

Mehmet Başaran

Associate Professor [Doç. Dr.]
Curriculum & Instruction
Gaziantep University, Faculty of Education

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RESEARCH FOCUS

STEM Education • Program Development • Teacher Education • International Schools • Meta-Thematic Analysis • Artificial Intelligence in Education • Early Childhood Education • Computational Thinking & Coding

EDUCATION^{1,2}

2024–2025	Postdoctoral Fellow University of Minnesota, USA STEM Education Center — Learning and Environmental Sciences. Chair: Prof. Dr. Gillian Roehrig
2014–2018	Ph.D. Curriculum & Instruction Gaziantep University, Turkey Dissertation: The Applicability of STEM Approach in Preschool Education [Action Research]. Chair: Prof. Dr. Erdal Bay
2011–2013	M.S. Curriculum & Instruction [with Teaching Certificate] Bilkent University, Turkey Thesis: A Survey of Mathematical Knowledge and Skills Needed in Electrical-Electronics and Computer Engineering for Differentiated High School Mathematics Curriculum. Chair: Assoc. Prof. Dr. İlker Kalender PGCE Secondary Mathematics University of Cambridge, England Faculty of Education — January–March 2013 [Part of M.S. programme at Bilkent University]
2009–2013	B.A. Economics Anadolu University, Turkey
2006–2011	B.S. Mathematics Hacettepe University, Turkey

ACADEMIC EXPERIENCE

2022–present	Associate Professor	Gaziantep University, Faculty of Education, Curriculum & Instruction
2024–2025	Visiting Professor	University of Minnesota — STEM Education Center, USA
2023 [Summer]	Visiting Professor	Jordan University, Faculty of Education, Jordan
2022 [Fall]	Visiting Professor	Hasan Kalyoncu University, Faculty of Education [English Teacher Education]
2022 [Summer]	Visiting Professor	Zielona Gora University, Faculty of Education, Poland
2019–2022	Assistant Professor	Gaziantep University, Faculty of Education, Curriculum & Instruction
2015–2019	Instructor	Gaziantep University, Rectorate
2012–2015	Mathematics Teacher	Private SANKO Science and Technology High School, Gaziantep

¹ 2023* B.S. Computer Engineering [in progress] Gibtu University, Turkey

² 2006 High School Diploma Fitnat Nuri Tekerekoğlu Anadolu Lisesi, Turkey

AWARDS & RECOGNITION

2025	Best Presentation Award	Teknofest — Onco-AI, 3T Competition in Oncology
2023	Science Award — Social Sciences	Gaziantep University — Maximum Incentive Points
2015	1 st Place — Student Research Projects [as consultant]	TÜBİTAK Secondary School Research Competition, Turkey
2014	4 th Place — Student Research Projects [as consultant]	TÜBİTAK Secondary School Research Competition, Turkey

GRANTS & PROJECTS

As Project Coordinator

2022–2025	European Union, Erasmus+ KA220-HED — Defining Standards in STE ² AM [Entrepreneurship] Education	€250,000	Coordinator
2024–2025	TÜBİTAK 2219 — Computational Thinking Education in the Preschool Period: A Global Perspective and Innovative Modeling Study	\$32,000	Coordinator
2022	European Union KA152 — Social Integration of Disabled People: A Youth Awareness Movement Project [21–30 May 2022]	~€35,000	Coordinator
2021–2022	TÜBİTAK 4004 — In the Village STEM-2, Science and Society	~€7,000	Coordinator
2021	TÜBİTAK 2237-A — Errors and Solution Suggestions in Qualitative Research [17–21 May 2021]	~€7,000	Coordinator
2021	TÜBİTAK 2237-A — Errors and Solutions in Qualitative Research-2 [4–8 Oct 2021]	~€7,000	Coordinator

As Researcher

2024–2026	EU KA220-YOU — Professional Roadmap and Opportunities for Sustainable Participation in E-sports for The Youth	€250,000	Researcher
2024–2025	TÜBİTAK 4005 — Nuclear Sciences School 2	~€10,000	Researcher
2023–2026	TÜBİTAK 1001 — Development of Computational Thinking and Coding Skills Education Model Based on Understanding Approach through Design in Preschool	€52,000	Researcher
2022–2023	TÜBİTAK 4004 — Technological and Innovative Content Development Applications for Mathematics Education	~€7,000	Researcher
2022–2023	TÜBİTAK 4005 — Nuclear Sciences School for Science Teachers	~€7,000	Researcher
2021–2022	TÜBİTAK 4005 — Teachers at Science and Art Centers: School of Nuclear Sciences for Science Teachers	~€7,000	Researcher
2018–2019	TÜBİTAK 4004 — Computerless Coding in Preschool Education	~€7,000	Researcher
2018–2019	TÜBİTAK 4004 — STEM, Science and Society in the Village	—	Researcher
2022–2024	BAP TF.ALT.21.34 — Augmented Reality Applications in Medical Education, Gaziantep University	~€35,000	Researcher
2017–2019	Gaziantep University BAP — In-Service Training Curriculum for Science and Mathematics Teachers with STEM Approach	~\$4,500	Researcher
2022–2023	United States Embassy — STREAMitup 2 Project	\$50,000	Researcher
2020	Ayeum — Researcher Educational Development and Online Learning Environment and System Design	—	Researcher
2022–2023	Manisa Teknokent — New Generation Learning Systems Design	—	Researcher

