

## **Prof. Dr. ERCAN KIRAZ**

### **Kişisel Bilgiler**

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### **Biyografi**

#### **Biography**

#### **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 Balıkesir University, Necatibey Eğitim Fakültesi. 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.

### **Yabancı Diller**

## Araştırma Alanları

Eğitim

## Akademik Unvanlar / Görevler

Prof. Dr., Çanakkale Onsekiz Mart Üniversitesi, Eğitim Fakültesi, 2017 - Devam Ediyor

Prof. Dr., Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, 2010 - 2014

Doç. Dr., Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, 2005 - 2010

Yrd. Doç. Dr., Balıkesir Üniversitesi, Necatibey Eğitim Fakültesi, Eğitim Bilimleri Bölümü, 1997 - 2000

## SCI, SSCI ve AHCI İndekslerine Giren Dergilerde Yayınlanan Makaleler

- I. **Good Practice Principles in an Undergraduate Blended Course Design**  
Kocaman Karoglu A., Kiraz E., Ozden M. Y.  
EGITIM VE BILIM-EDUCATION AND SCIENCE, cilt.39, sa.173, ss.249-263, 2014 (SSCI)
- II. **Design of a blended learning environment: Considerations and implementation issues**  
GEDİK N., Kiraz E., Ozden M. Y.  
AUSTRALASIAN JOURNAL OF EDUCATIONAL TECHNOLOGY, cilt.29, sa.1, ss.1-19, 2013 (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, cilt.30, sa.1, ss.91-101, 2010 (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, cilt.8, sa.2, ss.250-261, 2007 (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, cilt.7, sa.27, ss.111-126, 2007 (SSCI)
- VI. **The relationship between educational ideologies and technology acceptance in pre-service teachers**  
Kiraz E., Ozdemir D.  
EDUCATIONAL TECHNOLOGY & SOCIETY, cilt.9, sa.2, ss.152-165, 2006 (SSCI)

## Diğer Dergilerde Yayınlanan Makaleler

- I. **Tarım Eğitiminde Paradigmatik Dönüşüm: Tarım Üniversiteleri Model Önerileri**  
Yılmaz Yıldız S. B., Kiraz E.  
Başkent University Journal of Education, cilt.11, sa.1, ss.49-65, 2024 (Hakemli Dergi)
- II. **Thematization of University: A Quest for Establishing Agricultural Universities**  
YILMAZ YILDIZ S. B., KIRAZ E.  
International Journal of Innovative Approaches in Education, cilt.7, sa.3, ss.152-165, 2023 (Hakemli Dergi)
- III. **Gelecek Üzerine Araştırma Yapma Yöntemlerinin Eğitim Araştırmalarında Kullanılması**  
TUNALI S., KIRAZ E.  
Yaşadıkça Eğitim Dergisi, cilt.31, sa.2, ss.41-54, 2018 (Hakemli Dergi)
- IV. **The Weaknesses of Using Instruments Inventories for Determining Multiple Intelligences Profiles**  
TEMİZ N., KIRAZ E.

