

Doç. Dr. ERKAN ER

Kişisel Bilgiler

E-posta: erkane@metu.edu.tr

Web: <https://avesis.metu.edu.tr/erkaner>

Uluslararası Araştırmacı ID'leri

ScholarID: HiRsvogAAAAJ

ORCID: 0000-0002-9624-4055

Publons / Web Of Science ResearcherID: Q-6942-2019

ScopusID: 43461036500

Yoksis Araştırmacı ID: 164825

Eğitim Bilgileri

Doktora, The University of Georgia, Eğitim Fakültesi, Öğrenme, Tasarım, ve Teknoloji (Eğitim Teknolojileri), Amerika Birleşik Devletleri 2011 - 2016

Yüksek Lisans, Orta Doğu Teknik Üniversitesi, Enformatik Enstitüsü, Bilişim Sistemleri Anabilim Dalı, Türkiye 2006 - 2009

Lisans, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü, Türkiye 2001 - 2006

Yabancı Diller

İspanyolca, B2 Orta Üstü

İngilizce, C2 Ustalık

Yaptığı Tezler

Doktora, Üniversite öğrencilerinin yardım arama davranışlarını anlama ve destekleme, The University of Georgia, 2016

Yüksek Lisans, Livelms: A blended e-learning environment, a model proposition for integration of asynchronous and synchronous e-learning, Orta Doğu Teknik Üniversitesi, Enformatik Enstitüsü, 2009

Araştırma Alanları

Eğitim Teknolojisi, Bilgisayar ve Öğretim Teknolojisi Eğitimi, Yapay Zeka, Bilgisayarda Öğrenme ve Örüntü Tanıma, Programlama Dilleri

Akademik Unvanlar / Görevler

Dr. Öğr. Üyesi, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü, 2021 - Devam Ediyor

Araştırmacı, Universidad de Valladolid, 2016 - 2020

Verdiği Dersler

Programlama Dilleri I, Lisans, 2021 - 2022

Web Tasarım, Lisans, 2021 - 2022

SCI, SSCI ve AHCI İndekslerine Giren Dergilerde Yayınlanan Makaleler

- 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, cilt.27, sa.2, ss.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, cilt.29, sa.1, ss.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, cilt.25, sa.2, ss.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, cilt.27, sa.2, ss.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, cilt.46, sa.2, ss.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, cilt.46, sa.4, ss.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, cilt.39, sa.12, ss.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, cilt.38, sa.11, ss.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, cilt.18, sa.3, ss.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, cilt.27, ss.685-698, 2019 (SSCI)
- XII. **An exploratory study of student engagement in gamified online discussions**
Ding L., Er E., Orey M.
COMPUTERS & EDUCATION, cilt.120, ss.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, cilt.34, sa.2, ss.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, cilt.24, sa.8, ss.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, cilt.65, sa.4, ss.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, cilt.31, sa.5, ss.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, cilt.32, sa.1, ss.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, ss.502-521, 2013 (SSCI)

Diğer Dergilerde Yayınlanan Makaleler

- I. **Uncovering Engagement Profiles of Young Learners in K-8 Education through Learning Analytics**
ER E., Silik S., Cansiz S.
Journal of Learning Analytics, cilt.11, sa.1, ss.101-115, 2024 (ESCI)
- II. **An Explainable Machine Learning Approach to Predicting and Understanding Dropouts in MOOCs**
ER E.
Gazi Üniversitesi Kastamonu Eğitim Dergisi, cilt.31, sa.1, ss.143-154, 2023 (Hakemli Dergi)
- 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., Belokrysz 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, cilt.6, sa.1, ss.17-28, 2022 (Hakemli Dergi)
- 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, cilt.1, sa.1, ss.1-15, 2022 (Hakemli Dergi)
- VI. **Üniversite öğrencilerinin ekran geri bildirim verme davranışlarının süreç madenciliği ile incelenmesi**
ER E.
Eğitim Teknolojisi Kuram ve Uygulama, cilt.12, sa.2, ss.412-433, 2022 (Hakemli Dergi)

Hakemli Kongre / Sempozyum Bildiri Kitaplarında Yer Alan Yayınlar

- 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, Portekiz, 25 Ekim 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, Amerika Birleşik Devletleri, 04 Mart 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, Danimarka, 23 - 28 Temmuz 2023, cilt.14040 LNCS, ss.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, Amerika Birleşik Devletleri, 21 - 25 Mart 2022, ss.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, Amerika Birleşik Devletleri, 12 - 16 Nisan 2021, ss.196-206
- VI. **Self and peer monitoring in peer feedback: Instructors' perspective**
Er E.
Learning Analytics Summer Institute (LASI) 2020, Valladolid, İspanya, 16 Haziran 2020, ss.1-12
- VII. **Self and Peer Monitoring during Peer Feedback: The Instructor Perspective**
ER E.
Learning Analytics Summer Institute Spain 2020, İspanya, 15 Haziran 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, Hollanda, 16 Eylül 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, Fransa, 17 Haziran 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, İtalya, 20 - 22 Mayıs 2019, cilt.11475, ss.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, Amerika Birleşik Devletleri, 24 - 25 Haziran 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, İspanya, 26 Eylül 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, İspanya, 22 - 26 Mayıs 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, İtalya, 30 Haziran 2011, ss.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, Amerika Birleşik Devletleri, 9 - 14 Temmuz 2011, cilt.6770, ss.394-403

Desteklenen Projeler

ER E., AKÇAPINAR G., Yıldırım Z., TÜBİTAK Projesi, Büyük Dil Modellerinin Diyalog Odaklı Akran Geribildiriminde Uygulanması Ve Etkilerinin Araştırılması , 2024 - 2027

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

Metrikler

Yayın: 39

Atıf (WoS): 309

Atıf (Scopus): 439

H-İndeks (WoS): 9

H-İndeks (Scopus): 11

Ödüller

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