SSCI-ESCI

- 1.Yılar, M. B., Başaran, M., Batdı, V., Aydın, S., Yıldırım, F., & Yılar, R. [2026]. A multi-complementary approach to evaluating artificial intelligence-supported mind map applications in life science education. *Sage Open*. [SSCI-Q1]
- 2.Metin, Ş., Akgül, E., Başaran, M., Özbay, Y., Yıldırım Seheryeli, M., Kalyenci, Z. D., & Özcan, M. [2026]. Engineering design test in early childhood: A validity and reliability study. *International Journal of Technology and Design Education*. Advance online publication. [SSCI-Q1]
- 3.Başaran, M., & Vural, Ö. M. [2025]. Perception of teachers towards STEAM and inquiry-based teaching after STEAM activities training. *SAGE Open*. [SSCI-Q1]
- 4.Başaran, M., Tandırcı, C., & Vural, Ö. M. [2025]. Assessing AI in educational evaluation: A comprehensive analysis of ChatGPT's performance on PISA reading skills. *Technology, Knowledge and Learning*. [ESCI-Q1]
- 5.Batdı, V., Başaran, M., Roehrig, G. H., & Yağlı, D. [2025]. Integrating engineering design in secondary education: A mixed meta method on enhancing 21st-century skills. [ESCI-Q1]
- 6.Metin, Ş., Başaran, M., Kalyenci, D., & Relkin, E. [2024]. Adaptation of the computational thinking skills assessment tool [TechCheck-K] in early childhood. *Journal of Science Education and Technology*. [SSCI-Q1]
- 7.Başaran, M., Metin, Ş., & Vural, Ö. M. [2024]. Meta-thematic synthesis of research on early childhood coding education: A comprehensive review. *Education and Information Technologies*. [SSCI-Q1]
- 8.Metin, Ş., Başaran, M., Kalyenci, D., Bilir, B., & Relkin, E. [2024]. Design-based learning-digital story preparation [DBL-DSP]: Enhancing coding and computational thinking skills in early childhood education. *Early Childhood Education*. [SSCI-Q1]
- 9.Başaran, M., & Duman, C. [2024]. Dialogues with artificial intelligence: Exploring medical students' perspectives on ChatGPT. *Medical Teacher*. [SSCI-Q1]
- 10.Başaran, M., Metin, Ş., & Vural, Ö. M. [2024]. Early coding education and its multidimensional impact on preschool development: An analysis of ChatGPT's insights. *International Journal of Early Childhood*. [ESCI-Q1]
- 11.Başaran, M., & Bay, E. [2023]. The effect of project-based STEAM activities on the social and cognitive skills of preschool children. *Early Child Development and Care*. [SSCI-Q2]
- 12.Başaran, M., & Candan, F. [2023]. A meta-thematic analysis of using technology-mediated gamification tools in the learning process. *Interactive Learning Environments*. [SSCI-Q1]
- 13.Vural, Ö. F., Başaran, M., Demirtaş, Z., Karamanlı, A. R., & Bayrakçı, C. [2022]. Students' 'COVID-19' and 'school' perceptions in the pandemic. *Frontiers in Psychology*, 13, Article 897177. [SSCI-Q1]
- 14.Kalyenci, D., Metin, Ş., & Başaran, M. [2021]. Test for assessing coding skills in early childhood. *Education and Information Technologies*, 27[4], 4685–4708. [SSCI-Q1]
- 15.Başaran, M., Özalp, G., Kalender, İ., & Alacaci, C. [2015]. Mathematical knowledge and skills expected by higher education in engineering and social sciences: Implications for high school mathematics curriculum. *Eurasian Journal of Mathematics, Science, and Technology Education*, 11[2], 405–420. [SSCI-Q2]

TR Index

- 16.Yaman, M., & Başaran, M. [2025]. Unveiling educators' insights on artificial intelligence in education: A qualitative study of potential, expectations, and challenges. *E-Kafkas Journal of Educational Research*. [TR Index]
- 17.Başaran, M., Uygur, E., & Eş, H. [2023]. Nuclear sciences school for science teachers. *Abant İzzet Baysal University Faculty of Education Journal*. [TR Index]
- 18.Kara, V., & Başaran, M. [2022]. Investigation of the attitudes of primary school teachers towards refugee students. *Anemon Muş Alparslan University Journal of Social Sciences*, 10[3], 981–1001. [TR Index]
- 19.Başaran, M., & Candan, F. [2023]. Doğan Cüceloğlu's educational philosophy in the context of his speeches and works. *E-Kafkas Journal of Educational Research*. [TR Index]
- 20.Başaran, M., Vural, Ö. F., Eraslan, A., Belen, F., & Abar, H. S. [2022]. Examination of the homework status of primary school students in the distance education process in terms of parental opinions. *Trakya Journal of Education*, 12[1], 248–258. [TR Index]
- 21.Başaran, M., Nacar, E., Aksay, G., Tüfekçi, H., & Vural, Ö. F. [2022]. Teacher opinions on the applicability of augmented reality applications in preschool period. *Mehmet Akif Ersoy University Journal of Faculty of Education*, [62], 135–157. [TR Index]
- 22.Başaran, M., Kumru, S., Acar, D., Kayıklık, F., & Vural, Ö. F. [2021]. Evaluation of the impact of R&D studies on schools in the context of Erasmus+ projects. *International Journal of Education, Science, and Technology*, 7[3], 183–200. [TR Index]
- 23.Özdemir İlteriş, O., & Başaran, M. [2021]. Evaluation of information technologies and software curriculum in the context of the CIPP model. *İnönü University Journal of Faculty of Education*. [TR Index]
- 24.Başaran, M., Ülger Gül, I., Demirtaş, M., Kara, E., Geyik, C., & Vural, Ö. [2021]. Investigation of teachers' use of technology in the distance education process. *OPUS International Journal of Society Research*. [TR Index]
- 25.Özyurt, M., Kuşdemir Kayıran, B., & Başaran, M. [2018]. Analysis of primary school students' attitudes towards STEM in terms of various variables. *International Periodical for the Languages, Literature, and History of Turkish or Turkic*, 12[32], 147–161. [TR Index]

