

CURRICULUM VITAE

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Personal Information

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Educational Information

Ph.D. - Quantitative Analysis	Istanbul University, Istanbul	1994
M.A. - Educational Sciences	Bogazici University, Istanbul	1989
B.S. - Mathematics	Bogazici University, Istanbul	1982

Professional Experience

Professor	Department of Math and Science Education Faculty of Education Bogazici University, Istanbul	2016-
Dean	Faculty of Education Bogazici University, Istanbul	2014-2020
Chair	Department of Primary Education Faculty of Education Bogazici University, Istanbul	Jan 2014- Dec 2014
Visiting Scholar	Learning Research and Development Center, University of Pittsburgh, Pittsburgh	Feb 2012- Feb 2013
Professor	Department of Primary Education Faculty of Education Bogazici University, Istanbul	2011-2016
Associate Dean	Faculty of Education Bogazici University, Istanbul	2010
Dean of Students	Bogazici University, Istanbul	2006- 2008
Chair	Department of Primary Education Faculty of Education Bogazici University, Istanbul	2005-2012
Associate Professor	Department of Primary Education Faculty of Education Bogazici University, Istanbul	2005-2011
Associate Dean	Faculty of Education Bogazici University, Istanbul	2005- 2006

Associate Dean	Faculty of Education Bogazici University, Istanbul	2002- 2005
Visiting Scholar	University of Georgia School of Education, Athens, Georgia	2001
Assistant Professor	Department of Primary Education Faculty of Education Bogazici University, Istanbul	1998-2005
Chair	Department of Science Education	Jan. 1997 – June 1997
Assistant Professor	Department of Science Education Faculty of Education Bogazici University, Istanbul	1994-1998
Lecturer	Department of Science Education Faculty of Education, Bogazici University, Istanbul	1989-1994
Research Assistant	Department of Science Education Faculty of Education Bogazici University, Istanbul	1987-1989
Mathematics Teacher	Dost High School Tarabya, Istanbul	1982-1987

Publications

Journal Articles

- Ader, E. & Erktin, E. (2010). Coping as self regulation of anxiety: A Model for math achievement in high stakes tests. *Cognition, Brain, Behaviour An Interdisciplinary Journal*, 14(4), 311-332.
- Ardac, D. & Erktin, E. (1995). State-trait anxiety in explaining competence performance discrepancy. *Bogazici University Journal Educational Sciences*, 16, 1994-1995, 13-23.
- Ardac, D., Albayrak-Kaymak, D., & Erktin, E. (1994). Social and political attitudes of Turkish youth: a gap or a bridge between east and west? *Medicine and Mind*, 9 (2), 39-57.
- Arikan, S., Erktin, E., & Pesen, M. (2020). Development and Validation of a STEM Competencies Assessment Framework. *International Journal of Science and Mathematics Education*. <https://doi.org/10.1007/s10763-020-10132-3>.
- Aşık, G., & Erktin, E. (2019). Metacognitive Experiences: Mediating the Relationship between Metacognitive Knowledge and Problem Solving. *Eğitim ve Bilim* 197, 85-103

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- Erktin, E. & Gulsecen, S. (2001). Eğitimde bilişim teknolojilerinin kullanımını etkileyen psikolojik etmenler. [Psychological factors affecting the use of information technology in education]. *Eğitim ve Bilim*, 26, (121), 7-11.
- Erktin, E. (2002). İlköğretimde düşünme becerilerinin geliştirilmesi. [Developing thinking skills in elementary education] *M.U. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*. 16, 61-70.
- Erktin, E. (2004). Teaching thinking for mathematics through the enhancement of metacognitive skills. *Research in the Schools*, 11(1), 3-13.
- Erktin, E. & Akyel, A. (2005) The role of L1 and L2 reading comprehension in solving mathematical word problems: A case in a partial immersion program. *Australian Review of Applied Linguistics*, 28(1) 52-66.
- Erktin, E., Ozkan, A., & Balcı, N. (2005). İlköğretim matematik sınıflarında kâğıt katlama projesi. [Paper folding project in elementary math classes] *EDU 7 Yeditepe Üniversitesi Eğitim Fakültesi E-Dergisi Sayı 1*
- Erktin, E., Donmez, G., & Ozel, S. (2006). Matematik kaygısı ölçeğinin psikometrik özellikleri. [Psychometric characteristics of math anxiety scale.] *Eğitim ve Bilim*, 31/ 140, 26-33.
- Erktin, E. & Soygenis, S. (2009). Elementary school students' math skills, spatial perceptions and evaluations of the quality of the built environment *Umwelt und Gesundheit Online*, 2, 28-35. <http://www.gugk.de/umwelt>.
- Erktin, E., Okcabol, R., & Ural, O. (2010). Examining school related factors leading to dropout through children's conceptions and experiences: Development of a scale for attitudes towards elementary school. *Australian Journal of Guidance and Counselling*, 20(1), 109-118.
- Erktin, E., Aşık, G., Adagideli, F. H., Aşık, M., Erdoğan, N., & Tekin, Ş. (2012). Matematik

