

## Prof. ERCAN KIRAZ

### Personal Information

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### Biography

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#### Ercan Kiraz, Professor of Curriculum and Instruction

Dr. Ercan Kiraz completed his B.Sc. degree in Curriculum and Instruction at Ankara University, School of Educational Sciences in 1990, and was awarded with a scholarship by the Ministry of National Education (MONE) in accordance with the law 1416 to pursue a graduate degree in the United States of America. He completed his M.Sc. in 1993, and Ph.D. in 1997 in Curriculum Development and Special Education field at the University of Southern California, Waite Phillips Hall School of Education. During his graduate studies, he concentrated on pre and in-service teacher education, interactive learning, academic collegiality, curriculum development, instructional design, and teaching modeling. In 1997, he returned to Turkey, and started his academic career at Balikesir University, Necatibey Eđitim Fakóltesi. Later, he joined to Middle East Technical University (METU), Educational Science Department, and became an Associate Professor in 2004 and a Full Professor of Curriculum and Instruction in 2010.

Besides publishing numerous articles in national and international journals, Dr. Kiraz conducted many workshops, seminars, and in-service training programs for different state institutions, organizations, and public and private schools in order to help educators' professional development. He also served as a consultant and contributed as an educational sciences expert for the State Development Plans, quality improvement commissions, USAID, Kazakhstan Ministry of Science and Education, Board of Education of MONE. In 2008, he was invited to Turkish Republic of North Cyprus to lead the elementary school curriculum development process where he conducted hundreds of workshops and seminars, particularly constructivist educational approaches in the first place.

In 2011, he was awarded with a Senior Scholar Award by Fulbright Commission and joined to Arizona State University, School of Education to conduct research in instructional design approaches of American educators, and to share his experiences regarding Turkish instructional design applications. Between 2013 and 2014, he worked at METU North Cyprus Campus and at the end of 2014 he moved to the United States and continued his academic career in California.

Ercan Kiraz believes that in the center of learning process a main emphasis should be placed on developing special learning environments that reveal active learning and cognitive movements. For this, he conducted researches in the areas of school architecture and learning ergonomics, multiple intelligences theory, blended learning, active learning, educational ideologies, educational technology, and qualitative research techniques. He also supervised many M.Sc. thesis and Ph.D. dissertations in those areas.

In July 2016, he returned to Turkey and accepted a vice rector position to contribute to the "3<sup>rd</sup> Generation Public University" mission at Abdullah Gül University.

As of today, he continues his scholarly work at Çanakkale Onsekiz Mart University.

### Foreign Languages

## Research Areas

Education

## Academic Titles / Tasks

Professor, Canakkale Onsekiz Mart University, Eğitim Fakültesi, 2017 - Continues

Professor, Middle East Technical University, Faculty Of Education, Department Of Educational Sciences, 2010 - 2014

Associate Professor, Middle East Technical University, Faculty Of Education, Department Of Educational Sciences, 2005 - 2010

Assistant Professor, Balikesir University, Necatibey Faculty Of Education, Department Of Educational Sciences, 1997 - 2000

## Articles Published in Journals That Entered SCI, SSCI and AHCI Indexes

- I. **Good Practice Principles in an Undergraduate Blended Course Design**  
Kocaman Karoglu A., Kiraz E., Ozden M. Y.  
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.39, no.173, pp.249-263, 2014 (Journal Indexed in SSCI)
- II. **Design of a blended learning environment: Considerations and implementation issues**  
GEDİK N., Kiraz E., Ozden M. Y.  
AUSTRALASIAN JOURNAL OF EDUCATIONAL TECHNOLOGY, vol.29, no.1, pp.1-19, 2013 (Journal Indexed in SSCI)
- III. **Who are the future teachers in Turkey? Characteristics of entering student teachers**  
AKSU M., Demir C. E. , DALOĞLU A., YILDIRIM İ. S. , Kiraz E.  
INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT, vol.30, no.1, pp.91-101, 2010 (Journal Indexed in SSCI)
- IV. **Enthusiasm vs. experience in mentoring: A comparison of Turkish novice and experienced teachers in fulfilling supervisory roles**  
Kiraz E., YILDIRIM İ. S.  
ASIA PACIFIC EDUCATION REVIEW, vol.8, no.2, pp.250-261, 2007 (Journal Indexed in SSCI)
- V. **The implications of multiple intelligences theory on literacy education at first grade**  
Temiz N., Kiraz E.  
EGITIM ARASTIRMALARI-EURASIAN JOURNAL OF EDUCATIONAL RESEARCH, vol.7, no.27, pp.111-126, 2007 (Journal Indexed in SSCI)
- VI. **The relationship between educational ideologies and technology acceptance in pre-service teachers**  
Kiraz E., Ozdemir D.  
EDUCATIONAL TECHNOLOGY & SOCIETY, vol.9, no.2, pp.152-165, 2006 (Journal Indexed in SSCI)