- 26.Yokuş, E., Cüçük, E., Başaran, M., & Yıldırım, İ. [2017]. Examining teacher candidates' self-efficacy perceptions about being a teacher and their attitudes towards computer-assisted education. *International Periodical for the Languages, Literature, and History of Turkish or Turkic*, 12[32], 147–161. **[TR Index]**
- Other Index**
- 27.Başaran, M., Yağlı, D., & Vural, Ö. F. [2025]. *Development of the STEAM+E [Entrepreneurship] Skills Scale for Teachers: A Validity and Reliability Study*. International Journal of Trends and Developments in Education. **[Index Copernicus]**
- 28.Başaran, M., & Vural, Ö. M. [2024]. The plights of West-African students in Turkish universities: A case study of Gaziantep University. *International Journal on Lifelong Education and Leadership*. **[H. W. Wilson]**
- 29.Başaran, M., & İlter, M. [2023]. Investigation of the relationship between teachers' inquiry-based teaching self-efficacy for STEM+S and their computational thinking skills. *Research on Education and Media*. **[ERIC]**
- 30.Metin, Ş., Başaran, M., & Kalyenci, D. [2023]. Examining coding skills of five-year-old children. *Pedagogical Research*, 8[2]. **[ERIC]**
- 31.Vural, Ö. F., Altıparmak, E., Aras, S. E., & Başaran, M. [2022]. Analysis of high school students' perceptions of school in the Covid-19 process through metaphors. *Ahi Evran University Kırşehir Journal of Faculty of Education*, 23[1], 1161–1220. **[H. W. Wilson]**
- 32.Başaran, M., İlter, M., Alemdar, M., & Vural, O. F. [2022]. Distance education experiences of Syrian students under temporary protection during the Covid-19 pandemic. *Turkish Journal of Teacher Education*, 11[2], 81–98. **[Index Copernicus]**
- 33.Gür Dörtok, H. D., & Başaran, M. [2022]. Examination of studies on social skills training. *Journal of Interdisciplinary Educational Research*, 6[13], 328–352. **[Asos]**
- 34.Vural, Ö. F., Başaran, M., Özkan, Ç., Orhan, N., & Ortoğlu, Z. [2022]. Determination of middle school students' perceptions of Covid-19 and schools in the Covid-19 pandemic period. *Gaziantep University Journal of Educational Sciences*, 18–40. **[Asos]**
- 35.Vural, Ö. F., & Başaran, M. [2022]. Development of teachers' perception scale regarding visual arts with NFT: Validity-reliability study. *International Journal on Lifelong Education and Leadership*, 8[2], 1–14. **[EBSCO]**
- 36.Başaran, M. [2021]. Meta-thematic analysis of flipped classroom applications. *European Journal of Educational Studies*, 8[10], 61–88. **[ERIC]**
- 37.Akcan, E., & Başaran, M. [2022]. Development of inquiry skills scale for life studies: Validity and reliability study. *Pedagogical Research*, 7[4], Article em0135. **[ERIC]**
- 38.Durucu, A. S., & Başaran, M. [2022]. Investigation of the relationship between teachers' self-efficacy in inquiry-based teaching for STEM+S and teaching 21st-century skills. *Journal of Innovative Research in Teacher Education*, 3[3], 339–362. **[H. W. Wilson]**
- 39.Ulaş, S., Kurt, H. İ., Bayındır, S., Özgül, C., Vural, Ö. F., & Başaran, M. [2021]. Teachers' metaphoric perceptions of Covid-19 and school in the process of Covid-19. *Psycho-Educational Research Reviews*. **[ERIC]**
- 40.Yavuz, T., Vural, Ö. F., & Başaran, M. [2021]. Solution proposals for high school students' problems in spelling and punctuation: Student and teacher views. *Anatolian Turk Education Journal*, 3[1], 109–137. **[Asos]**
- 41.Başaran, M., Öztaş, C., & Vural, Ö. [2021]. Teacher views on blended learning. *International Journal of Educational Studies and Policy*. **[Asos]**
- 42.Çetin, E., Akay Celep, D., Uslu, E., Vural, Ö. F., & Başaran, M. [2021]. Metaphorical perceptions of primary school parents against Covid-19. *Gaziantep University Journal of Educational Sciences*, 5[2], 165–187. **[Asos]**
- 43.Bağçeçi, B., Başaran, M., Şahin, A., & Doğan, E. [2020]. Constructivist teacher performance evaluation scale in the teaching-learning process: A rubric study. *International Journal of Current Approaches in Language, Education and Social Sciences*, 2[1], 232–256. **[Index Copernicus]**
- 44.Başaran, M., Doğan, E., Karaoğlu, E., & Şahin, E. [2020]. A study on the effectiveness of distance education resulted from the coronavirus [Covid-19] pandemic process. *Academia Journal of Educational Research*, 5[2], 179–209. **[Asos]**
- 45.Başaran, M., Dursun, B., Gür Dörtok, H. D., & Yılmaz, G. [2020]. Evaluation of preschool education program according to CIPP model. *Pedagogical Research*. **[ERIC]**
- 46.Başaran, M., Kaya, Z., Akbas, N., & Yalcin, N. [2020]. The impact of eTwinning activity on teachers' professional development in the project-based teaching process. *Journal of Education, Theory and Practical Research*. **[Index Copernicus]**
- 47.Başaran, M., Özdemir, O., & Can, S. [2020]. The 8th-grade English curriculum evaluated according to the context, input, process, and product [CIPP] model. *E-International Journal of Educational Research*. **[H. W. Wilson]**
- 48.Bay, E., Başaran, M., & Döş, B. [2020]. Reasons for gaining and losing the popularity of a paradigm? Why? How? *Psycho-Educational Research Reviews*. **[ERIC]**
- 49.Vural, Ö., & Başaran, M. [2020]. The reasons for teachers' preference for master's degrees. *International Journal of Curriculum and Instruction*. **[ERIC]**
- 50.Yıldırım, İ., Başaran, M., Cüçük, E., & Yokuş, E. [2018]. Development of inquiry-based teaching self-efficacy scale for STEM+S education: Validity and reliability study. *International Online Journal of Educational Sciences*, 10[3], 40–55. **[H. W. Wilson]**

51. Bağçeci, B., Başaran, M., & Vural, Ö. F. [2016]. Analysis of classroom teachers' views on implementing the constructivist program: The latest point reached in 2016. *The Journal of Academic Social Science*, 4[31], 241–253. [Asos]

CONFERENCE PROCEEDINGS

1. Assante, D., Başaran, M., Falegnami, A., Tomassi, A. [2026]. Defining Standards in STE2AM Education. In: Auer, M.E., Langmann, R., May, D., Morales, M. [eds] *Smart Technologies for an All-Electric Society*. STE 2025. Lecture Notes in Networks and Systems, vol 1661. Springer, Cham. https://doi-org.ezp1.lib.umn.edu/10.1007/978-3-032-07316-7_24
2. Başaran, M., & Vural, Ö. F. [2022]. NFT, virtual art, scale, Non-Fungible Token. In *Proceedings of the 8th International Conference on Lifelong Education and Leadership for All [ICLEL 2022]*. Granada University, Faculty of Education, **Spain**.
3. Başaran, M., Canyurt, M., Sevinç, D., Vural, M., & Vural, Ö. F. [2021]. Secondary school teachers' awareness, frequency of use and educational utilization of web 2.0 tools in the distance education process. In *Proceedings of the 8th International Congress on Curriculum and Instruction*. Burdur Mehmet Akif Ersoy University, Burdur, **Turkey**.
4. Başaran, F., Vural, Ö. F., Başaran, M., & Demirtaş, Z. [2021]. Teachers' views about the use of technology and the flipped classroom in education. In *Proceedings of the 4th International Symposium on Current Developments in Science, Technology and Social Sciences*. Gaziantep University, Gaziantep, **Turkey**.
5. Sekin, S., Tozcu, R., Karadağ, N., Başaran, M., & Vural, Ö. F. [2021]. The effects of values education on students' behavior. In *Proceedings of the International Göbeklitepe Social and Human Sciences Congress-II*. Harran University, Şanlıurfa, **Turkey**.
6. Kasan, F., Dağdelen, G., Coşkun Öcal, G., Başaran, M., & Vural, Ö. F. [2021]. Teachers' opinions on the impact of the Covid-19 distance education process on inclusion students. In *Proceedings of the 14th National Science and Mathematics Education Congress*. Burdur Mehmet Akif Ersoy University, Burdur, **Turkey**.
7. Kalyenci, D., Metin, Ş., & Başaran, M. [2021]. Test for assessing coding skills in early childhood period. In *Proceedings of the II. International Congress of Pedagogical Research*. University Utara Malaysia & Octagon Education Consultancy, **Malaysia**.
8. Başaran, M., Vural, Ö. F., Fet, E. Y., Yıldırım Sucu, H., & Durmuş Keskin, Ö. [2021]. Students' perception of Covid-19 and school perceptions in the Covid-19 process: A metaphor analysis study. In *Proceedings of the International Symposium on Social Sciences and Educational Sciences*.
9. Başaran, M., Vural, Ö. F., Çömez, A., Ekşi, M., & Akdağ, T. N. [2021]. Investigation of school administrators' metaphorical perceptions of the Covid-19 process. *Hagia Sophia 3rd International Conference on Multidisciplinary Scientific Studies*, 1[1], 498–533.
10. Vural, Ö., & Başaran, M. [2020]. Teachers' opinions for academic development. In *Proceedings of the 6th International Conference on Lifelong Education and Leadership for All*. Sakarya, **Turkey**.
11. Başaran, M., & Bay, E. [2019]. The impact of STEM practices in preschool-on-preschool children. In *Proceedings of the V. International TURKCESS Congress of Education and Social Sciences*. Yıldız Technical University, Istanbul, **Turkey**.
12. Uygur, E., Başaran, M., Aşık, G., Uygur, M., Yıldırım, B., & İpek, H. [2019]. Attitudes of rural students towards STEM education: 'STEM in the Village' Project. In *Proceedings of the International Symposium on Turkish Computer and Mathematics Education-4*. Izmir, **Turkey**.
13. Başaran, M., & Bay, E. [2018]. The processes and the steps of a STEM teacher training program for a pre-school education institution. In *Proceedings of the 27th International Educational Sciences Congress* [pp. 583–586]. Atatürk University, Antalya, **Turkey**.
14. Başaran, M., & Yıldırım, İ. [2018]. The effect of STEM education on inquiry-based teaching self-efficacy and STEM awareness of teachers. In *Proceedings of the 27th International Educational Sciences Congress* [pp. 545–548]. Atatürk University, Antalya, **Turkey**.
15. Başaran, M. [2018]. Evaluation of the relationship between academic success and course study habits of secondary school students. In *Proceedings of the 27th International Educational Sciences Congress* [pp. 399–402]. Atatürk University, Antalya, **Turkey**.
16. Başaran, M., & Bay, E. [2018]. A qualitative evaluation about the teacher metaphorical perceptions of STEM. In *Proceedings of the 27th International Educational Sciences Congress* [pp. 396–398]. Atatürk University, Antalya, **Turkey**.
17. Cüçük, E., Başaran, M., Yokuş, E., & Yıldırım, İ. [2018]. The examination of inquiry-based teaching self-efficacy of teachers within STEM+S instruction. In *Proceedings of the Academic Conference on Education, Teaching, and E-Learning [AC-ETel 2018]*. Czech Technical University, Prague, **Czech Republic**.
18. Başaran, M., Yokuş, E., Cüçük, E., & Yıldırım, İ. [2017]. Examining teacher candidates' self-efficacy perceptions about being a teacher and their attitudes towards computer assisted education. In *Proceedings of the 26th International Educational Sciences Congress* [pp. 649–652]. Karadeniz Technical University, Antalya, **Turkey**.

