

## Prof. Erdinç Çakirođlu

### Personal Information

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### International Researcher IDs

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Publons / Web Of Science ResearcherID: AAG-6295-2019

ScopusID: 23567756600

Yoksis Researcher ID: 109032

### Education Information

Doctorate, Indiana University Bloomington, School of Education, Curriculum and Instruction, United States Of America  
1996 - 2000

Postgraduate, Middle East Technical University, Graduate School Of Natural And Applied Sciences, Turkey 1993 - 1994

Undergraduate, Middle East Technical University, Faculty Of Education, Mathematics And Science Education, Turkey 1987  
- 1992

### Dissertations

Doctorate, Preservice Elementary Teachers' Sense of Efficacy in Reform Oriented Mathematics, Indiana University  
Bloomington, 2000

Postgraduate, Modules in pre-service training of mathematics teachers in probability and statistics, Middle East Technical  
University, Graduate School Of Natural And Applied Sciences, 1994

### Research Areas

Teacher Training For Elementary Sch. Edu. in Mathematics

### Academic Titles / Tasks

Professor, TED University, Faculty Of Education, Dep.Of Mathematics And Science Education, 2023 - Continues

Professor, Middle East Technical University, Faculty Of Education, Mathematics And Science Education, 2014 - 2023

Associate Professor, Middle East Technical University, Faculty Of Education, Mathematics And Science Education, 2009 -  
2014

Assistant Professor, Middle East Technical University, Faculty Of Education, Mathematics And Science Education, 2003 -  
2009

Lecturer, Middle East Technical University, Faculty Of Education, Mathematics And Science Education, 2000 - 2003

### Academic and Administrative Experience

Head of Department, Middle East Technical University, Faculty Of Education, Mathematics And Science Education, 2020 - 2023

Director of the Center, Middle East Technical University, 2015 - 2023

Vice Dean, Middle East Technical University, Faculty Of Education, 2013 - 2016

## Advising Theses

, Çakıroğlu E., Enhancing preservice mathematics teachers' understanding and development of cognitively demanding and quality mathematical assessment tasks, Doctorate, G.KAPLAN(Student), 2023

Çakıroğlu E., Middle school mathematics teachers' knowledge of eighth-grade students' algebraic thinking, Doctorate, N.YILMAZ(Student), 2023

, Çakıroğlu E., Ader N. E., How do mathematics teachers teach statistics? A comprehensive examination of statistical problem-solving process and instructional quality, Doctorate, V.ŞEKER(Student), 2023

Çakıroğlu E., Exploring the underlying mechanisms of a sixth grade student's first steps towards the deductive proof scheme, Doctorate, M.DİLBEROĞLU(Student), 2023

Çakıroğlu E., Pre-service mathematics teachers' technology enhanced collective argumentation, Doctorate, M.KOL(Student), 2022

Çakıroğlu E., Fostering prospective mathematics teachers' conceptions of definite integral in the context of engineering design activities: A design experiment, Doctorate, Ü.CANSU(Student), 2021

Çakıroğlu E., The role of dynamic geometry software on mathematical creativity of pre-service mathematics teachers in geometry tasks, Postgraduate, Z.MELEK(Student), 2021

Çakıroğlu E., A phenomenological study on mathematics teachers having experience with innovative learning activities: Views, enablers, and barriers, Postgraduate, E.ERBASAN(Student), 2021

