım, F., & Demir, A. (2020). Self-handicapping among university students: The role of procrastination, test anxiety, self-esteem, and self-compassion. *Psychological reports*, 123(3), 825-843.

Faculty



Özgür Erdur-Baker

Professor of Guidance and Psychological Counseling

Ph.D: University of Texas Austin, Counseling Psychology, Austin, United States of America

M.S.: University of Texas Austin, Educational Psychology, Austin, United States of America

B.S: Ankara University, Psychological Services in Education, Ankara, Turkey

RESEARCH AREA:

Gender and culture sensitive counseling, peer bullying (traditional and cyber bullying), trauma, grief and disaster psychology.

PUBLICATIONS:

- Erdur-Baker Ö. (2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky usage of internet-mediated communication tools. *New Media & Society*, 12(1):109-125. doi:10.1177/1461444809341260
- Gökyar M, Erdur-Baker Ö. (2021). Impacts of urban terror attacks on Turkish mothers' daily experiences. *Journal of Interpersonal Violence*. doi:10.1177/0886260520985493
- Tanacioğlu-Aydın, B., & Erdur-Baker, Ö. (2021). Pregnancy loss experiences of couples in a phenomenological study: Gender differences within the Turkish sociocultural context. *Death Studies*, 1-10.



Zeynep Hatipoğlu Sümer

Professor of Guidance and Psychological Counseling

Post-doc: University of Minnesota Duluth, Health, Physical Education and Recreation, Duluth, United States of America

Ph.D: Middle East Technical University, Educational Sciences, Ankara, Turkey

M.S.: Middle East Technical University, Educational Sciences, Ankara, Turkey

B.S.: Middle East Technical University, Educational Sciences, Ankara, Turkey

RESEARCH AREA:

Interpersonal relations, intimate partner violence, school violence, risk-taking behaviors, gender, sexuality education, Adlerian counseling.

PUBLICATIONS:

- Hatipoğlu Sümer, Z. (2015). Gender, religiosity, sexual activity, sexual knowledge, and attitudes toward controversial aspects of sexuality. *Journal of Religion and Health*, 54(6).
- Çetinkaya-Yıldız, E., & Hatipoğlu Sümer, Z. (2021). The impact of parental factors on physical aggression perpetration among Turkish urban adolescents: The mediating role of beliefs supporting aggression. *Violence and Victims*, 36(1).
- Hatipoğlu Sümer, Z. (2019). Bireysel terapi [Individual/Adlerian psychotherapy]. In Z. Karataş, & Y. Yavuzer (Eds.), *Psikolojik danışma ve psikoterapi kuramları: Örnek uygulamalarla temel ve güncel kuramlar*.



Funda Barutçu-Yıldırım

Asst. Professor of Guidance and Psychological Counseling

Post-doc: Indiana University, Development and Research (CIEDR), Bloomington, United States of America

Ph.D: Middle East Technical University, Psychological Counseling and Guidance, Ankara, Turkey

M.S.: Middle East Technical University, Psychological Counseling and Guidance, Ankara, Turkey

B.S.: Boğaziçi University, Elementary Science Education, İstanbul, Turkey

RESEARCH AREA:

University students' academic and social experiences, success barriers of university students, and close relationships.

PUBLICATIONS:

- Barutçu-Yıldırım, F., & Demir, A. (2020). Self-handicapping among university students: The role of procrastination, test anxiety, self-esteem, and self-compassion. *Psychological Reports*, 123(3), 825-843.
- Barutçu-Yıldırım, F., & Demir, A. (2015). Breakup adjustment in young adulthood. *Journal of Counseling and Development*, 93(1), 38-44.
- Barutçu, F., Yerin Güneri, O., & Çapa Aydın, Y. (2015). Üniversite öğrencilerinin memnuniyet düzeyi ve ilişkili değişkenler [University students' satisfaction level and related variables]. *Eğitimde Kuram ve Uygulama [Journal of Theory and Practice in Education]*, 11(2), 521-533.

EDUCATIONAL
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