- 19.Özyurt, M., Kayıran, B., & Başaran, M. [2017]. Study on adapting the STEM attitude scale to the primary and high school level. In Proceedings of the IVth International Eurasian Educational Research Congress. Pamukkale University, Denizli, **Turkey**.
- 20.Özyurt, M., Başaran, M., & Kayıran, B. [2017]. The investigation of primary school children's attitudes towards STEM in terms of different variables. In Proceedings of the Third International Conference on the Changing World and Social Research. Selçuk University, Rome, **Italy**.
- 21.Yıldırım, İ., Cüçük, E., Yokuş, E., & Başaran, M. [2017]. Development of inquiry-based teaching self-efficacy scale for STEM+S education: Validity and reliability study. In Proceedings of the 3rd International Conference on The Changing World and Social Research. Selçuk University, Rome, **Italy**.
- 22.Başaran, M., Özyurt, M., & Kayıran, B. [2017]. Investigation of high school students' attitudes towards STEM in terms of various variables in the context of school. In Proceedings of the Academic Conference on Education, Teaching, and E-Learning [AC-ETeL 2017]. Czech Technical University, Prague, **Czech Republic**.
- 23.Başaran, M., Özyurt, M., & Yigit, C. [2017]. Examination of teachers' opinions on the implementation of the mathematics curriculum according to the design understanding approach. In Proceedings of the 5th International Conference on Curriculum and Instruction [pp. 26–28]. Muğla Sıtkı Koçman University, Muğla, **Turkey**.
- 24.Bağçeci, B., Başaran, M., Şenel, M., & Vural, S. [2016]. A comparative study between International Baccalaureate Diploma Program and 11th and 12th grade Turkish language and literature curriculum. In Proceedings of the II. International Symposium on Education and Social Sciences in Turkic Cultural Geography. Gaziantep University, Gaziantep, **Turkey**.
- 25.Alacacı, C., Özalp, G., Başaran, M., & Kalender, İ. [2014]. Mathematical knowledge and skills expected by higher education: Implications for curriculum design and textbook content. In K. Jones, C. Bokhove, G. Howson, & L. Fan [Eds.], Proceedings of the International Conference on Mathematics Textbook Research and Development [pp. 115–120]. **University of Southampton**.

EDITED BOOKS

1. Batdı, V. & Başaran, M. [2025]. Artificial Intelligence Tools in Qualitative Research I. Nobel, Ankara.
2. Başaran, M. & Vural, Ö. F. [2025]. Qualitative Research in Education. Gaziantep University Press, Gaziantep.
3. Başaran, M. & Vural, Ö. F. [2022]. Adult Development and Learning. Education Publishing House, Ankara.
4. Başaran, M. & Vural, Ö. F. [2021]. Current Developments in Education. Pegem, Ankara.

BOOK CHAPTERS

- 1.Candan, F. & Başaran, M. [2025]. Inclusive Solutions from Perplexity.AI: Literature Review to Data Analysis in Qualitative Research. In V. Batdı & M. Başaran [Eds.], Artificial Intelligence Tools in Qualitative Research I. Nobel, Ankara.
- 2.Yağlı, D. & Başaran, M. [2025]. Revolutionizing Academic Writing with Quillbot: The Power of Paraphrase. In V. Batdı & M. Başaran [Eds.], Artificial Intelligence Tools in Qualitative Research I. Nobel, Ankara.
- 3.Er, F. T. & Başaran, M. [2025]. Artificial Intelligence in Education: Grammarly's Role in Academic Writing. In V. Batdı & M. Başaran [Eds.], Artificial Intelligence Tools in Qualitative Research I. Nobel, Ankara.
- 4.Başaran, M. [2023]. 21st Century Learning Skills in School Development. In M. Taşdan, R. Tösten, & M. Baş [Eds.], School Development Studies from Theory to Practice. Nobel, Ankara.
- 5.Başaran, M. [2023]. Social Media [Tweet Analysis]. In E. Bay & R. Kahramanoğlu [Eds.], Analysis of Generation Z Ethosphere System [Understanding Generation Z]. Gazi Kültür, Gaziantep.
- 6.Başaran, M. [2023]. Phenomenon Analysis. In E. Bay & R. Kahramanoğlu [Eds.], Analysis of Generation Z Ethosphere System [Understanding Generation Z]. Gazi Kültür, Gaziantep.
- 7.Yılmaz, Ö. & Başaran, M. [2022]. Intelligence, Creativity, and Wisdom in Adulthood and Old Age. In M. Başaran & Ö. F. Vural [Eds.], Adult Development and Learning. Education Publishing House, Ankara.
- 8.Avcı, Ş. & Başaran, M. [2022]. Attention and Memory in Adulthood and Old Age. In M. Başaran & Ö. F. Vural [Eds.], Adult Development and Learning. Education Publishing House, Ankara.
- 9.Başaran, M. [2021]. The publication process of research. In F. Balaman & Ş. Saygıner [Eds.], The supportive role of digital technologies in academic research processes: From theory to practice [pp. 261–280]. Nobel, Ankara
- 10.Başaran, M. [2021]. STEM as an Educational Model. In İ. Yıldırım [Ed.], Technology Supported Instruction. Nobel, Ankara.
- 11.Doğan, E. & Başaran, M. [2021]. STEM Education Model. In M. Başaran & Ö. F. Vural [Eds.], Current Developments in Education. Pegem, Ankara.
- 12.Başaran, M. & Kaya, Z. [2021]. Waldorf Approach. In M. Başaran & Ö. F. Vural [Eds.], Current Developments in Education. Pegem, Ankara.
- 13.Başaran, M., Batdı, V., Talan, T., Çakmak, F., & Doğan, Y. [2021]. Unplugged coding applications. In V. Batdı & Y. Doğan [Eds.], Exploring the nexus of education, language and technology in the 21st century [pp. 161–180]. Nova Science Publisher.
- 14.Başaran, M. & Bay, E. [2020]. STEM Approach in Early Childhood Science Education. In G. Uludağ [Ed.], Science Education in Early Childhood — 'The Child's Journey of Discovery' [pp. 253–284]. Nobel, Ankara.
- 15.Başaran, M. [2020]. Use of Technology. In R. Kahramanoğlu [Ed.], Effective Teaching Strategies. Pegem, Ankara.
- 16.Başaran, M. [2020]. STEM as an Educational Model. In E. Bay [Ed.], Report of the Subcommittee on the Orientation of Girls, Particularly to Science, Technology, Engineering and Mathematics. Turkish Grand National Assembly, Ankara.