- Eğitiminde Bilişsel ve Biliş üstü Yaklaşımlar: Bir Hizmet içi Eğitim Semineri Örneği. [Cognitive and metacognitive approaches in math education: A Professional development seminar]. *MAT-DER Matematik Eğitimi Dergisi*, 1, 41-51.
- Erktin, E. & Soygeniş, S. (2014). Learning by experiencing the space: Informal learning environments in architecture education. *Boğaziçi Üniversitesi Eğitim Dergisi*. 31(1),81-92.
- Özcan, Z. Ç. & Erktin, E. (2014). Matematik ödev alışkanlığı ölçeği: Geçerlik ve güvenilirlik çalışması. [Mathematics homework behavior scale: Validity and reliability study] *Boğaziçi Üniversitesi Eğitim Dergisi*. 31(2),27-47.
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- Soygeniş, S. & Erktin, E., (2010). Juxtaposition of architecture and mathematics for elementary school students. *International Journal of Technology and Design Education*, 20, 403–415.
- Soygeniş, S., Soygeniş, M. & Erktin, E., (2010). Writing as a tool in teaching sketching: Implications for architectural design education. *The International Journal of Art and Design Education*, 29(3), 283-293.
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Book Chapters

- Erktin E. (1989). Matematik dersinde bulgulama. [Discovery in Math lessons] *İlkokul Eğitim ve Öğretim Metotları Gelistirme Dizisi* FKM Yayınları.
- Erktin, E. (1994). Matematik korkusu. [Math anxiety] *İlköğretim Okullarında Matematik Öğretim ve Sorunları*” Türk Eğitim Derneği Yayınları, Ankara.
- Erktin, E. (2004) “Ölçme”. İ. Esme (Ed.) İlk ve Ortaöğretimde Araştırma Teknikleri ve Proje. [Research methods and projects in primary and secondary education] *Maltepe Üniversitesi Yayınları* 2004/1, 58-60.

- Erktin, E. (2004) İlköğretim Bölümü Matematik Öğretmenliği Programı Uygulama ve Deneme Okulları Matematiksel Düşünme Projeleri. [Mathematical thinking project] G. Yıldırım (Ed.) Bir İlk Bir Umut Bogazici Üniversitesi, İstanbul, 88-102.
- Erktin, E. (2020). Matematik ve Özgüven. Z. Kızıltepe (Ed.) Çocuklarda Öz Güven Hakkında Her Şey. Nobel.
- Erktin, E. & Kısa, Z. (2012). Elementary Level Mathematics Teachers' Stress at a Time of Curriculum Reform in Turkey. C. McCarthy, R. Lambert, A. Ullrich (Eds.), *International Perspectives on Teacher Stress*. Information Age Publishing.
- Erktin, E, Ural, O.& Adagideli, F. H. (2016). Achievement Emotions, Self-regulation and Ego Resilience: Implications for Early Childhood Teacher Education. K. A. Moore, P. Buchwald, F. Nasser-Abu Alhija, M. Israelashvili (Eds.) *Stress and Anxiety: Strategies, Opportunities and Adaptation*. Logos Verlag, Berlin.
- Gulgoz, S, Erktin, E., Kagitcibası, C., Cetinkaya, P., Ataibis, İ., & Uzun-Sabol, E. (2001). *Oku Düşün Yap Program Tanıtım Kitabı (Zihinsel Kapasite Gelistirme Programı)* [Read Think Do Program Description Book (Cognitive Capacity Improvement Program)]. İstanbul: Education Volunteers Foundation of Turkey.
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- Peker, N. & Erktin, E. (2005). The perceived effectiveness of a pre-service professional development course for math and science teachers. In H. Gruber, C. Harteis, R. G. Mulder & M. Rehr (Eds.) *Bridging Individual, Organizational, Cultural Aspects of Professional Learning*. S. Roderer Verlag, Regensburg.