## Published journal articles indexed by SCI, SSCI, and AHCI

- I. SEVİNÇ Ş., BOSTAN M. I., ÇAKIROĞLU E.  
Eğitim ve Bilim, vol.49, no.220, pp.59-81, 2024 (SSCI)
- II. **Mathematics in the informal setting of an art studio: students' visuospatial thinking processes in a studio thinking-based environment**  
Kus M., Çakıroğlu E.  
Educational Studies in Mathematics, vol.110, no.3, pp.545-571, 2022 (SSCI)
- III. **Fostering spatial abilities of middle school students through augmented reality: Spatial strategies**  
Özçakır B., Çakıroğlu E.  
Education and Information Technologies, vol.27, no.3, pp.2977-3010, 2022 (SSCI)
- IV. **Exploring prospective teachers' noticing of students' understanding through micro-case videos**  
Ulusoy F., Çakıroğlu E.  
Journal of Mathematics Teacher Education, vol.24, no.3, pp.253-282, 2021 (SSCI)
- V. **Sources of preservice teachers' self-efficacy in the context of a mathematics teaching methods course**  
Yurekli B., İŞIKSAL BOSTAN M., Çakıroğlu E.  
Journal of Education for Teaching, vol.46, no.5, pp.631-645, 2020 (SSCI)
- VI. **Pre-service Teachers' Developing Conceptions about the Nature and Pedagogy of Mathematical Modeling in the Context of a Mathematical Modeling Course**  
ÇETİNKAYA B., KERTİL M., ERBAŞ A. K., Korkmaz H., Alacaci C., Çakıroğlu E.  
Mathematical Thinking and Learning, vol.18, no.4, pp.287-314, 2016 (SSCI)
- VII. **Developing a Structural Model on the Relationship among Motivational Beliefs, Self-Regulated Learning Strategies, and Achievement in Mathematics**  
Fadlelmula F. K., Çakıroğlu E., SUNGUR S.

- International Journal of Science and Mathematics Education, vol.13, no.6, pp.1355-1375, 2015 (SSCI)
- VIII. **INVESTIGATING PLANE GEOMETRY PROBLEM-SOLVING STRATEGIES OF PROSPECTIVE MATHEMATICS TEACHERS IN TECHNOLOGY AND PAPER-AND-PENCIL ENVIRONMENTS**  
Koyuncu I., Akyüz D., Çakıroğlu E.  
International Journal of Science and Mathematics Education, vol.13, no.4, pp.837-862, 2015 (SSCI)
- IX. **Mathematical modeling in mathematics education: Basic concepts and different approaches**  
Erbaş A. K., Kertil M., Çetinkaya B., Çakıroğlu E., Alacacı C., Baş Ader S.  
KURAM VE UYGULAMADA EĞİTİM BİLİMLERİ / EDUCATIONAL SCIENCES: THEORY & PRACTICE, vol.14, no.4, pp.1-21, 2014 (SSCI)
- X. **Middle grade students' performances in translating among representations of fractions: A Turkish perspective**  
Kurt G., Çakıroğlu E.  
Learning and Individual Differences, vol.19, no.4, pp.404-410, 2009 (SSCI)
- XI. **Preservice elementary teachers' attitudes and self-efficacy beliefs toward mathematics**  
Çakıroğlu E., İŞIKSAL BOSTAN M.  
Eğitim ve Bilim, vol.34, no.151, pp.132-139, 2009 (SSCI)

### Articles Published in Other Journals

- I. **THE DEVELOPMENT OF TPACK OF A PROSPECTIVE MATHEMATICS TEACHER IN THE CONTEXT OF TEACHING PRACTICES COURSE**  
YILDIZ E., ÇAKIROĞLU E.  
Trakya Eğitim Dergisi, vol.14, no.3, pp.1923-1944, 2024 (Peer-Reviewed Journal)
- II. **Self-regulated learning strategies used by prospective mathematics teachers**  
Erhan G., Çakıroğlu E., Haser Ç.  
International Journal of Mathematical Education in Science and Technology, 2024 (ESCI)
- III. **Secondary mathematics teachers' noticing of students' mathematical thinking through modeling-based teacher investigations**  
Bas-Ader S., ERBAŞ A. K., ÇETİNKAYA B., Alacacı C., Cakiroglu E.  
Mathematics Education Research Journal, vol.35, pp.81-106, 2023 (ESCI)
- IV. **Prospective mathematics teachers' Tpack development in graphical data displays: a microteaching lesson study**  
Kurt G., Çakıroğlu E.  
International Journal of Mathematical Education in Science and Technology, 2023 (ESCI)
- V. **Fostering prospective mathematics teachers' proportional reasoning through a practice-based instruction**  
Pişkin Tunç M., Çakıroğlu E.  
International Journal of Mathematical Education in Science and Technology, vol.53, no.2, pp.269-288, 2022 (ESCI)
- VI. **An augmented reality learning toolkit for fostering spatial ability in mathematics lesson: Design and development**  
Ozcakir B., Cakiroglu E.  
European Journal of Science and Mathematics Education, vol.9, no.4, pp.145-167, 2021 (Scopus)
- VII. **Exploring self-efficacy beliefs within the context of teaching mathematics with concretemodels**  
Tunç M. P., Çakıroğlu E., BULUT S.  
Elementary Education Online, vol.19, no.1, pp.100-117, 2020 (Scopus)
- VIII. **Prospective mathematics teachers' critical thinking processes about scientific research: Newspaper article example**  
KUŞ M., ÇAKIROĞLU E.  
TURKISH JOURNAL OF EDUCATION, vol.9, no.1, pp.22-45, 2020 (ESCI)
- IX. **Effects of Dynamic Geometry Activities on Seventh Graders' Achievement in Area of Quadrilaterals**