Master's Theses

- 1.Saygın, M. [2025]. Meta-analysis and Meta-Thematic Analysis of Task-based Teaching Practices. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 2.Yağlı, D. [2025]. Development of Assessment Test for Preschool Teachers' Coding and Computational Thinking Skills. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 3.Tiryaki, A. [2024]. Examining the Implicit Program in Imam Hatip Girls Secondary School According to Teachers' Views. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 4.*Yaman, M. [2024]. Investigation of Teachers' Views on the Use of Artificial Intelligence in Education. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 5.Tiryaki, E. [2024]. Meta-Thematic Analysis of Using Creative Drama Method in Language Teaching. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 6.Tüter, M. [2024]. Teachers' Views on the Skills Required in Solving LGS Turkish Lesson Skill-Based Questions. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 7.Çelik, N. [2024]. Preschool Educators' Knowledge Level on ChatGPT and Their Usage of AI. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 8.*Erdem, T. [2024]. Meta-Thematic Analysis on the Effectiveness of Out-Of-School Learning Environments. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 9.*Taşkın, M. [2023]. Meta-Thematic Analysis of Robotics and Coding Education. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 10.*İlter, M. [2022]. Investigation of the Relationship between Teachers' Inquiry-Based Teaching Self-Efficacy For STEM+S and Their Computational Thinking Skills. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 11.*Durucu Sonay, A. [2022]. Investigation of the Relationship between Teachers' Inquiry-based Teaching Self-Efficacy for STEM+S and Teaching 21st Century Skills. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 12.*Ulutaş, A. [2022]. Distance Education Practices in Turkey and the Relationship between Teachers' Attitudes Towards Distance Education and their Digital Literacy. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 13.*Candan, F. [2022]. A Meta-Thematic Analysis of Using Technology-Mediated Gamification Tools in the Learning Process: The Example of 'Kahoot!'. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 14.*Kara, V. [2022]. Investigation of the Attitudes of Primary School Teachers Towards Refugee Students. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 15.*Dörtok Gür, D. H. [2022]. Social Skills Education: A Review of Literature. Gaziantep University, Educational Sciences, Curriculum & Instruction.
- 16.*Kalyenci, D. [2021]. Evaluation of Coding Skills in Early Childhood Period — Test Development. Hasan Kalyoncu University, Institute of Social Sciences, Preschool Education.
- 17.*Özdemir, O. [2021]. Evaluation of Information Technologies and Software Course Curriculum According to Teacher Opinions. Gaziantep University, Educational Sciences, Curriculum & Instruction.

Doctoral Dissertations

1. *Kalyenci, D. [2025]. Effect of Design-Based Computational Thinking Educational Model on Executive Function and Self-Regulation Skills of Preschool Children. Ph.D. in Preschool Education, Hasan Kalyoncu University. [Supervisor, completed]
2. Ayhan, M. Ph.D. in Preschool Education, Hasan Kalyoncu University. [Supervisor, ongoing]
3. Tandırcı, C. Ph.D. in Curriculum & Instruction, Gaziantep University. [Supervisor, ongoing]
4. Candan, F. Ph.D. in Curriculum & Instruction, Gaziantep University. [Supervisor, ongoing]
5. Can, E. Ph.D. in Curriculum & Instruction, Gaziantep University. [Supervisor, ongoing]
6. Vural, S. Ph.D. in Curriculum & Instruction, Gaziantep University. [Supervisor, ongoing]
7. Meşe, N. N. [2024]. Examining The Relationship Between English Teachers' Professionalization Levels and Professional Learning: A Mixed Methods Research. Ph.D. in Curriculum & Instruction, Gaziantep University. [Committee member]
8. Hamidi, N. [2024]. Meta-Thematic Analysis of Studies on Micro Teaching Techniques for Prospective Teachers. Ph.D. in Curriculum & Instruction, Dicle University. [Committee member]
9. Dağlı, İ. Ç. [2024]. The Relationship Between Strategic Leadership Behaviors and Change Management Abilities of School Administrators in International Baccalaureate Schools in Türkiye. Ph.D. in Curriculum & Instruction, Dokuz Eylül University. [Committee member]
10. Işık, K. N. Ph.D. in Curriculum & Instruction, Gaziantep University. [Committee member, ongoing]
11. Deniz, S. [2025]. Evaluation of Artificial Intelligence Applications in Education: A Mixed-Meta Study. Ph.D. in Curriculum & Instruction, Gaziantep University. [Supervisor, completed]

Editorial Memberships

1. Editorial Board: Discover in Education-Springer, 2025–present
2. Editor-in-Chief: International Journal of Trends and Developments in Education [JTADE], 2022–present
3. Editorial Board: Frontiers in Education, 2024–present
4. Guest Editor [Special Issue — Coding, CT, Robotics, ICT in Early Childhood]: Frontiers in Psychology, 2023–2024
5. Guest Editor [Special Issue — Prof. Dr. Hikmet Yıldırım Celkan]: Gaziantep University Journal of Educational Sciences [GAUN-JES], 2022
6. Editorial Board: Journal for the Mathematics Education and Teaching Practices, 2022–present
7. Editorial Board: Psycho-Educational Research Reviews [PERR], 2021–present
8. Editorial Board: Gaziantep University Journal of Educational Sciences [GAUN-JES], 2019–present