## Articles Published in Other Journals

- I. **Gelecek Üzerine Araştırma Yapma Yöntemlerinin Eğitim Araştırmalarında Kullanılması**  
TUNALI S., KİRAZ E.  
Yaşadıkça Eğitim Dergisi, vol.31, no.2, pp.41-54, 2018 (Other Refereed National Journals)
- II. **The Weaknesses of Using Instruments Inventories for Determining Multiple Intelligences Profiles**  
TEMİZ N., KİRAZ E.  
Participatory Educational Research, vol.3, no.1, pp.14-26, 2016 (Refereed Journals of Other Institutions)
- III. **Professional Development Needs of Turkish Teachers in an Era of National Reforms**

Gokmenoglu T., Clark C. M. , Kiraz E.

AUSTRALIAN JOURNAL OF TEACHER EDUCATION, vol.41, no.1, pp.113-125, 2016 (Journal Indexed in ESCI)

- IV. **Ideologies Attitudes and Curriculum Change Teachers Perception**  
KİRAZ E.  
Education for Life, vol.29, no.1, pp.13-32, 2015 (Other Refereed National Journals)
- V. **The Optimum Blend Affordances and Challenges of Blended Learning For Students**  
GEDİK N., KİRAZ E., ÖZDEN M. Y.  
Turkish Online Journal of Qualitative Inquiry, vol.3, no.3, pp.102-117, 2012 (Other Refereed National Journals)
- VI. **Using Asynchronous Communication Tools to Support Face to Face Courses Turkish Preservice Teachers Perspectives**  
KOCAMAN KAROĞLU A., KİRAZ E., ÖZDEN M. Y.  
International Journal of Applied Educational Studies, vol.11, no.1, pp.59-73, 2011 (Refereed Journals of Other Institutions)
- VII. **Öğretmen Adaylarının Üniversitelerde Sunulan Sosyal ve Akademik Olanakları Değerlendirme Durumları ODTÜ örneği**  
GÖKMENOĞLU KARAKAYA T., KİRAZ E.  
Türk Eğitim Bilimleri Dergisi, vol.9, no.2, pp.393-410, 2011 (Other Refereed National Journals)
- VIII. **Crises Reforms and Scientific Improvements Behaviorism in the Last Two Centuries**  
GÖKMENOĞLU KARAKAYA T., ERET ORHAN E., KİRAZ E.  
Elementary Education Online, vol.9, no.1, pp.292-300, 2010 (Refereed Journals of Other Institutions)
- IX. **Öğretmen Adaylarının Eğitim Görüşlerinin Farklı Değişkenlere Göre İncelenmesi**  
KİRAZ E., ENGİN DEMİR C., AKSU M., DALOĞLU A., YILDIRIM İ. S.  
İlköğretim Online, vol.9, no.2, pp.526-540, 2010 (Other Refereed National Journals)
- X. **Unexpected Impact of Practicum Experts Learn from the Novice**  
KİRAZ E.  
Teacher Education and Practice, vol.17, no.1, pp.71-88, 2004 (Refereed Journals of Other Institutions)
- XI. **The Design and Development of an Online Learning Support System for Preservice Teachers A Discussion of Attitudes and Utilization**  
İNAN F., YILDIRIM İ. S. , KİRAZ E.  
Journal of Interactive Instruction Development, vol.17, no.1, pp.3-15, 2004 (Refereed Journals of Other Institutions)
- XII. **Impact Of Supervising Teachers Are They Really Competent in Providing Assistance To Teacher Candidates Professional Growth Reflections from Turkey**  
KİRAZ E.  
Mediterranean Journal of Educational Studies, vol.8, no.2, pp.75-93, 2003 (Refereed Journals of Other Institutions)
- XIII. **Öğretmen adaylarının hizmet öncesi mesleki gelişiminde uygulama öğretmenlerinin işlevi**  
KİRAZ E.  
Journal of Educational Sciences and Practices, vol.1, no.2, pp.183-196, 2002 (Other Refereed National Journals)
- XIV. **Aday öğretmen-rehber öğretmen etkileşimi: mesleki gelişimde diğer boyut**  
KİRAZ E.  
Eğitim Araştırmaları dergisi, vol.5, pp.85-89, 2001 (Other Refereed National Journals)
- XV. **Obstacles in Integrating Online Communication Tools into Preservice Teacher Education A Case Study**  
YILDIRIM İ. S. , KİRAZ E.  
Journal of Computing in Teacher Education, vol.15, no.3, pp.23-28, 1999 (Refereed Journals of Other Institutions)