Proceedings

- Albayrak-Kaymak, D., Erktin, E., & Ardac, D. (1994). Genclerin dunya gorusleri uzerine bir calisma. [A study on young people's world views] *1.Egitim Bilimleri Kongresi, 1. Cilt*, Cukurova Universitesi Egitim Fakultesi, Balcalı, Adana Turkey, 46-55.
- Ayar, İ. & Erktin, E. (2005). Öğretmen egitiminde drama kullanımı "Gosteri sanatı" olarak ogretim. [Use of drama in teacher education. Instruction as a "performance art".] H. Kıran (Ed.) XIV. Ulusal Egitim Bilimleri Kongresi: Pamukkale Universitesi Egitim Fakultesi 28- 30 Eylul Denizli Kongre Kitabı Cilt 1. Ankara: Anı Yayıncılık. 73-76.
- Erktin, E. & Soygenis, S. (1998). Sekiz yıllık egitimde cok islevli tek ve tek islevli farklı egitim mekanlarının birlikte kullanımı. [Use of single multi-functional and multi single-functional space in elementary education]. *Turkiye'de İlkogretim Sorunları Sempozyumu Kitabı* . Mimar Sinan Universitesi Mimarlık Fakultesi Mimarlık Bolumu Bina Bilgisi Bilim Dalı Yayın no BBB.98.01, 43-48.
- Erktin, E. & Demir-Gulsen, M. (2000). Olasılık konusu ve matematik ders başarısının bilissel, duygusal ve bilisustu degiskenlerel ilintisi. [The relationships between achievement on probability unit and cognitive, affective and metacognitive variables.] IV. Fen Bilimleri Egitimi Kongresi , 5-7 Eylul 2000, *Hacettepe Universitesi Egitim Fakultesi*, Ankara, 543-547.
- Erktin, E. (2001). Matematik öğretmenlerinde mesleki gerilim ve sorunlarla basa cıkma yaklaşımları. [Occupational stress and coping approaches in math teachers] X. Ulusal Egitim Bilimleri Kongresi, 7-9 Haziran 2001 *Abant İzzet Baysal Üniversitesi. Bildiriler 1.Cilt*, 298-306.
- Erktin, E., Gulsecen, S., & Ural, O. (2002). Yukseköğretimde öğretim yöntem ve teknoloji kullanımı. [Use of technology in higher education] Emin, A. (Ed). *New Information Technologies in Education. Workshop Proceedings*. October 2002, Izmir, 194-207.
- Erktin, E., Okcabol, R., & Ural, O. (2009). Development of a scale for elementary students' attitudes toward schooling. *World Conference Educational Sciences Procedia Social and Behavioral Sciences*. 1, 1450–1454.
- Erktin, E., Soygenis, M., & Soygenis, S. (2009). Developing Teaching Tools for Sketching: A Case Study. *International Conference of Education, Research and Innovation ICERI 2009*, Madrid. (CD).

Nazlıcicek, N. & Erktin, E. (2002). İlköğretim matematik öğretmenleri için kısaltılmış matematik tutum ölçeği. [Short form of the math attitude scale] V. *Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi Bildiriler Kitabı*.

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Soygenis, S. & Erktin, E. (2007). Architecture as an extracurricular activity for elementary school children. *Proceedings of the Design train Congress*. 10-12 May 2007 Amsterdam, The Netherlands. 226-233.

Ural, O. & Erktin, E. (2005). Öğrencilerini giriş sınavlarına hazırlayan öğretmenlerin kaygı düzeyleri ve baş etme yaklaşımları. [Anxiety and coping in teachers who prepare students for high stakes tests.] H. Kıran (Ed.) XIV. Ulusal Eğitim Bilimleri Kongresi: Pamukkale Üniversitesi Eğitim Fakültesi 28- 30 Eylül Denizli Kongre Kitabı Cilt 1. Ankara: Anı Yayıncılık. 699- 702.

Ural, O. & Erktin, E. (2007). Sınav kaygısı: Tek mağdur öğrenciler mi? [Test anxiety: are the students the only victims?] *Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu*. May 12-14. Bakü, Azerbaycan. Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu Bildiriler Kitabı (CD).

Presentations at National and International Conferences

Paper Presentations

Acar, F. & Erktin, E. (2018). The role of cognitive inhibition and metacognition on math performance of middle school students. 8th International Biennial Conference of EARLI SIG 16 Metacognition

Ader, E. & Erktin, E. (2004). The role of math anxiety and coping as self-regulation of math anxiety on mathematics achievement. *25th International Conference of the Stress and Anxiety Research Society (STAR)*, 8-10 July, Amsterdam, Holland.

Ader, E. & Erktin, E. (2004). Üniversite öğrenci seçme sınavı fen ve matematik başarısında duygusal değişkenlerin rolü. [The role of affective variables in university entrance exam] 6. *Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi*. 9-11 Eylül, Marmara Üniversitesi.

- Ader, E. & Erktin, E. (2013). Handling Negative Emotions in Learning Mathematics Eighth Congress of the European Society for Research in Mathematics Education Manavgat-Side, Antalya, Turkey from 6th to 10th February.
- Ader, E. & Erktin, E. (2013). The role of coping with math related negative emotions on math achievement of middle school students. *15th Biennial EARLI Conference for Research on Learning and Instruction. "Responsible Teaching and Sustainable Learning" 27-31 August 2013.*
- Ardac, D., Erktin, E. & Albayrak-Kaymak, D. (1994). State-trait anxiety as related to competence performance differences. *15. International Conference of the Stress and Anxiety Research Society (STAR), Madrid, Spain.*
- Arikan, S., Erktin, E., & Pesen, M. (2019). Developing Non-routine Mathematics Problem Solving Tests using a STEM Framework. Paper presented at The European Conference on Educational Research (ECER 2019), Hamburg, Germany.
- Asik, G. & Erktin, E. (2010). Metacognition and motivation in problem solving: The missing link. *4th Biennial Meeting of the EARLI Special Interest Group 16 Metacognition.* May 26- 29, 2010, Muenster, Germany.
- Asik, G. & Erktin, E. (2016). Teacher's Metacognition of metacognitive instruction. *7th Biennial Meeting of the EARLI Special Interest Group 16 Metacognition.* August 23-26, Nijmegen, Netherlands.
- Aşık, G. & Erktin, E. (2017). Development of Tools for Identifying Teacher Metacognition. *17th Biennial EARLI Conference for Research on Learning and Instruction.* 27.08 - 02.09.2017, Tampere, Finland
- Atakan. S., Erktin (Erol), E. & Alacacı C. (1989) Turkish adolescents from broken families: Self-concept and severity of crisis definition. *XII. International School Psychology Colloquium,* August 18-22, Ljubljana, Yugoslavia.
- Baykal, A. & Erktin, E. (1996). Quantification for construct validity: An application to an anxiety measure. *17. International Conference of the Stress and Anxiety Research Society (STAR),* July 5-7, Graz, Austria.
- Buchwald, P., Frydenberg, E., Erktin, E. & Hobfoll, S. E. (2001). Shooting at a Moving Target: Looking at Stress Dynamically. *Invited Roundtable Discussion at the 22.*