Ad-hoc Reviewer for Journals

1. Education and Information Technologies
2. Early Childhood Education Journal
3. Evaluation and Program Planning
4. Journal of Computer-Assisted Learning
5. Sage Open
6. MedComm — Future Medicine
7. BMC Psychology
8. Interactive Learning Environments
9. Frontiers in Public Health
10. Frontiers in Education
11. Frontiers in Psychology
12. BMC Medical Education
13. Turkish Journal of Education [TURJE]
14. OPUS Journal of Society Research
15. Environment and Social Psychology
16. Çukurova University Faculty of Education Journal
17. Discover Education
18. Psycho-Educational Research Reviews [PERR]
19. Pedagogical Research
20. International Journal of Evaluation and Research in Education [IJERE]
21. Kırşehir Eğitim Fakültesi Dergisi [KEFAD]
22. Eurasia Journal of Mathematics, Science, and Technology Education
23. Pegagog
24. Boğaziçi University Journal of Education
25. Journal of History School
26. Education Sciences
27. Curriculum Journal
28. Educational Gerontology
29. European Early Childhood Education Research Journal
30. European Journal of Education
31. European Journal of Science and Mathematics Education
32. International Online Journal of Primary Education
33. Journal of Education for Teaching
34. Journal of Qualitative Research in Education
35. Medical Teacher
36. Qualitative Research in Education
37. Science Activities: Classroom Projects and Curriculum Ideas
38. Yaşam Becerileri Psikoloji Dergisi
39. E-Kafkas Eğitim Araştırmaları Dergisi
40. Journal of Industrial Textiles

Administrative Service

1. Deputy Director — Gaziantep University Measurement & Evaluation Research and Application Center [2021–present]
2. Deputy Dean — Gaziantep University Afrin Education Faculty [2018–2022]
3. Member — Turkish Grand National Assembly Subcommittee on Orientation of Girls to STEM [2020]
4. Organizing Committee Member — V. International TURKCESS Congress on Education and Social Sciences: 21st Century Skills, Istanbul [2015]

COURSES TAUGHT

TEACHING AT A GLANCE

Teaching Span	2018 – 2026	Total Enrollments	4,948 students
Unique Courses Taught	39	Levels Covered	Undergraduate · M.S. - Ph.D.

I. UNDERGRADUATE COURSES

UNDERGRADUATE LEVEL — 14 unique courses Faculty of Education · Faculty of Theology · Faculty of Sport Sciences · Pedagogical Formation			
Course Name	Code[s]	Programme / Faculty	Years
Teaching Principles & Methods	İPF301, EFMB203, BÖMB203, GPF103	Theology; Education; Sport Sciences; Ped. Formation	2018–2026
Measurement & Evaluation in Education	İPF403, GPF102, BÖMB302	Theology; Ped. Formation; Sport Sciences	2018–2024
Instructional Technologies	EFMB201	Multiple UG Programmes – Fac. of Education	2019–2026
Open and Distance Learning	EFMB205	Primary; English & Math Teaching – Fac. of Education	2019–2024
Research Methods in Education	EFMB204	Primary Mathematics Teaching	2020–2021
Teaching Practicum I	GEEB423, EFMB401	Primary Teaching; Primary Mathematics Teaching	2020–2024
Teaching Practicum II	GEEB420, EFMB402, GPF111	Primary; Mathematics; Electrical Teaching; PF	2019–2024
Adult Education & Lifelong Learning	PDR208	Guidance & Psychological Counselling	2019–2020
Computer-Assisted Educ. [Primary]	GEİS410	Primary Teaching – Fac. of Education	2020–2021
General & Professional Ethics	GME100	Turkish Language Teaching	2020–2021
Literature Review & Report Writing	GERP108	Guidance & Psychological Counselling	2020–2021
Special Teaching Methods	GPF104	Pedagogical Formation	2021–2022
Project Preparation in Education	EFMB309	Turkish Teaching; Primary Mathematics Teaching	2023–2026
STEM and Robotics Coding	EFMB312	Primary Teaching – Fac. of Education	2023–2026

II. MASTER'S DEGREE COURSES [M.S.]

GRADUATE LEVEL – M.S. — 20 unique courses Institute of Educational Sciences · Institute of Natural Sciences			
Course Name	Code[s]	Programme / Faculty	Years
Qualitative Research Techniques	EB509, EPO515	C&I; Guidance; Meas. & Eval. [M.S., non-thesis, distance]	2019–2026
Research Methods & Scientific Ethics	EB500, EPO500, NAS501, FBE501	C&I; Lifelong Learning; MIS; Engineering [M.S.]	2020–2026
Research Techniques	YBS508	Management Information Systems [M.S.]	2020–2026
Contemporary Developments in C&I	EB574, EPO505	C&I [M.S., non-thesis, distance, evening]	2019–2026
Intro. to Research Methods in Education	EB415	Curriculum & Instruction [M.S.]	2021–2024
Intro. to Curriculum Development	EB419	C&I [M.S.]; Primary Mathematics Teaching	2019–2021
Foundations of Education	EB413	Curriculum & Instruction [M.S.]	2019–2020
Curriculum Development & Evaluation	EB595	Curriculum & Instruction [M.S.]	2019–2020
Project-Based Learning	EB543	C&I [M.S., non-thesis, evening]	2020–2024
Instructional Design in Distance Education	EB525	C&I [M.S., non-thesis, evening]	2020–2024

STEM+A Education: Theory, Research & Practice	EB526	C&I [M.S., non-thesis, evening]	2022–2024
Evaluation in Curricula	EB576	Curriculum & Instruction [M.S.]	2021–2022
21st Century Skills in Curricula	EB524	C&I [non-thesis, evening]	2022–2023
Qualitative Data Analysis	EB542	Guidance & Psychological Counselling [M.S.]	2022–2023
Technology Use in Adult Education	HBÖ567	Lifelong Learning [non-thesis, evening]	2020–2024
Project Culture & Management	HBÖ521	Lifelong Learning [non-thesis, evening]	2021–2023
Contemporary Dev. in Adult Education	HBÖ565	Lifelong Learning [non-thesis, evening]	2022–2024
Curriculum Development in Lifelong Learning	HBÖ514	Lifelong Learning [M.S., thesis]	2023–2024
Educational Statistics	EB563	Curriculum & Instruction [M.S.]	2025–2026
Non-Thesis Master's Term Project	YBS750	Management Information Systems [non-thesis]	2021–2023

III. DOCTORAL COURSES [PH.D.]

GRADUATE LEVEL – Ph.D. — 5 unique courses Curriculum & Instruction · Institute of Educational Sciences			
Course Name	Code[s]	Programme / Faculty	Years
Qualitative Research Methods	EPO613	Curriculum & Instruction [Ph.D.]	2022–2024
Multivariate Analysis Applications w/ Computers	EPO602	Curriculum & Instruction [Ph.D.]	2021–2026
Contemporary Teaching Methods & Techniques	EPO603	Curriculum & Instruction [Ph.D.]	2021–2024
Educational Statistics	EB563	Curriculum & Instruction [Ph.D.]	2025–2026

Note: Each course is listed once. Many courses were delivered across multiple programmes and/or semesters within the stated year range. Cumulative student enrolment across all sections: 4,948.