## Books & Book Chapters

- I. **A Dilemma in Turkish Examination System: Open-Ended or Multiple-Choice?**  
BİRGİLİ B., KİRAZ E.

in: Recent Developments in Education, Mariateresa Gammone, Mehmet Ali Icbay, Hasan Arslan, Editor, Learning and Teaching, Publisher: Poland: Bialystok, pp.72-80, 2017

**II. A review of primary education first, second and third grade life science textbooks: A content analysis of moral values**

İÇBAY M. A. , TEMİZ N., KİRAZ E.

in: Education and values in the Balkan countries, Nikos P. Terzis, Editor, Publishing House Kyriakidis Brothers S. A., Thessaloniki, pp.199-211, 2007

## **Refereed Congress / Symposium Publications in Proceedings**

**I. NEOLIBERALISM DISGUISED AS GLOBAL TEXTBOOKS: IS IDEOLOGY EMBEDDED?**

ÖZGİDER D. S. , KİRAZ E.

INTERNATIONAL EUROPEAN CONFERENCE ON INTERDISCIPLINARY SCIENTIFIC RESEARCHES, Paris, France, 15 - 17 November 2019, vol.978605698, no.1, pp.5

**II. Comparing Open-Ended and Multiple-Choice Questions in Large-Scale Examinations**

BİRGİLİ B., KİRAZ E.

European Conference on Educational Research, 3 - 07 September 2018

**III. Mimarlık eğitiminde reflektif uygulamalar**

KİRAZ E.

Özyeğin Üniversitesi, 13 April 2018

**IV. A Dilemma in Examination System: Can Open-Ended Questions be an Alternative to Multiple-Choice?**

BİRGİLİ B., KİRAZ E.

Conference: IASSR, 25 - 28 January 2017

**V. What does it mean to bring a new tool into the classroom? I**

Özbek G., KİRAZ E.

International Congress on Educational Sciences and Learning Technology, ICELS, Atina, Greece, 15 November - 19 May 2017

**VI. Trends Sahping Education in Turkey.**

TUNALI S., KİRAZ E.

XIII. European Conference on Social and Behavioral Sciences, 19 - 22 May 2017

**VII. A Metacognitive Perspective to Open-ended Questions vs. Multiple Choice.**

BİRGİLİ B., KİRAZ E.

European Conference on Educational Research, 22 - 25 August 2017

**VIII. Trends of Education: Steering a future from the past. , Sofia, Bulgaria 19-22 May 2017.**

KİRAZ E.

XIII. European Conference on Social and Behavioral Sciences, 19 - 22 May 2017

**IX. Internationalise your campus AGU Case**

KİRAZ E.

CIEE, Los-Angeles, Chile, 16 - 19 November 2016

**X. A Qualitative Analysis of Differential Effect of Multiple choice and Open ended Questions on Metacognition and Affect**

BİRGİLİ B., KİRAZ E.

European Conference on Educational Research, Dublin, Ireland, 22 - 26 August 2016

**XI. Single problem-multiple responses: Lack of congruency toward misbehavior**

Gokmenoglu T., ERET E., Kiraz E.

1st World Conference on Learning, Teaching and Administration (WCLTA), Cairo, Egypt, 29 - 31 October 2010, vol.9

**XII. Instructional design taking roots from globalization toward institutionalization**

YILMAZ A. Ö. , Kiraz E.

World Conference on Educational Sciences, Nicosia, CYPRUS, 4 - 07 February 2009, vol.1, pp.2653-2657

## Citations

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