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Personal Information

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International Researcher IDs

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Education Information

Doctorate, The University of Georgia, College of Education, Learning, Design, and Technology (Educational Technologies), United States Of America 2011 - 2016

Postgraduate, Middle East Technical University, Graduate School of Informatics, Information Systems, Turkey 2006 - 2009

Undergraduate, Middle East Technical University, Faculty of Education, Department of Computer Education and Instructional Technology, Turkey 2001 - 2006

Foreign Languages

Spanish, B2 Upper Intermediate

English, C2 Mastery

Dissertations

Doctorate, Understanding and supporting college students' help-seeking behavior, The University of Georgia, 2016

Postgraduate, Livelms: A blended e-learning environment, a model proposition for integration of asynchronous and synchronous e-learning, Middle East Technical University, Graduate School of Informatics, 2009

Research Areas

Educational Technology, Computer Education and Instructional Technology, Artificial Intelligence, Computer Learning and Pattern Recognition, Programming Languages

Academic Titles / Tasks

Assistant Professor, Middle East Technical University, Faculty of Education, Department of Computer Education and Instructional Technology, 2021 - Continues

Researcher, Universidad de Valladolid, 2016 - 2020

Courses

Programming Languages I, Undergraduate, 2021 - 2022

Web Design, Undergraduate, 2021 - 2022

Published journal articles indexed by SCI, SSCI, and AHCI

- I. **Designing human-centered learning analytics and artificial intelligence in education solutions: a systematic literature review**
Topali P., Ortega-Arranz A., Rodriguez-Triana M. J., ER E., Khalil M., Ackapinar G.
BEHAVIOUR & INFORMATION TECHNOLOGY, 2024 (SCI-Expanded)
- II. **From chalkboards to AI-powered learning: Students' attitudes and perspectives on use of ChatGPT in educational settings**
Güner H., Er E., Akçapınar G., Khalil M.
JOURNAL OF EDUCATIONAL TECHNOLOGY & SOCIETY, vol.27, no.2, pp.386-404, 2024 (SSCI)
- III. **Online peer feedback in higher education: A synthesis of the literature**
Kerman N. T., Banihashem S. K., Karami M., ER E., van Ginkel S., Noroozi O.
Education and Information Technologies, vol.29, no.1, pp.763-813, 2024 (SSCI)
- IV. **Decoding Video Logs: Unveiling Student Engagement Patterns in Lecture Capture Videos**
AKÇAPINAR G., ER E., BAYAZIT A.
International Review of Research in Open and Distributed Learning, vol.25, no.2, pp.94-113, 2024 (SSCI)
- V. **Maximizing the impact of dialogic peer feedback on student engagement: The role of regulation support**
Tseng S., ER E.
Educational Technology and Society, vol.27, no.2, pp.133-148, 2024 (SSCI)
- VI. **Collaborative peer feedback and learning analytics: theory-oriented design for supporting class-wide interventions**
Er E., Dimitriadis Y., Gasevic D.
ASSESSMENT & EVALUATION IN HIGHER EDUCATION, vol.46, no.2, pp.169-190, 2021 (SSCI)
- VII. **A collaborative learning approach to dialogic peer feedback: a theoretical framework**
Er E., Dimitriadis Y., Gasevic D.
ASSESSMENT & EVALUATION IN HIGHER EDUCATION, vol.46, no.4, pp.586-600, 2021 (SSCI)
- VIII. **Generating actionable predictions regarding MOOC learners' engagement in peer reviews**
Er E., Gomez-Sanchez E., Bote-Lorenzo M. L., Dimitriadis Y., Asensio-Perez J. I.
BEHAVIOUR & INFORMATION TECHNOLOGY, vol.39, no.12, pp.1356-1373, 2020 (SCI-Expanded)
- IX. **Creating collaborative groups in a MOOC: a homogeneous engagement grouping approach**
Sanz-Martinez L., Er E., Martinez-Mones A., Dimitriadis Y., Bote-Lorenzo M. L.
BEHAVIOUR & INFORMATION TECHNOLOGY, vol.38, no.11, pp.1107-1121, 2019 (SCI-Expanded)
- X. **Understanding student behavior and perceptions toward earning badges in a gamified MOOC**
Ortega-Arranz A., Er E., Martinez-Mones A., Bote-Lorenzo M. L., Asensio-Perez J. I., Munoz-Cristobal J. A.
UNIVERSAL ACCESS IN THE INFORMATION SOCIETY, vol.18, no.3, pp.533-549, 2019 (SCI-Expanded)
- XI. **Aligning learning design and learning analytics through instructor involvement: a MOOC case study**
Er E., Gomez-Sanchez E., Dimitriadis Y., Bote-Lorenzo M. L., Asensio-Perez J. I., Alvarez-Alvarez S.
INTERACTIVE LEARNING ENVIRONMENTS, vol.27, pp.685-698, 2019 (SSCI)
- XII. **An exploratory study of student engagement in gamified online discussions**
Ding L., Er E., Orey M.
COMPUTERS & EDUCATION, vol.120, pp.213-226, 2018 (SCI-Expanded)
- XIII. **Determinants of college students' use of online collaborative help-seeking tools**
Ding L., Er E.
JOURNAL OF COMPUTER ASSISTED LEARNING, vol.34, no.2, pp.129-139, 2018 (SSCI)
- XIV. **Supporting Teachers in the Design and Implementation of Group Formation Policies in MOOCs: A**