Hasan Kalyoncu University [2022–2023 Fall] [UNDERGRADUATE COURSES]

Course Code	Course Name
MB005	Instructional Technologies [in English]
MB006	Teaching Principles and Methods [in English]

PROJECT OTHER ROLES

Other Roles [Instructor, Advisor, Ambassador]

2025–2026	TÜBİTAK 4005 — Qualified Mathematical Activity Design and Implementation Training with Activity Evaluation and Feedback Tool [Edga]	Instructor
2024–2025	TÜBİTAK 4004 — Disasters, Nature and Human; Being Ready and Surviving	Instructor
2024	TÜBİTAK 2209-A — AI Supported Mathematics Education: Investigating Khan Academy AI on Student Achievement	Advisor
2024	TÜBİTAK 2209-A — Text Analysis with Translation Literature in Teaching Turkish Dialects to Turkish Origin Students	Advisor
2024	TÜBİTAK 2209-A — Effect of Storytelling Method in Teaching Mathematics to Visually Impaired Secondary School Students	Advisor
2024	TÜBİTAK 2209-A — Effect of Achievement in Four Language Skills on Solving Mathematics Problems	Advisor
2022–2023	TÜBİTAK 4004 — STREAM-Based Mathematics Education with Multidisciplinary Methods	Instructor
2022	TÜBİTAK 2209-A — Effects of Mathematical Modeling-Based STEAM Activities on Mathematical Thinking and Problem-Solving Skills	Advisor
2021	TÜBİTAK 2209-A — Effects of Project-Based STEM Activities on Secondary School Students' Mathematics Attitudes and Problem-Solving Skills	Advisor
2021	United States Embassy — STREAMitup Project	Instructor
2019–2021	TÜBİTAK 4004 — Gaziantep Science, Art, and Technology Festival	Instructor
2015–2021	Bahçeşehir Uğur Educational Institutions — Integrated STEM Teacher Professional Development Program	Leader Teacher
2020	Horizon 2020 — European Schoolnet Scientix 4, Brussels, Belgium	Türkiye Ambassador
2020	EU KA203 — Peace Dialogue Campus Network: Developing a Positive Attitude Among Immigrants and Youth of the Host Community	Assistant Staff
2019	Gaziantep University–Dutch Ministry of Foreign Affairs — STEM&Maker Teacher Training Program 1	Instructor
2018–2019	TÜBİTAK 4007 — Gazi City is Celebrating Science	Instructor
2018	Gaziantep University–Dutch Ministry of Foreign Affairs — STEM&Maker Teacher Training Program 2	Instructor
2018	Silkroad Development Agency — STEM&Maker Teacher Training Program 1	Instructor
2018	Silkroad Development Agency — STEM&Maker Teacher Training Program 2	Instructor
2018	Horizon 2020 — European Schoolnet Scientix 3, Brussels, Belgium	Türkiye Ambassador
2018	Silkroad Development Agency — STEM&Maker Teacher Training Program 3	Instructor
2017	East Marmara Development Agency — The Future Will Come with Us–STEM	Instructor
2016–2017	Payas Belediyesi, Hatay — Integrated STEM Center Development Program	Instructor
2014	Horizon 2020 — European Schoolnet Scientix 2, European Society for Science and Mathematics, Brussels, Belgium	Türkiye Ambassador

PANELS, FORUMS & INVITED KEYNOTES

1. Acar, A., Akgündüz, D., Başaran, M., Başaran, M. S., & Çavaş, B. [2017, December]. Eğitimde alternatif yaklaşımlar II: STEM uygulamaları. Panel discussion at Hasan Kalyoncu Üniversitesi, Gaziantep, Turkey.
2. Başaran, M. [2017]. 14th Science Projects Workshop in the Classroom of the Future Laboratory. Project panel discussion at European Schoolnet, Brussels, Belgium.
3. Başaran, M. [2017]. Bahçeşehir University STEM DAY. Panel discussion, Istanbul, Turkey.
4. Başaran, M. [2017]. Gaziantep Regional Workshop. Invited Keynote Etwinning Speaker, Gaziantep, Turkey.
5. Başaran, M. [2016]. Scientix Project Representative Meeting. Panel discussion, Alicante, Spain.
6. Başaran, M. [2016, December]. STEM moda mı model mi? [Is STEM a fashion or a model?]. Panel discussion at ÖRAV, Istanbul, Turkey.
7. Başaran, M. [2015]. STEM in Education and Life. Panel discussion at Eminent, Spain.
8. Başaran, M. [2015]. Scientix Science and Mathematics Education Conference. Project panel discussion, Ankara, Turkey.
9. Başaran, M. [2014]. Scientix Project Representative Meeting. Panel discussion at European Schoolnet, Brussels, Belgium.

IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS

2023, March	Nahçıvan Devlet Üniversitesi — STEM Təlimi [Internationally Certified STEM Training]. Three-day workshop, Nahçıvan.
2023, March	Azərbaycan Petrol Universiteti — STEM və Girişimçilik Təlimi [Internationally Certified STEM Training]. Three-day workshop, Baku, Azerbaijan.
2022, August	TEDX: Principles and Methods of Teaching — STEM Education. Private Gaziantep College Foundation Schools, Gaziantep.
2022, March	Technology Supported Education. Gaziantep İl Milli Eğitim Müdürlüğü, Gaziantep.
2021, December	Project Writing Training. Gaziantep İl Milli Eğitim Müdürlüğü, Gaziantep.
2019, August	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Diyarbakır Nesibe Aydın Schools, Gaziantep.
2019, August	Principles and Methods of Teaching — STEM Education. Private Gaziantep College Foundation Schools.
2019, August	International Baccalaureate and STEM Education. Private Gaziantep College Foundation Schools.
2019, May	STEM eğitiminde öngörüler ve fırsatlar. Bahçeşehir Koleji STEM Day, İstanbul.
2019, April	STEM Uygulamaları [LabStar]. Regional STEM Workshop, Gaziantep İl MEM & Erdem Koleji.
2018, September	İlkokullar için STEM Müfredat Programı. Gaziantep İl Milli Eğitim Müdürlüğü.
2017, March	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Bahçeşehir Schools, Diyarbakır.
2017, March	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Bahçeşehir Schools, Ordu.
2017, March	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Uğur Schools, Ünye.
2017, January	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Deva Schools, Gaziantep.
2017, June	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Seçkin Schools, Gaziantep.
2017, September	STEM: Tanımlar, Amaçlar ve Yeni Dönem. Gaziantep University STEM Education BAP Project.
2016, September	STEM: Hesaplamalı Düşünme. Hatay Payas STEM Center, Hatay.
2016, November	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Bahçeşehir Schools, Diyarbakır.
2016, December	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Uğur Schools, Ünye.
2016, January	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Uğur Schools, Ünye.
2016, March	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Uğur Schools, İzmir.
2016, March	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Uğur Schools, Ünye.
2016, May	STEM: Bütünleşik Öğretmenlik Çerçevesi. Private Bahçeşehir Schools, Diyarbakır.