ÖZÇAKIR B., ÇAKIROĞLU E.

INTERNATIONAL JOURNAL OF MATHEMATICS TEACHING AND LEARNING, vol.20, no.2, pp.257-271, 2019 (Peer-Reviewed Journal)

- X. **An inquiry into the underlying reasons for the impact of technology enhanced problem-based learning activities on students' attitudes and achievement** Teknolojiyle zenginleştirilmiş probleme dayalı öğrenme uygulamalarının öğrencilerin tutum ve başarılarına etki sebeplerinin İncelenmesi  
Cetin Y., Mirasyedioglu S., Çakiroğlu E.  
Eurasian Journal of Educational Research, vol.2019, no.79, pp.191-208, 2019 (Scopus)
- XI. **Mathematics teachers' knowledge and skills about questioning in the context of modeling activities**  
Aydoğan Yenmez A., ERBAŞ A. K., Çakiroğlu E., ÇETİNKAYA B., Alacaci C.  
Teacher Development, vol.22, no.4, pp.497-518, 2018 (Scopus)
- XII. **The development of mathematical achievement in analytic geometry of grade-12 students through GeoGebra activities**  
Khalil M., Farooq R. A., Çakiroğlu E., Khalil U., Khan D. M.  
Eurasia Journal of Mathematics, Science and Technology Education, vol.14, no.4, pp.1453-1463, 2018 (Scopus)
- XIII. **Using video cases and small-scale research projects to explore prospective mathematics teachers' noticing of student thinking**  
Ulusoy F., Çakiroğlu E.  
Eurasia Journal of Mathematics, Science and Technology Education, vol.14, no.11, 2018 (Scopus)
- XIV. **Developing teachers' models for assessing students' competence in mathematical modelling through lesson study**  
Aydoğan Yenmez A., ERBAŞ A. K., Çakiroğlu E., Alacaci C., ÇETİNKAYA B.  
International Journal of Mathematical Education in Science and Technology, vol.48, no.6, pp.895-912, 2017 (Scopus)
- XV. **Ortaokul 7. Sınıfta Dörtgenlerin Alan Bağıntılarını Oluşturma Sürecinde Dinamik Geometri Yazılımlarının Kullanılması**  
ÖZÇAKIR B., ÇAKIROĞLU E.  
Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, vol.18, no.1, pp.231-248, 2017 (Peer-Reviewed Journal)
- XVI. **Prospective teachers knowledge on middle school students possible descriptions of integers**  
YILMAZ A., ÇAKIROĞLU E.  
International Journal of Education in Mathematics, Science and Technology, vol.5, no.4, pp.279-294, 2017 (ESCI)
- XVII. **Ortaokul öğrencilerinin paralelkenarı ayırt etme biçimleri: Aşırıözelleme ve aşırı genelleme.**  
ULUSOY F., ÇAKIROĞLU E.  
Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, vol.17, no.1, pp.457-475, 2017 (Peer-Reviewed Journal)
- XVIII. **A Study On Pre-Service Teachers' Spatial Visualization Ability and Spatial Anxiety**  
ERKEK Ö., İSİKSAL BOSTAN M., ÇAKIROĞLU E.  
Kastamonu Eğitim Dergisi, vol.25, no.1, pp.33-50, 2017 (Peer-Reviewed Journal)
- XIX. **Evolution of Mathematics Teachers' Pedagogical Knowledge when They are Teaching Through Modeling**  
AYDOĞAN YENMEZ A., ERBAŞ A. K., ALACACI C., ÇAKIROĞLU E., ÇETİNKAYA B.  
International Journal of Education in Mathematics, Science and Technology, vol.5, no.4, pp.317-332, 2017 (ESCI)
- XX. **Exploring prospective secondary mathematics teachers' interpretation of student thinking through analysing students' work in modelling**  
Didis M. G., ERBAŞ A. K., ÇETİNKAYA B., Çakiroğlu E., Alacaci C.  
Mathematics Education Research Journal, vol.28, no.3, pp.349-378, 2016 (Scopus)
- XXI. **Öğrenci Çalışmalarını İncelemenin Öğrenci Düşünme Şekillerini Anlamadaki Rolü ile İlgili Matematik Öğretmen Adaylarının Düşünceleri**  
DİDİŞ M. G., ERBAŞ A. K., ÇETİNKAYA B., ÇAKIROĞLU E., ALACACI C.  
Turkish Journal of Computer and Mathematics Education, vol.6, no.2, pp.139-162, 2015 (Peer-Reviewed Journal)
- XXII. **Prospective secondary mathematics teachers' interpretations of students' thinking**  
Didis M. G., ERBAŞ A. K., ÇETİNKAYA B., Çakiroğlu E.