International Conference of 'Stress and Anxiety Research Society' (STAR) July 12- 14, Palma de Mallorca (Spain).

Erktin (Erol). E & Oner, N. (1990). Development of a math anxiety scale for Turkish students. *The 11. International Conference of the Society for Test Anxiety Research (STAR)*, July 5-8, Berlin, West Germany.

Erktin (Erol) E. & Oner, N. (1990). Prevalence and correlates of math anxiety in Turkish high school students. *International Conference of the Society for Test Anxiety Research (STAR)*, July 5-8 Berlin, West Germany.

Erktin (Erol). E & Oner, N. (1990). Matematik kaygısı:Basarı, sınav kaygısı, meslek secimi ile ilişkisi. [Math anxiety: Relationship with test anxiety and vocational choice]. *VI. Ulusal Psikoloji Kongresi, 5-7 Eylül, İstanbul Üniversitesi, Edebiyat Fakültesi, İstanbul.*

Erktin, E. (1993). The relationship between math anxiety attitude toward mathematics and classroom environment. *14. International Conference of Stress and Anxiety Research Society (STAR)*, April 5-7, Cairo, Egypt.

Erktin, E. (1994) Do parents' attitudes count? Relationship between perceived attitudes of parents toward math and math related attitude, anxiety and achievement of secondary school students. *II. International Congress of Adolescentology, Milano 94. Adolescence and Family, Milan, Italy.*

Erktin, E. (1995). Matematik sınavlarının değerlendirilmesinde değişik yaklaşımlar. [Alternative approaches in assessing math exams] *II. Ulusal Fen Bilimleri Eğitimi Sempozyumu, Ankara.*

Erktin, E. & Baykal, A. (1995). A comparative study of item analysis of an aptitude test based on three approaches. *IV. European Congress of Psychology. July 2-7 Athens, Greece.*

Erktin, E. & Gulsecen, S. (1995). The effects of a problem-based learning program on computer anxiety, attitudes towards computers and achievement of university students on a computer course. *16. International Conference of the Stress and Anxiety Research Society (STAR)*, Prague, Check Republic.

- Erktin, E. & Gulsecen, S. (1997). Anxiety related and cognitive variables in making use of information technology in education. *18. International Conference of the Stress and Anxiety Research Society (STAR)*, July 14-16, Dusseldorf, Germany.
- Erktin, E. & Gulsecen, S. (1997). Teknofobi: Bilisim teknolojileri kullanımını engelleyen degiskenlerin” Olculmesi. [Technophobia: Assessment of obstacles in using information technologies]. *IV. Ulusal Egitim Bilimleri Kongresi*, 10-12 Eylul, Anadolu Universitesi, Eskisehir.
- Erktin, E. (1998). A preliminary study of the Turkish form of the strategic approach to coping scale SACS. *19th International Conference of the stress and Anxiety Research Society*, July 10-12, Bogazici University Istanbul.
- Erktin, E. (1999). Job stress and coping styles of mathematics teachers. *VI. European Congress of Psychology*, July 4-9, Rome, Italy. Erktin, E. (2000). Stress and anxiety research in Turkey: The necessity for the enhancement of multi-disciplinary approaches. *Keynote address, 21st International Conference of the Stress and Anxiety Research Society (STAR)*, July 20-22, Bratislava, Slovakia.
- Erktin, E. (2001). Matematik Ogretmenlerinde mesleki gerilim ve sorunlarla basa cikma yaklasimlari. [Occupational stress in math teachers and coping]. *X. Ulusal Egitim Bilimleri Kongresi*. 7-9 Haziran, Abant İzzet Baysal Universitesi, Bolu.
- Erktin, E. & Kublay, E. (2001). The relationship between mothers’ coping and their children’s stress in a major disaster. *22nd International Conference of the Stress and Anxiety Research Society (STAR)*, July 12-14, Mallorca, Spain.
- Erktin, E. (2001). Teaching thinking for mathematics through the enhancement of metacognitive skills. *European Conference for Research on Learning and Instruction*, 28th August-1st September, Fribourg, Switzerland.
- Erktin, E. (2002). İlkogretimde dusunme becerilerinin gelistirilmesi. [Developing thinking skills in elementary education]. *Uluslararası Katılımlı 2000’li Yillarda Ogrenme Ogretme Sempozyumu*. 29-31 Mayıs, Marmara Universitesi, Istanbul.
- Erktin, E. (2003). Individual and communal coping in Turkey: Bridging (or trapped in between?) east and west. Invited Symposium “Cross cultural issues in conservation of resources theory.” *International Conference of the Stress and Anxiety Research Society (STAR)*, July 10-12, Lisbon, Portugal.