Case Study

Sanz-Martinez L., Er E., Dimitriadis Y., Martinez-Mones A., Bote-Lorenzo M. L.

JOURNAL OF UNIVERSAL COMPUTER SCIENCE, vol.24, no.8, pp.1110-1130, 2018 (SCI-Expanded)

XV. **Episode-centered guidelines for teacher belief change toward technology integration**

Er E., Kim C.

ETR&D-EDUCATIONAL TECHNOLOGY RESEARCH AND DEVELOPMENT, vol.65, no.4, pp.1041-1065, 2017 (SSCI)

XVI. **Exploring college students' online help-seeking behavior in a flipped classroom with a web-based help-seeking tool**

Er E., Kopcha T. J., Orey M., Dustman W.

AUSTRALASIAN JOURNAL OF EDUCATIONAL TECHNOLOGY, vol.31, no.5, pp.537-555, 2015 (SSCI)

XVII. **Public Internet access points (PIAPs) and their social impact: a case study from Turkey**

AFACAN G., Er E., ARİFOĞLU A.

BEHAVIOUR & INFORMATION TECHNOLOGY, vol.32, no.1, pp.14-23, 2013 (SCI-Expanded)

XVIII. **Guidelines for Successful Public Internet Access Points (PIAPs) Implementation**

ARİFOĞLU A., Afacan G., ER E.

DIGITAL LITERACY: CONCEPTS, METHODOLOGIES, TOOLS, AND APPLICATIONS, VOL I, pp.502-521, 2013 (SSCI)

Articles Published in Other Journals

I. **Uncovering Engagement Profiles of Young Learners in K-8 Education through Learning Analytics**

ER E., Silik S., Cansiz S.

Journal of Learning Analytics, vol.11, no.1, pp.101-115, 2024 (ESCI)

II. **An Explainable Machine Learning Approach to Predicting and Understanding Dropouts in MOOCs**

ER E.

Gazi Üniversitesi Kastamonu Eğitim Dergisi, vol.31, no.1, pp.143-154, 2023 (Peer-Reviewed Journal)

III. **Video Analytics in Digital Learning Environments: Exploring Student Behaviour Across Different Learning Contexts**

Khalil M., Topali P., Ortega-Arranz A., ER E., AKÇAPINAR G., Belokryz G.

Technology, Knowledge and Learning, 2023 (ESCI)

IV. **Listening to Students' Voices: Learning Programming in the Covid-19 Pandemic**

ER E., SÖKÜCÜ F. G.

Ege Journal of Educational Technologies, vol.6, no.1, pp.17-28, 2022 (Peer-Reviewed Journal)

V. **Importance of time management skills during the COVID-19 pandemic: An exploratory learning analytics study in an introductory programming course**

Er E.

Journal of Computer Education, vol.1, no.1, pp.1-15, 2022 (Peer-Reviewed Journal)

VI. **Üniversite öğrencilerinin akran geri bildirimini verme davranışlarının süreç madenciliği ile incelenmesi**

ER E.

Eğitim Teknolojisi Kuram ve Uygulama, vol.12, no.2, pp.412-433, 2022 (Peer-Reviewed Journal)

Refereed Congress / Symposium Publications in Proceedings

I. **How a learning analytics dashboard intervention influences the dynamics of students' learning behavior**

AKÇAPINAR G., López-Pernas S., ER E., Saqr M.

Technological Ecosystems for Enhancing Multiculturality TEEM 2023 Conference, Portugal, 25 October 2023

II. **How to Generate Actionable Predictions on Student Engagement: Hands-on Tutorial with Python Scikit-Learn**

ER E.