- Research in Mathematics Education, vol.16, no.1, pp.77-78, 2014 (Scopus)
- XXIII. **In-service elementary mathematics teachers' conceptions of histogram and difficulties about its teaching Process** İlköğretim matematik öğretmenlerinin histogram kavramına ilişkin kavrayışları ve bu kavramın öğretim sürecinde karşılaştıkları sorunlar  
Ulusoy F., Çakıroğlu E.  
Elementary Education Online, vol.12, no.4, pp.1141-1156, 2013 (Scopus)
- XXIV. **The nature of prospective mathematics teachers' pedagogical content knowledge: The case of multiplication of fractions**  
IŞIKSAL BOSTAN M., Çakıroğlu E.  
Journal of Mathematics Teacher Education, vol.14, no.3, pp.213-230, 2011 (Scopus)
- XXV. **Elementary Students' Scientific Epistemological Beliefs in Relation to Socio-Economic Status and Gender**  
Ozkal K., ÖZTEKİN C., SUNGUR S., ÇAKIROĞLU J., Çakıroğlu E.  
Journal of Science Teacher Education, vol.22, no.2, pp.115-127, 2011 (Scopus)
- XXVI. **Elementary Students' Scientific Epistemological Beliefs in Relation to Socio-Economic Status and Gender**  
Ozkal K., ÖZTEKİN C., SUNGUR S., ÇAKIROĞLU J., Çakıroğlu E.  
Journal of Science Teacher Education, vol.21, no.7, pp.873-885, 2010 (Scopus)
- XXVII. **Preservice teachers' knowledge of students' cognitive processes about the division of fractions** Öğretmen adaylarının kesi•rlerde bölmeye i•lişki•n öğrenci•leri•n bi•li•şsel süreçleri• hakkındaki• bi•lgi•leri•  
IŞIKSAL BOSTAN M., Çakıroğlu E.  
Hacettepe Eğitim Dergisi, no.35, pp.175-185, 2008 (Scopus)
- XXVIII. **Preservice elementary mathematics teachers' mathematical problem solving beliefs** İlköğreti•m matemati•k öğretmen adaylarının matemati•ksel problem çözmeye yöneli•k i•nançları  
Kayan F., Çakıroğlu E.  
Hacettepe Eğitim Dergisi, no.35, pp.218-226, 2008 (Scopus)
- XXIX. **Gender Differences Regarding Mathematics Achievement The Case of Turkish Middle School Students**  
IŞIKSAL BOSTAN M., ÇAKIROĞLU E.  
SCHOOL SCIENCE AND MATHEMATICS JOURNAL FOR ALL SCIENCE AND MATHEMATICS TEACHERS, vol.108, no.3, pp.113-120, 2008 (Scopus)
- XXX. **The teaching efficacy beliefs of pre-service teachers in the USA and Turkey**  
Çakıroğlu E.  
Journal of Education for Teaching, vol.34, no.1, pp.33-44, 2008 (Scopus)
- XXXI. **PRESERVICE TEACHERS' KNOWLEDGE OF STUDENTS' COGNITIVE PROCESSES ABOUT THE DIVISION OF FRACTIONS**  
Isiksal M., Çakiroglu E.  
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, no.35, pp.175-185, 2008 (Scopus)
- XXXII. **İlköğretim Matematik Öğretmen Adaylarının Matematiksel Problem Çözmeye Yönelik İnançları**  
KAYAN F., ÇAKIROĞLU E.  
Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, vol.35, pp.218-226, 2008 (ESCI)
- XXXIII. **PRESERVICE ELEMENTARY MATHEMATICS TEACHERS' MATHEMATICAL PROBLEM SOLVING BELIEFS**  
Kayan F., Çakiroglu E.  
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, no.35, pp.218-226, 2008 (Scopus)
- XXXIV. **Professional Development Through Technology Integrated Problem Solving From Intermath to T Math**  
ERBAŞ A. K., ÇAKIROĞLU E., AYDIN U., Beşer Ş.  
THE MATHEMATICS EDUCATOR, vol.16, no.2, pp.35-46, 2006 (Peer-Reviewed Journal)
- XXXV. **Pre-service Mathematics Teachers Efficacy Beliefs Towards Mathematics and Mathematics Teaching**