- Erktin, E., Ozkan, A., & Balcı, N. (2005). İlköğretim matematik sınıflarında kağıt katlama projesi. [Paper folding project in elementary math classes]. *İSTEK Vakfı Okulları 1. Fen ve Matematik Öğretmenleri Sempozyumu*, 5 Mart, İstanbul.
- Erktin, E. & Ozerman, D. (2005). Adolescents' ways of coping with pre-exam anxiety and uncertainty on a high-stakes test. *26th International Conference of the Stress and Anxiety Research Society (STAR)*, July 21-24, Halle, Germany.
- Erktin, E. & Ozerman, D. (2005). 8. sınıf öğrencilerinin sınava hazırlık stresi ve baş etme yaklaşımları. [Eight grade students' test preparation stress and approaches to coping] *VIII. Ulusal Psikolojik Danışma ve Rehberlik Kongresi*, Marmara Üniversitesi Atatürk Eğitim Fakültesi, 21-23 Eylül, İstanbul.
- Erktin, E. & Ural, O. (2005). Merkezi seçme sınavı hazırlıklarında veli katılımı. [Parental involvement in preparation for high stakes tests.] *VIII. Ulusal Psikolojik Danışma ve Rehberlik Kongresi*, Marmara Üniversitesi Atatürk Eğitim Fakültesi, 21-23 Eylül, İstanbul.
- Erktin, E., Okcabol, R. & Ural, O. (2009). Development of a scale for elementary students' attitudes toward schooling. *World Conference Educational Sciences*. February 4-7. Girne.
- Erktin, E. & Ural, O. (2009). The Control-value Theory when the Risk is too High to Control and the Price is too Much to Pay: The Role of Academic emotions in High Stakes Testing. *30th International Conference of the Stress and Anxiety Research Society (STAR)*, July 16-18, Budapest.
- Erktin, E. & Ural, O. (2009). Olumlu Sınav Duyguları Ölçeği. [A scale for positive emotions]. *18. Eğitim Bilimleri Kurultayı*. Ege Üniversitesi. 1-3 Ekim, İzmir.
- Erktin, E. (2009). Matematik Eğitiminde Güncel Yaklaşımlar: Bilisustu ve Özdenetim. [Contemporary approaches in math education: Metacognition and self regulation]. 8, *Matematik Sempozyumu MATDER* 12-14 Kasım. Ankara.
- Erktin, E. (2017). Matematik öğretmenleri dijital çağa hazır mı? Panel: Dijital Çağda eğitim, öğretmenler ve Türkiye'nin hazır bulunuşluğu. *EJER Congress*. Pamukkale Üniversitesi, Denizli, 11-14 Mayıs 2017.
- Erktin, E., Ural, O. & Guvercin, G. (2010). School dropout from the perspective of students and teachers. Panel discussion: Schooling and School Dropout in Turkey. *XIV World Congress of Comparative Education Societies* 14-18 June, İstanbul.

- Erktin, E. (2010). Symposium Title: Stress at school – Part 2: Stress, communities and society: High-Stakes Tests in Turkey *31st Conference on Stress & Anxiety Research Society*, 4-6 August 2010, Galway, Ireland.
- Erktin, E. & Ural, O. (2010). Sınavın olumsuz etkilerini azaltmanın bir yolu var mı? [Is it possible to lessen the negative consequences of test anxiety?] *19. Eğitim Bilimleri Kurultayı*.16-18 Eylül, Lefkosa, Kıbrıs.
- Erktin, E. (2014). Self-regulation in educational research. (Keynote speech) Maltepe University International Student Congress: The Young Teachers of the Future Discuss Teaching profession. April 17, 2014.
- Erktin, E. & Ural, O. (2015). The Perceived Consequences of Teacher Stress. VI. European Conference on Social and Behavioral Sciences IASSR. February 5-7 Selçuk (Ephesus), Izmir, Turkey.
- Erktin, E. & Kısa, Z. (2015) In search of further insights into the relationship between change, teacher stress and coping. Conceptualizing and researching stress in educational settings. *American Educational Research Association AERA Conference* April 16 -April 20, Chicago, USA.
- Erktin, E., Ural, O.& Adagideli, F. H. (2015). Achievement emotions, self-regulation and ego-resilience: Implications for early childhood teacher education. 36. Conference of the Stress and Anxiety Research Society (STAR), June 30- July 2, Tel Aviv, Israel.
- Erktin, E. & Sarıgöl, S. (2016). Does Running Away from Math Run in The Family?: The Role of Parental Math Anxiety on Children's Math Performance. Stress and Anxiety in a Changing Society 37. Conference of the Stress and Anxiety Research Society (STAR), July 6-8 2016 Zagreb, Croatia.
- Erktin, E. (2017). Matematik öğretmenleri dijital çağa hazır mı? Panel: Dijital Çağda eğitim, öğretmenler ve Türkiye'nin hazırbulunuşluğu. EJER Congress. Pamukkale Üniversitesi, Denizli, 11-14 Mayıs 2017.
- Gulsecen, S. & Erktin, E. (1997). Needs assessment for transition to information technology-based education in Isık Schools. *International Conference on New Trends in Science Education*, May 9 -14, Istanbul