9th International Conference on Learning Analytics & Knowledge, Arizona, United States Of America, 04 March 2023

- III. **Will ChatGPT Get You Caught? Rethinking of Plagiarism Detection**
Khalil M., Er E.
10th International Conference on Learning and Collaboration Technologies, LCT 2023, held as part of the 25th International Conference on Human-Computer Interaction, HCII 2023, Copenhagen, Denmark, 23 - 28 July 2023, vol.14040 LNCS, pp.475-487
- IV. **Tweetology of Learning Analytics: What does Twitter tell us about the trends and development of the field?**
Khalil M., Wong J., ER E., Heitmann M., Belokryz G.
12th International Conference on Learning Analytics and Knowledge: Learning Analytics for Transition, Disruption and Social Change, LAK 2022, Virtual, Online, United States Of America, 21 - 25 March 2022, pp.347-357
- V. **Theory-based learning analytics to explore student engagement patterns in a peer review activity**
Er E., Villa-Torrano C., Dimitriadis Y., Gasevic D., Bote-Lorenzo M. L., Asensio-Pérez J. I., Gómez-Sánchez E., Martínez Monés A.
11th International Conference on Learning Analytics and Knowledge: The Impact we Make: The Contributions of Learning Analytics to Learning, LAK 2021, Virtual, Online, United States Of America, 12 - 16 April 2021, pp.196-206
- VI. **Self and peer monitoring in peer feedback: Instructors' perspective**
Er E.
Learning Analytics Summer Institute (LASI) 2020, Valladolid, Spain, 16 June 2020, pp.1-12
- VII. **Self and Peer Monitoring during Peer Feedback: The Instructor Perspective**
ER E.
Learning Analytics Summer Institute Spain 2020, Spain, 15 June 2020
- VIII. **Synergy: A Web-Based Tool to Facilitate Dialogic Peer Feedback**
ER E., Dimitriadis Y., Gasevic D.
European Conference on Technology Enhanced Learning, Delft, Netherlands, 16 September 2019
- IX. **Synergy: An Online Platform for Dialogic Peer Feedback at Scale**
ER E., Dimitriadis Y., Gasevic D.
13th International Conference on Computer Supported Collaborative Learning, Lyon, France, 17 June 2019
- X. **Exploring the Problems Experienced by Learners in a MOOC Implementing Active Learning Pedagogies**
Topali P., Ortega-Arranz A., Er E., Martinez-Mones A., Villagra-Sobrino S. L., Dimitriadis Y.
6th European MOOCs Stakeholders Summit (EMOOCs), Naples, Italy, 20 - 22 May 2019, vol.11475, pp.81-90
- XI. **Informing the Design of Collaborative Activities in MOOCs using Actionable Predictions**
Er E., Gomez-Sanchez E., Bote-Lorenzo M. L., Asensio-Perez J. I., Dimitriadis Y.
6th ACM Conference on Learning @ Scale (L@S), Illinois, United States Of America, 24 - 25 June 2019
- XII. **Supporting Group Formation in Ongoing MOOCs Using Actionable Predictive Models**
ER E., Sanchez E. G., Bote-Lorenzo M. L., Asensio-Perez J. I., Dimitriadis Y.
Learning with MOOCs 2018, Madrid, Spain, 26 September 2018
- XIII. **Predicting Student Participation in Peer Reviews in MOOCs**
ER E., Bote-Lorenzo M. L., Sanchez E. G., Dimitriadis Y., Asensio-Perez J. I.
FIFTH EUROPEAN MOOCs STAKEHOLDERS SUMMIT 2017, Madrid, Spain, 22 - 26 May 2017
- XIV. **A Research Study on Identifying Actors in Best e-Government Practices**
ARİFOĞLU A., AFACAN G., ER E., ORDU Y. C.
5th International Conference on Methodologies, Technologies and Tools enabling e-Government, Italy, 30 June 2011, pp.99-109
- XV. **User Evaluation of Internet Kiosks in University Setting**
Er E., ÇAĞILTAY K.
1st International Conference on Design, User Experience, and Usability (DUXU)/14th International Conference on Human-Computer Interaction (HCI), Florida, United States Of America, 9 - 14 July 2011, vol.6770, pp.394-403

Supported Projects

ER E., AKÇAPINAR G., Yıldırım Z., TUBITAK Project, Implementation of Large Language Models in Dialogue-Based Peer Feedback and Investigation of Its Effects, 2024 - 2027

Er E., H2020 Project, WeLearn@Scale: Understanding and Supporting Peer Feedback at Massive Learning Scale, 2018 - 2020

Metrics

Publication: 39

Citation (WoS): 356

Citation (Scopus): 514

H-Index (WoS): 10

H-Index (Scopus): 12

Awards

Er E., Bilim Akademisi Genç Bilim İnsanları Ödül Programı (BAGEP) 2023, Bilim Akademisi, March 2023