Işıksal Bostan M., Çakıroğlu E.

HACETTEPE UNIVERSİTESİ EĞİTİM FAKÜLTESİ DERGİSİ-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, vol.31, pp.74-84, 2006 (Peer-Reviewed Journal)

**XXXVI. Teacher Efficacy and Academic Performance**

IŞIKSAL M., ÇAKIROĞLU E.

Academic Exchange Quarterly, vol.9, no.4, pp.28-32, 2005 (Peer-Reviewed Journal)

**XXXVII. Pre service Teacher Self efficacy Beliefs Regarding Science Teaching A Comparison of Pre service Teachers in Turkey and the USA**

ÇAKIROĞLU J., William B., ÇAKIROĞLU E.

Science Educator, vol.14, no.1, pp.31-40, 2005 (Peer-Reviewed Journal)

**XXXVIII. Reflections on teacher education in Turkey**

Çakıroğlu E., ÇAKIROĞLU J.

European Journal of Teacher Education, vol.26, no.2, pp.253-264, 2003 (Scopus)

**XXXIX. Öğretimde bilgisayar kullanımına ilişkin öğretmen görüşleri**

ÇAĞILTAY K., ÇAKIROĞLU J., ÇAĞILTAY N., ÇAKIROĞLU E.

Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, vol.7, pp.8, 2001 (Peer-Reviewed Journal)