- İmamoğlu, Y., Özcan, Z. Ç., Pesen, M., & Erktin, E. (2021). Geometri Öğretimi Dersinin Geometrik Çalışma Düzlemleri (GÇD) Modeli ile İncelenmesi. 14. Ulusal Matematik ve Fen Bilimleri Eğitimi Kongresi (UFBMEK 2021), Burdur Mehmet Akif Ersoy Üniversitesi (19-21 Mayıs Çevrimiçi Konferans).
- Karagüven, H. & Erktin, E. (2000). Psychological impacts of the Marmara earthquake in Turkey. *21st International Conference of the Stress and Anxiety Research Society (STAR)*, July 20-22, Bratislava, Slovakia.
- Karagüven, H. & Erktin, E. (2001). Olayın etkisi ölçeğinin geçerlik ve güvenilirliği. [Reliability and validity of impact of an event scale]. *X. Ulusal Eğitim Bilimleri Kongresi*. 7-9 Haziran, Abant İzzet Baysal Üniversitesi, Bolu.
- Morgenroth, S., Buchwald, P & Erktin, E. (2014). Symposium Title: Coping with stress in educational settings. The role of parenting, self-concept and coping for school performance - An international comparison between native and non-native Turkish students. *35th International Conference of the Stress and Anxiety Research Society (STAR)* 2-4 July 2014 Cluj-Napoca, Romania
- Nasser, F.& Erktin, E. (2011). The effect of personal and job characteristics on stress and coping strategies: Comparison between Israeli and Turkish teachers. *32nd Conference on Stress & Anxiety Research Society*, 18-20 July 2010, Muenster, Germany.
- Ozerman, D. & Erktin, E. (2008). Adolescent Stress: Preparing for High stakes Tests. *American Educational Research Association AERA Conference* March 24-March 28, New York, USA.
- Peker, N. & Erktin, E. (2004). Perceived effectiveness of a pre-service professional development course for mathematics and science teachers. *Second European Conference of Association for Research on Learning and Instruction (EARLI) SIG 14 Learning and Professional Development: Bridging Individual, Organizational and Cultural Aspects of Professional Learning*. University of Regensburg, Oct. 11-15, Regensburg, Germany.
- Peker, N. & Erktin, E. (2011). Self-regulation to improve performance and reduce anxiety in sports: A training program for young athletes. *32nd Conference on Stress & Anxiety Research Society*, 18-20 July 2010, Muenster, Germany.

- Peker, N.& Erktin, E. (2012). Self-regulatory processes and coping during test preparation as predictors of test anxiety among college students. *33rd Conference on Stress & Anxiety Research Society*, 2-4 July 2012, Palma de Mallorca, Spain.
- Pesen, M. & Erktin, E. (2017). Fear of Speaking in a Second Language and Instruction: Foreign Language Anxiety during Microteaching. AERA Annual Meeting April 27-May 1, San Antonio, Texas.
- Pesen, M. & Erktin, E. (2018). Ortaokul Öğrencilerinin İspat ve Argümantasyon Becerilerinin İncelenmesi. 13. Ulusal Matematik ve Fen Bilimleri Eğitimi Kongresi (UFBMEK 2018), 4-6 Ekim. Pamukkale Üniversitesi Denizli.
- Ural, O. & Erktin, E. (2001). Stress levels and coping styles of parents whose children go through competitive examinations. *22nd International Conference of the Stress and Anxiety Research Society (STAR)*, July 12-14, Mallorca, Spain.
- Ural, O. & Erktin E. (2002). Merkezi secme sınavlarında veli katılımı: Bir ölçek çalışması. [Parental involvement in preparation for high stakes tests: A scale development project]. *Uluslararası Katılımlı 2000'li Yıllarda Öğrenme Öğretme Sempozyumu*. 29-31 Mayıs, Marmara Üniversitesi, İstanbul.
- Ural, O. & Erktin, E. (2007). Sınav Kaygısı: Tek Magdur Öğrenciler mi? *Uluslararası Öğretmen Yetistirme Politikaları ve Sorunları Sempozyumu*. May 12-14. Baku, Azerbaijan.
- Ural, O. & Erktin, E. (2014). Educational Policy Changes and the Future Anxiety of Prospective Teachers. 3rd Cyprus International Conference on Educational Research, 30 January-01 February 2014, Near East University, Lefkosa, North Cyprus
- Yıldırım, A. K. & Erktin, E. (2009). Measuring Students' Mathematics Related Beliefs. *13th Biennial European Conference for Research on Learning and Instruction EARLI*. August 25-27, Amsterdam.