SCHOOL TEACHING EXPERIENCE

2012-2015	Mathematics Teacher	Private SANKO Science and Technology High School, Gaziantep
2013	Mathematics Teacher [Internship]	St. Edmund's School, Canterbury, England
		Linton Village College, Cambridge, England
		TED Foundation High School, Ankara
		VKV Koç High School, İstanbul
		Bilkent Laboratory and International Schools [BLIS], Ankara
		IDV Private Bilkent High School, Ankara
		IDV Private Bilkent Primary School, Ankara

CERTIFICATES

Bilkent University [2013]	International Baccalaureate [IB] Teaching Certificate, Ankara
Bilkent University [2013]	Mathematics Teaching Pedagogical Formation Certificate, Ankara
TÜBİTAK [2013]	TÜBİTAK Research Projects Consultancy Certificate
European Schoolnet [2016]	Scientix Project Türkiye Representation Certificate, Brussels, Belgium
Turkish Standards Institute [2017]	Quality Management System ISO 9001:2015 — Quality Certification
Turkish Standards Institute [2017]	Quality Management System ISO 9001:2015 — Internal Audit
Turkish Standards Institute [2017]	Quality Management System ISO 9001:2015 — Risk Based Process
Turkish Standards Institute [2017]	Quality Management System ISO 9001:2015 — Documentation

1. <https://habermerkezi.gantep.edu.tr/?p=69293>
2. <https://telgraf.net/haber/18951060/gaziantep-universitesinde-ogretmenlere-girisimcilik-ve-ste2am-egitimi-verildi>
3. <https://www.gazeterize.com/gaunden-turkiye-geneli-genc-arastirmacilara-onemli-egitim>
4. <https://www.memurlar.net/haber/830622/stem-egitim-modelinde-mus-kayseri-ve-eskisehir-ilk-ucte.html>
5. <https://www.vizyonhavadis.com/haber/gaziantep-universitesi-ste-amegitiminde-girisimcilik-standartlarini-belirliyor-48860.html>
6. <https://gef.gantep.edu.tr/duyuru.php?id=155>
7. <https://www.iha.com.tr/gaziantep-haberleri/-2999719>
8. <https://gef.gantep.edu.tr/etkinlik.php?id=9>
9. <https://www.gaziantepusula.com/haber/10263853/gaunden-onemli-proje>
10. <https://www.referansgazetesi.com.tr/gaun-ste2am-egitiminde-girisimcilik-standartlarini-belirliyor>
11. <https://akagev.com/kurumsal>
12. <https://www.tuba.gov.tr/files/images/2019/uygulamalibilim/VII.%20%20Uygulamal%C4%B1%20Bili%20m%20E%C4%9Fitimi%20Kursu%20Program%C4%B1.pdf>
13. <https://gaziantepgapgazetesi.com/haber-infinite-haber-devam-17413>
14. <https://www.gaziantep27.net/erasmus-projesinin-italya-toplantisi-gerceklesti>
15. <https://www.gaziantepdogus.com/haber/17231237/gaun-ste2am-egitiminde-girisimcilik-standartlarini-belirliyor>
16. https://www5.tbmm.gov.tr/develop/owa/komisyon_tutanaklari.goruntule?pTutanakId=2286
17. <https://www.gaziantepgunes.com/haber/7240664/gaunden-stem-fen-teknoloji-muhendislik-ve-matematik-egitim-modeli-icin-onemli-proje>
18. <https://www.referansgazetesi.com.tr/gaunde-steam-egitiminde-girisimcilik-standartlarini-belirliyor>
19. <https://www.hurriyet.com.tr/yerel-haberler/gaziantep/stem-egitim-calistayi-basladi-40572867>
20. <https://www.gaziantephaber.com/erasmus-projesinin-italya-toplantisi-gerceklesti/14878/>
21. <https://www.siirttesonsoz.com/haber/gaun-ste2am-egitiminde-girisimcilik-standartlarini-belirliyor-25997.html>
22. <https://gef.gantep.edu.tr/duyuru.php?id=127>
23. <https://www.gaziantepusula.com/haber/10276770/gaunden-onemli-egitim>
24. <https://www.iha.com.tr/gaziantep-haberleri/-2795828>
25. <https://www.gaziantep27.net/ogretmenlere-girisimcilik-egitimi>
26. <https://babahaber.com/haber/15418826/gaun-ste2am-egitiminde-girisimcilik-standartlarini-belirliyor>
27. <https://www.gazeteekspres.com/egitim/gaun-den-arastirmacilara-onemli-egitim-92750>
28. <https://www.memohaber.com/haber/ogretmenlere-Stem-Egitimi-Proje-Tabanlı-ogretim-semineri-46892>
29. <https://www.hisartv.com.tr/haber/gaun-de-ogretmenlere-girisimcilik-ve-steam-egitimi-verildi-3311.html>
30. <https://www.milliyet.com.tr/yerel-haberler/gaziantep/gaziantep-te-stem-egitimleri-suruyor-12591028>
31. <https://gazianteptime.com.tr/haber/7240847/gaunden-stem-egitim-modeli-icin-onemli-proje>
32. <https://gazianteparge.meb.gov.tr/www/gaziantep-etwinning-bolgesel-calistayi-basladi/icerik/422>
33. <https://www.ayintabgazetesi.com/haber/-6009.html>
34. <https://www.fakultehaber.com/gaziantep-universitesi-egitiminde-turkiyede-ilk-lere-devam/2875/>
35. <https://gaziantepsoz.com/ste%C2%B2am-egitiminde-girisimcilik-standartlarini-gaun-belirliyor.html>
36. <https://gazianteptime.com.tr/haber/6135669/gaunden-akademisyen-ve-arastirmacilara-onemli-egitim>
37. <https://habermerkezi.gantep.edu.tr/?p=70830>
38. <https://www.kamu3.com/yurutuculugunu-gaziantep-universitesi-gaun-ogretim-uyesi-dr-mehmet-basar/309132/>
39. <https://habermerkezi.gantep.edu.tr/?p=59873>
40. <https://gef.gantep.edu.tr/duyuru.php?id=105>
41. <https://www.sabah.com.tr/gaziantep/2021/10/15/tubitak-baskanindan-gaune-proje-ziyareti>
42. <https://www.referansgazetesi.com.tr/gaunden-bir-egitim-calismasi-daha>
43. <https://www.megahaber27.com/haber/erasmus-projesinin-italya-toplantisi-gerceklesti-291445.html>
44. <https://www.gaziantephaber.com/cocuklarin-becerilerini-gelistiren-proje-basladi/12821/>
45. <https://www.marasgundem.com.tr/kultur-sanat/ozel-sanko-kolejine-tubitaktan-tesvik-odulu-832466h>
46. <https://www.marasyenigun.com/ozel-sanko-okullari-nin-tubitak-basarisi/2795/>
47. https://www.haberler.com/yerel/ozel-sanko-koleji-ogrencisinin-buyuk-basarisi-7971840-haberi/?ref=amp_more
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