## Books & Book Chapters

- I. **Toker, Z. & Çakıroğlu, E. (2023). Tasarım Odaklı Düşünme: Temel Kavramlar ve Özellikler. D. Girgin & Z. Toker (Ed.), Eğitimde Tasarım Odaklı Düşünme ve Uygulama Örnekleri (s. 1-17). Nobel Yayıncılık**  
Toker Z., Çakıroğlu E.  
in: Eğitimde Tasarım Odaklı Düşünme ve Uygulama Örnekleri. Nobel Yayıncılık, D. Girgin,Z. Toker, Editor, Nobel Yayınevi, Ankara, pp.1-17, 2023
- II. **A Phenomenological Study: Incorporating the History of Mathematics from the Perspective of Teachers**  
Sozen Ozdogan S., AKYÜZ D., ÇAKIROĞLU E.  
in: The Language of Mathematics, Patrick M. Jenlink, Editor, Rowman Littlefield, London, pp.113-142, 2020
- III. **A Phenomenological Study Incorporating the History of Mathematics from the Perspective of Teachers**  
SÖZEN ÖZDOĞAN S., AKYÜZ D., ÇAKIROĞLU E.  
in: The Language of Mathematics: How the Teachers' Knowledge of Mathematics Affects Instruction, , Editor, Rowman & Littlefield, Oxford, pp.113-141, 2020
- IV. **Matematiksel Bakış Açısıyla STEM Eğitimi Uygulamaları**  
ÇAKIROĞLU E., DEDEBAŞ E.  
in: Okul Öncesinden Üniversiteye Kuram ve Uygulamada STEM Eğitimi, Devrim Akgündüz, Editor, Anı Yayıncılık, pp.201-219, 2018
- V. **Lise matematik konuları için günlük hayattan modelleme soruları.**  
ERBAŞ A. K., ÇETİNKAYA B., ALACACI C., ÇAKIROĞLU E., AYDOĞAN YENMEZ A., ŞEN ZEYTUN A., KORKMAZ H., KERTİL M., DİDİŞ KABAR M. G., BAŞ ADER S., et al.  
Tüba, Ankara, 2016

## Refereed Congress / Symposium Publications in Proceedings

- I. **Investigating the characteristics of algebra tasks generated by preservice mathematics teachers**  
KAPLAN CAN G., İŞLER BAYKAL I., DİDİŞ KABAR M. G., ÇAKIROĞLU E.  
Twelfth Congress of the European Society for Research in Mathematics Education (CERME12), Bolzano, Italy, 02 February 2022

- II. **Students' Use of Geometric Cues in an Art Studio: Scaling of Artworks**  
KUŞ M., ÇAKIROĞLU E.  
14th International Congress on Mathematics Education, Shanghai, China, 11 - 18 July 2021
- III. **What do prospective mathematics teachers mean by "definitions can be proved"?**  
DİLBEROĞLU M., HASER Ç., ÇAKIROĞLU E.  
Eleventh Congress of the European Society for Research in Mathematics Education, 6 - 10 February 2019
- IV. **Strategies used by First Grade Students in the Process of Solving Join Problems**  
AYTEKİN E., ÇAKIROĞLU E., SEVİNÇ Ş., ISIKSAL BOSTAN M., KANDİL S.  
2. Uluslararası Temel Eğitim Kongresi (UTEK 2019), Muğla, Turkey, 23 - 27 October 2019, pp.219
- V. **Eliciting Students' Visual-Spatial Thinking Processes in an Art Studio**  
KUŞ M., ÇAKIROĞLU E.  
Bridges 2019: Mathematics, Art, Music, Architecture, Education, Culture, 16 - 20 July 2019, pp.379-382
- VI. **Matematik Eğitiminde Artırılmış Gerçeklik Ortamları İle Yedinci Sınıf Öğrencilerinin Uzamsal Zekalarının Gelişimi: Bir Tasarım Tabanlı Araştırma**  
ÖZÇAKIR B., ÇAKIROĞLU E.  
13. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi, Denizli, Turkey, 4 - 06 October 2018
- VII. **First Grade Students' Counting Strategies**  
KANDİL S., ISIKSAL BOSTAN M., SEVİNÇ Ş., ÇAKIROĞLU E.  
International Congress on Science and Education (ICSE2018), Afyonkarahisar, Turkey, 28 - 30 September 2018, pp.427-428
- VIII. **Developing First Graders' Number Sense Through Subitizing Activities**  
ŞEKER V., KARACA E. T., SEVİNÇ Ş., ÇAKIROĞLU E., ISIKSAL BOSTAN M.  
European Educational Research Association, Kopenhagen, Denmark, 4 - 07 September 2018
- IX. **Developing First Graders'xx Number Sense Through Subitizing Activities,**  
ŞEKER V., KARACA E. T., SEVİNÇ Ş., ÇAKIROĞLU E., ISIKSAL BOSTAN M.  
European Conference on Educational Research, 4 - 07 September 2018
- X. **Preservice Mathematics Teachers's TPACK Development in Statistics Teaching: A Microteaching Lesson Study**  
BİREL G., ÇAKIROĞLU E.  
10th International Conference on Teaching Statistics, Kyoto, Japan, 8 - 13 July 2018, pp.328-334
- XI. **MIDDLE SCHOOL MATHEMATICS TEACHERS' USES OF QUESTIONING TOOLS**  
YILMAZ A., ÇAKIROĞLU E.  
International Conference on Education in Mathematics, Science Technology (ICEMST), 28 April - 01 May 2018, pp.164
- XII. **1. Sınıf Öğrencilerinin Problem Kurma Deneyimleri**  
ÇAKIROĞLU E., KARACA E. T., SEVİNÇ Ş., ISIKSAL BOSTAN M., ŞEKER V.  
17. Uluslararası Sınıf Öğretmenliği Sempozyumu, Ankara, Turkey, 11 - 14 April 2018
- XIII. **A mathematics teacher's use of questions while teaching the concepts of lines and angles**  
YILMAZ A., ÇAKIROĞLU E.  
ERPA International Congresses on Education 2017, 18 - 21 May 2017, pp.129
- XIV. **Matematik Öğretmen Adaylarının Orantısal Durumların Altında Yatan Matematiksel İlişkileri Anlayabilme Durumları**  
PİŞKİN TUNÇ M., ÇAKIROĞLU E.  
3. TÜRK BİLGİSAYAR VE MATEMATİK EĞİTİMİ SEMPOZYUMU, Turkey, 17 - 19 May 2017
- XV. **Matematik Öğretmen Adaylarının Uygulamaya Dayalı Bir Öğretim Modülünün Öncesinde Ve Sonrasında Orantısal Problemleri Çözerken Kullandıkları Stratejiler**  
PİŞKİN TUNÇ M., ÇAKIROĞLU E.  
7. Uluslararası Eğitimde Araştırmalar Kongresi, 27 - 29 April 2017
- XVI. **Edutainment applications of augmented reality theCase of augmented book**  
ÖZÇAKIR B., ÇAKIROĞLU E., GÜNEŞ E.  
First International Academic Research Congress, 03 November 2016 - 05 January 2017