Posters

- Ardac, D. & Erktin, E. (1996). The role of math anxiety in explaining the difference between structural and functional mental capacity. *17. International Conference of the Stress and Anxiety Research Society (STAR)* July 5-7, Graz, Austria.

- Asık, G. & Erktin, E. (2010). 8. Sınıf Öğrencilerinin Problem Çözme Performanslarının Bir Özdenetim Modeli Çerçevesinde İncelenmesi. [A study of eight grade students' problem solving performances within the framework of a self regulation model.] *IX. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi (UFBMEK)*. 23- 25 Eylül 2010. İzmir, Türkiye.
- Asık, G. & Erktin, E. (2017). Development of tools for identifying teacher Metacognition. 17th Biennial EARLI Conference for Research on Learning and Instruction. 27.08 - 02.09.2017, Tampere, Finland.
- Erktin, E. & Ercetin, G. (1996). The role of anxiety in learning a foreign language. *17. International Conference of the Stress and Anxiety Research Society (STAR)*, July 5-7, Graz, Austria.
- Erktin, E. & Baykal, A. (1997). A measurement model which takes wrong answers into consideration. *(ECER) 97 European Conference on Educational Research*. Sept 24-27, Johann Wolfgang Goethe-University, Frankfurt, Germany.
- Erktin, E. & Kucuk, C. Z. (1999). Effectiveness of a math anxiety reduction program for Turkish seventh grade students. *20. International Conference of the Stress and Anxiety Research Society (STAR)*, July 12-14, Cracow, Poland.
- Erktin, E. & Ural, O. (2002). Parental involvement, stress levels and coping in the process of competitive evaluations. *International Conference of the Stress and Anxiety Research Society (STAR)*, July 14-17, Melbourne, Australia.
- Erktin, E. & Ozerman, D. (2006). Adolescents' ways of coping with pre-exam anxiety and uncertainty during preparation period for a high-stakes test: high school entrance examination. *10th European Association for Research on Adolescence (EARA) Biennial Conference*, 2- 6 May 2006, Antalya, Turkey.
- Erktin, E. (2006). Matematik Kaygısı: Tanım, Araştırma Yöntemi, Basetme. [Math anxiety: Definition, research and coping] *VII. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi*. September 7- 9, Gazi Üniversitesi, Ankara, Turkey.
- Erktin, E. & Soygenis, S. (2007) Architecture in the Elementary School: The ARCHIMATH Program. *12th Biennial Conference for Research on Learning and Instruction*. 28 August- 1 September. Budapest, Hungary.

- Erktin, E. & Soygenis, S. (2007). İlkogretim matematik derslerinde mimarlık etkinlikleri. [Architecture activities in primary math classes] *1. Ulusal İlkogretim Kongresi*, Hacettepe Universitesi, Egitim Fakultesi, 15- 17 Kasım, Ankara.
- Kısa, Z. & Erktin, E. (2008). A test anxiety model to explain teacher stress. *29th International Conference of the Stress and Anxiety Research Society (STAR)*, 16-18 July, London, UK.
- Nazlıcicek, N. & Erktin, E. (2002). İlkogretim matematik ogretmenleri icin kısaltılmış matematik tutum olcegi. [Short form of the math attitude scale] *V. Ulusal Fen Bilimleri ve Matematik Egitimi Kongresi*. 16-18 Eylul, Ortadogu Teknik Universitesi, Ankara.
- Pesen, M. & Erktin, E. (2017). Fear of Speaking in a Second Language and Instruction: Foreign Language Anxiety during Microteaching. *AERA Annual Meeting April 27-May 1, San Antonio, Texas*.
- Ural, O. & Erktin, E. (2003). Families in distress: Academic stress, coping and parental involvement. *24th International Conference of the Stress and Anxiety Research Society (STAR)*, July 10-12, Lisbon, Portugal.
- Ural, O. & Erktin, E. (2004). Development and validation of a coping with problems “scale in Turkish. *25th International Conference of the Stress and Anxiety Research Society (STAR)*, 8-10 July, Amsterdam, Holland.
- Ural, O. & Erktin, E. (2005). Stress levels and ways of coping of teachers preparing students for high-stakes tests. *26th International Conference of the Stress and Anxiety Research Society (STAR)*, July 21-24, Halle, Germany.

Projects

- Relationship of Mathematics and Architecture in the process of the integration of artificial environment training to primary education curriculum.
The Scientific and Technological Research Council of Turkey TUBİTAK SBB-6004, Project Manager, 2004.
- Support to Mathematical Thinking Project.
Bogazici University Research Fund 00 D101, Project Manager, 2003.
- Curriculum Development Project.

Kalamis Schools. April-June, 2002.

- Cognitive Capacity Improvement Project.
Turkish Education Volunteers Foundation (TEGV) 2001.
- Expectation 2000 Project: Support to primary schools affected by Marmara earthquake
Procter & Gamble, 2000.