- Participatory Educational Research, cilt.3, sa.1, ss.14-26, 2016 (Scopus)
- V. **Professional Development Needs of Turkish Teachers in an Era of National Reforms**  
Gokmenoglu T., Clark C. M., Kiraz E.  
AUSTRALIAN JOURNAL OF TEACHER EDUCATION, cilt.41, sa.1, ss.113-125, 2016 (ESCI)
- VI. **Ideologies Attitudes and Curriculum Change Teachers Perception**  
KIRAZ E.  
Education for Life, cilt.29, sa.1, ss.13-32, 2015 (Hakemli Dergi)
- VII. **The Optimum Blend Affordances and Challenges of Blended Learning For Students**  
GEDİK N., KIRAZ E., ÖZDEN M. Y.  
Turkish Online Journal of Qualitative Inquiry, cilt.3, sa.3, ss.102-117, 2012 (Hakemli Dergi)
- VIII. **Using Asynchronous Communication Tools to Support Face to Face Courses Turkish Preservice Teachers Perspectives**  
KOCAMAN KAROĞLU A., KIRAZ E., ÖZDEN M. Y.  
International Journal of Applied Educational Studies, cilt.11, sa.1, ss.59-73, 2011 (Hakemli Dergi)
- IX. **Öğretmen Adaylarının Üniversitelerde Sunulan Sosyal ve Akademik Olanakları Değerlendirme Durumları ODTÜ örneği**  
GÖKMENOĞLU KARAKAYA T., KIRAZ E.  
Türk Eğitim Bilimleri Dergisi, cilt.9, sa.2, ss.393-410, 2011 (Hakemli Dergi)
- X. **Crises Reforms and Scientific Improvements Behaviorism in the Last Two Centuries**  
GÖKMENOĞLU KARAKAYA T., ERET ORHAN E., KIRAZ E.  
Elementary Education Online, cilt.9, sa.1, ss.292-300, 2010 (Hakemli Dergi)
- XI. **Öğretmen Adaylarının Eğitim Görüşlerinin Farklı Değişkenlere Göre İncelenmesi**  
KIRAZ E., ENGİN DEMİR C., AKSU M., DALOĞLU A., YILDIRIM İ. S.  
İlköğretim Online, cilt.9, sa.2, ss.526-540, 2010 (Hakemli Dergi)
- XII. **The Design and Development of an Online Learning Support System for Preservice Teachers A Discussion of Attitudes and Utilization**  
İNAN F., YILDIRIM İ. S., KIRAZ E.  
Journal of Interactive Instruction Development, cilt.17, sa.1, ss.3-15, 2004 (Hakemli Dergi)
- XIII. **Unexpected Impact of Practicum Experts Learn from the Novice**  
KIRAZ E.  
Teacher Education and Practice, cilt.17, sa.1, ss.71-88, 2004 (Hakemli Dergi)
- XIV. **Impact Of Supervising Teachers Are They Really Competent in Providing Assistance To Teacher Candidates Professional Growth Reflections from Turkey**  
KIRAZ E.  
Mediterranean Journal of Educational Studies, cilt.8, sa.2, ss.75-93, 2003 (Hakemli Dergi)
- XV. **Öğretmen adaylarının hizmet öncesi mesleki gelişiminde uygulama öğretmenlerinin işlevi**  
KIRAZ E.  
Journal of Educational Sciences and Practices, cilt.1, sa.2, ss.183-196, 2002 (Hakemli Dergi)
- XVI. **Aday öğretmen-rehber öğretmen etkileşimi: mesleki gelişimde diğer boyut**  
KIRAZ E.  
Eğitim Araştırmaları dergisi, cilt.5, ss.85-89, 2001 (Hakemli Dergi)
- XVII. **Obstacles in Integrating Online Communication Tools into Preservice Teacher Education A Case Study**  
YILDIRIM İ. S., KIRAZ E.  
Journal of Computing in Teacher Education, cilt.15, sa.3, ss.23-28, 1999 (Scopus)

## Kitap & Kitap Bölümleri

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

Recent Developments in Education, Mariateresa Gammone, Mehmet Ali Icbay, Hasan Arslan, Editör, Learning and Teaching, Publisher: Poland: Bialystok, ss.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.

Education and values in the Balkan countries, Nikos P. Terzis, Editör, Publishing House Kyriakidis Brothers S. A., Thessaloniki, ss.199211, 2007