- XVII. **Prospective Teachers Personal and Instructional Definitions For Quadrilaterals As A Lens of Their Mathematical and Didactical Considerations**  
ULUSOY F., ÇAKIROĞLU E.  
13th International Congress on Mathematical Education, 24 - 31 July 2016
- XVIII. **Development of Teaching Materials**  
DİDİŞ KABAR M. G., BAŞ S., ÇAKIROĞLU E., ERBAŞ A. K., ÇETİNKAYA B., ALACACI C.  
ICME-13, 24 - 31 July 2016
- XIX. **Ortaokul Öğrencilerinin Üçgende Yükseklik İle İlgili Sahip Oldukları Kavram İmajları**  
Mukaddes İ., ULUSOY F., ÇAKIROĞLU E.  
Türk Bilgisayar ve Matematik Eğitimi Sempozyumu, Turkey, 16 - 18 May 2015
- XX. **Ortaokul Matematik Öğretmen Adaylarının Öz Yeterlik Algılarının Kaynakları**  
YÜREKLİ B., IŞIKSAL M., ÇAKIROĞLU E.  
Türk Bilgisayar ve Matematik Eğitimi Sempozyumu - 2, Turkey, 16 - 18 May 2015
- XXI. **Öğretmen adaylarının küçük ölçekli araştırma projeleri yoluyla öğrenci düşüncelerini incelemesi örnek bir ders uygulaması**  
ÇAKIROĞLU E., ULUSOY F.  
Türk Bilgisayar ve Matematik Eğitimi Sempozyumu - 2, Turkey, 16 - 18 May 2015
- XXII. **Pre Service Elementary Mathematics Teachers Progresses on Dynamic Geometry Activities and Views about Using Dynamic Geometry Regarding Technological Pedagogical Content Knowledge**  
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## Non Academic Experience

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