Courses Taught

Undergraduate Courses Taught

SCED 120- Academic Orientation to Mathematics and Science Education
SCED 271 & SCED 272- Curriculum Analysis I, II
SCED 301 & SCED 301- Inferential Statistics I, II
SCED 431- Teaching Mathematics
SCED 432- Practice Teaching in Mathematics
SCED 370- Measurement and Evaluation of Science Achievement
SCED 376- Educational Data Analysis
SCED 322- Affective Aspects of Learning Science
PRED 154- School Experience I for Math and Science
PRED 356- Teaching Mathematics I
PRED 350- Teaching Geometry
PRED 320- Research Methods
PRED 326- Developmental Experience in Mathematics and Science
PRED 348- Community Service
PRED 460- Research Methods in Math and Science Education
PRED 462- Applied Research in Math and Science Education
PRED 463/PRED372- Teaching Mathematics II
PRED 470- Assessment in Math and Science Education
PRED 466- Practice Teaching in Mathematics
PRED 468- Seminar on Practice Teaching in Mathematics
PRED 490- Special Topics for Primary Education
PRED 491- Selected Topics for Primary Education

Graduate Courses Taught

SCED 571- Quantitative Methods in Experimental Research

PRED 501- Advanced Quantitative Research Methods
PRED 575- Cognition and Metacognition in Primary Years
PRED 579- Graduate Seminar
PRED 580- Stress, Anxiety and Coping in Education
LS 645- Self-regulation in Learning
LS 656- Instructional Policies
LS 658- Educational Policies
LS 670- Guided Reading
FLED 601- Advanced Research in Foreign Language Education

Supervised Master Thesis

- Cetinkaya, P. (2000). *Metacognition: Its assessment and relationship with reading comprehension, achievement and aptitude for sixth grade students*. Bogazici University Institute for Graduate Studies in Social Sciences, Istanbul.
- Demir-Gulsen, M. (2000). *A model to investigate probability and mathematics achievement in terms of cognitive, metacognitive and affective variables*. Bogazici University Institute for Graduate Studies in Sciences and Engineering, Istanbul.
- Kublay, A. E. (2001). *Children's psychological well-being and mother's stress and coping styles in an earthquake situation*. Bogazici University Institute for Graduate Studies in Social Sciences, Istanbul.
- Kucuk-Ozcan, Z.C. (2001). *Teaching metacognitive strategies to sixth grade students*. Bogazici University, Institute for Graduate Studies in Sciences and Engineering, Istanbul.
- Soydan, S. (2001). *Development of instruments for the assessment of metacognitive skills in mathematics: an alternative assessment attempt*. Bogazici University Institute for Graduate Studies in Sciences and Engineering, Istanbul.
- Ader, E. (2004). *A Self-regulation model to explain quantitative achievement in a high stakes testing situation*. Bogazici University Institute for Graduate Studies in Sciences and Engineering, Istanbul.

- Ozerman, D. (2007). *Adolescent stress during the preparation period of a high-stakes test: The highschool entrance exam in Turkiye*. Bogazici University Institute for Graduate Studies in Social Sciences, Istanbul.
- Yıldırım-Cınar, A. K. (2008). *Development and Validation of a Scale for Measuring Students' Mathematic-Related Beliefs*, Bogazici University Institute for Graduate Studies in Sciences and Engineering, Istanbul.
- Kısa, Z. (2008). *A Model to Explain Teachers' Stress During the Implementation of the New Mathematics Curriculum*, Bogazici University Institute for Graduate Studies in Social Sciences.
- Asık, G. (2009). *A Model Study to Examine the Relationship between Metacognitive and Motivational Regulation and Metacognitive Experiences during Problem Solving in Mathematics*. Bogazici University Institute for Graduate Studies in Sciences and Engineering, Istanbul.
- Acar, F. (2018). *The Role of Cognitive Inhibition and Metacognition on The Mathematics Performance of Middle School Students*. Bogazici University Institute for Graduate Studies in Social Sciences.
- Pesen, M. (2018). *An Examination of The Proof and Argumentation Skills of Eighth-grade Students*. Bogazici University Institute for Graduate Studies in Social Sciences.
- Sarıgöl, S. (2019). *The Role of Parental Math Anxiety in Students' Math Anxiety and Performance*. Bogazici University Institute for Graduate Studies in Social Sciences.

Awards

- Stress and Anxiety Research Society Early Career Achievement Award for the year 2000. http://www.star-society.org/html/star_awards.html
- 5th National Congress of Science and Mathematics Education, second best poster award (with Nergiz Nazlıcicek). 16-18 September, 2002, Middle Technical University, Ankara, Turkey.
- 1st National Congress of Primary Education, Best poster (with Sema Soygenis) award. 15- 17 November, 2007, Hacettepe University, Ankara, Turkey.

Memberships

ISLS (International Society of the Learning Sciences), 2017-

AERA (American Educational Research Association), 2000-

EARLI (European Association for Research on Learning and Instruction), 1997-

STAR (Stress and Anxiety Research Society), 1990-

BUMED (Bogazici University Alumni Association)

RCAA (Robert College Alumni Association) 2000-2003, 2004 Board Member