## **Hakemli Kongre / Sempozyum Bildiri Kitaplarında Yer Alan Yayınlar**

- I. Challenging the traditional paradigms: Needs are obvious for agricultural universities in Turkey**  
YILMAZ-YILDIZ S. B., KİRAZ E.  
6th International Symposium on Human, Social and Sustainable Development Research. Hammamet, Tunisia, Hammamet, Tunus, 02 Mayıs 2023, cilt.7, ss.1696-1704
- II. 21st-Century Skills: Revolution or Evolution?**  
Yayla Hınız E., Kiraz E.  
INTERNATIONAL EUROPEAN CONFERENCE ON INTERDISCIPLINARY SCIENTIFIC RESEARCHES, Paris, Fransa, 15 - 17 Kasım 2019, ss.3
- III. NEOLIBERALISM DISGUISED AS GLOBAL TEXTBOOKS: IS IDEOLOGY EMBEDDED?**  
ÖZGİDER D. S., KİRAZ E.  
INTERNATIONAL EUROPEAN CONFERENCE ON INTERDISCIPLINARY SCIENTIFIC RESEARCHES, Paris, Fransa, 15 - 17 Kasım 2019, cilt.978605698, sa.1, ss.5
- IV. Texture of Campus Architecture: Does Campus Milieu Promote Better Learning?**  
GÖZÜTOK N., KİRAZ E.  
International European Conference on Interdisciplinary Scientific Researches, Paris, Fransa, 15 - 17 Ekim 2019
- V. Comparing Open-Ended and Multiple-Choice Questions in Large-Scale Examinations**  
BİRGİLİ B., KİRAZ E.  
European Conference on Educational Research, 3 - 07 Eylül 2018
- VI. Mimarlık eğitiminde reflektif uygulamalar**  
KİRAZ E.  
Özyeğin Üniversitesi, 13 Nisan 2018
- VII. A Dilemma in Examination System: Can Open-Ended Questions be an Alternative to Multiple-Choice?**  
BİRGİLİ B., KİRAZ E.  
Conference: IASSR, 25 - 28 Ocak 2017
- VIII. 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, Yunanistan, 15 Kasım - 19 Mayıs 2017
- IX. Trends Sahping Education in Turkey.**  
TUNALI S., KİRAZ E.  
XIII. European Conference on Social and Behavioral Sciences, 19 - 22 Mayıs 2017
- X. A Metacognitive Perspective to Open-ended Questions vs. Multiple Choice.**  
BİRGİLİ B., KİRAZ E.  
European Conference on Educational Research, 22 - 25 Ağustos 2017
- XI. 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 Mayıs 2017
- XII. Internationalise your campus AGU Case**  
KİRAZ E.  
CIEE, Los-Angeles, Şili, 16 - 19 Kasım 2016

- XIII. **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, İrlanda, 22 - 26 Ağustos 2016
- XIV. **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, Mısır, 29 - 31 Ekim 2010, cilt.9
- XV. **Instructional design taking roots from globalization toward institutionalization**  
YILMAZ A. Ö., Kiraz E.  
World Conference on Educational Sciences, Nicosia, CYPRUS, 4 - 07 Şubat 2009, cilt.1, ss.2653-2657

## **Desteklenen Projeler**

- Kiraz E., TÜBİTAK Projesi, Mimarlık Eğitiminde Öğretim Elemanlarının Akademik Profilinin Tanımlanması: Reflektif bir Pratik Olarak Öğretme ve Öğrenme Süreci Araştırması, 2016 - 2018
- Kiraz E., TÜBİTAK Projesi, Mimarlık Eğitimi Ulusal Yeterlilikler Çerçevesi ve Yetkinliklere Dayalı Planlama ve Tasarım, 2016 - 2018
- Kiraz E., TÜBİTAK Projesi, Mimarlık Eğitimi için bir Ulusal Yeterlilikler Çerçevesi için bir Tasarım Stratejisi, 2008 - 2010
- Kiraz E., Yükseköğretim Kurumları Destekli Proje, Eğitim Fakülteleri Öğrenci Profili Araştırması, 2007 - 2009

## **Metrikler**

- Yayın: 41  
Atıf (WoS): 193  
Atıf (Scopus): 167  
H-İndeks (WoS): 6  
H-İndeks (Scopus): 5

## **Akademi Dışı Deneyim**

- METU  
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Balıkesir University