

Prof. ÖMER GEBAN

Personal Information

Email: geban@metu.edu.tr

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

International Researcher IDs

ScholarID: VcpajEYAAAAJ

ORCID: 0000-0002-9433-0056

Publons / Web Of Science ResearcherID: AAZ-9092-2020

ScopusID: 6506772938

Yoksis Researcher ID: 101092

Education Information

Doctorate, Middle East Technical University, Faculty of Education, Matematik Ve Fen Bilimleri Eğitimi Bölümü, Turkey
1986 - 1990

Research Areas

Teacher Training in Science and Math. at Second. Sch. Lev.

Academic Titles / Tasks

Professor, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 2001 - Continues
Assistant Professor, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 1992 -
1995

Academic and Administrative Experience

Head of Department, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 2000 -
2020

Fakülte Akademik Kurul Üyesi, Middle East Technical University, Faculty of Education, Mathematics and Science
Education, 2016 - 2019

Head of Department, Middle East Technical University, Faculty of Education, Ortaöğretim Fen Ve Matematik Alanlar
Eğitimi Bölümü, 2000 - 2019

Courses

Undergraduate, 2022 - 2023, 2021 - 2022, 2020 - 2021

Methods of Secondary Science Teaching I, Undergraduate, 2022 - 2023, 2021 - 2022, 2020 - 2021

Research Methods in Education, Undergraduate, 2022 - 2023, 2021 - 2022, 2020 - 2021

Research Methods in Education, Undergraduate, 2019 - 2020

Advising Theses

- GEBAN Ö., Analyzing Cambridge lower secondary science learning objectives by PISA 2018 science framework, Postgraduate, İ.ÖZAY(Student), 2022
- GEBAN Ö., The mediating effect of teacher self-efficacy on teaching practice and job satisfaction by using the results of TALIS 2018, Postgraduate, C.YILDIZ(Student), 2022
- GEBAN Ö., Implementation of the peer-led team learning (PLTL) model to Turkish context: its effect on undergraduate engineering students' academic performances and anxiety in general chemistry course, Doctorate, N.Ece(Student), 2020
- GEBAN Ö., ÖZTÜRK G., Exploring of STEM readiness of a faculty of education in turkey, Postgraduate, S.KILINÇ(Student), 2018
- GEBAN Ö., Examination of pre-service chemistry teachers' competency in the field of environmental education and sustainable development, Postgraduate, C.SOYSAL(Student), 2017
- GEBAN Ö., Effectiveness of context based instruction on 10th grade students' understanding of fossil fuels and clean energy resources topics and their attitudes toward environment, Doctorate, Ö.FARUK(Student), 2016
- GEBAN Ö., The Effects of argument-driven inquiry instructional model on 10th grade students' understanding of gases concepts, Doctorate, N.Demirci(Student), 2015
- GEBAN Ö., The effects of argument-driven inquiry instructional model on 10th grade students' understanding of gases concepts, Doctorate, N.DEMİRCİ(Student), 2015
- GEBAN Ö., The effect of case based learning instruction on 11th grade students' understanding of acids and bases concepts and their motivation to learn chemistry, Doctorate, D.YILDIRAN(Student), 2015
- GEBAN Ö., The effect of 5E learning cycle and multiple intelligence approach on 9th grade students' achievement on unit of chemical properties, attitude, and motivation toward chemistry, Doctorate, M.TÜYSÜZ(Student), 2015
- GEBAN Ö., The Effect of case based learning instruction on 11th grade students' understanding of acids and bases concepts and their motivation to learn chemistry, Doctorate, D.Yıldırım(Student), 2015
- GEBAN Ö., Timss 2011 cross country comparisons: relationship between student- and teacher-level factors and 8th grade students' science achievement and attitude toward science, Doctorate, S.İPEKÇİOĞLU(Student), 2015
- GEBAN Ö., The effect of cooperative learning based on conceptual change approach on students' understanding of chemical bonding concepts, Doctorate, G.EYMUR(Student), 2014
- GEBAN Ö., The effect of field trip oriented instruction on ninth grade students' achievement in animal diversity unit, continuing and academic motivation, Doctorate, I.GÖRMEZ(Student), 2014
- GEBAN Ö., Conceptual change texts oriented instruction in teaching solution concepts, Doctorate, Y.ÜNLÜ(Student), 2014
- GEBAN Ö., The Effect of cooperative learning based on conceptual change approach on students' understanding of chemical bonding concepts, Doctorate, G.Eymur(Student), 2014
- GEBAN Ö., The Effect of project based learning oriented instruction on students' understanding of human circulatory system concepts and attitude toward biology /, Doctorate, G.Gül(Student), 2014
- GEBAN Ö., Effect of physical modeling and computer animation implemented with social constructivist instruction on understanding of human reproductive system, Doctorate, G.ESENDEMİR(Student), 2014
- GEBAN Ö., The effect of 5E learning cycle instruction on 10th grade students' understanding of cell division and reproduction concepts, Doctorate, H.ÖZGE(Student), 2014
- GEBAN Ö., The Effect of 5e learning cycle instruction on 10th grade students' understanding of cell division and reproduction concepts, Doctorate, H.Özge(Student), 2014
- GEBAN Ö., The effect of project based learning oriented instruction on students' understanding of human circulatory system concepts and attitude toward biology, Doctorate, G.GÜL(Student), 2014
- GEBAN Ö., The effect of multiple intelligences based instruction on students' achievement in basic compounds of living organisms concepts and attitude toward biology, Doctorate, T.ŞAKİR(Student), 2013
- GEBAN Ö., The effect of context-based instruction integrated with learning cycle model on students' achievement and retention related to states of matter subject, Doctorate, S.SUNAR(Student), 2013
- GEBAN Ö., The Effect of multiple intelligences based instruction on students's achievement in basic compounds of living organisms concepts and attitude toward biology, Doctorate, T.Şakir(Student), 2013
- GEBAN Ö., The effect of 5E learning cycle model on eleventh grade students' conceptual understanding of acids and bases concepts and motivation to learn chemistry, Doctorate, A.ÇETİN(Student), 2012

GEBAN Ö., The effect of metaconceptual teaching instruction on 10th grade students' understanding of states of matter, self-efficacy toward chemistry, and the nature of metaconceptual processes, Doctorate, Z.DEMET(Student), 2012

GEBAN Ö., Effectiveness of 5E learning cycle model on high school students' understanding of solubility equilibrium concept, Doctorate, N.Aydemir(Student), 2012

GEBAN Ö., Effectiveness of 5e learning cycle model on high school students understanding of solubility equilibrium concept, Doctorate, N.AYDEMİR(Student), 2012

GEBAN Ö., The effect of context based instruction on 9th grade students' understanding of cleaning materials topic and their attitude toward environment, Doctorate, R.ELMAS(Student), 2012

GEBAN Ö., Effect of guided inquiry experiments on the acquisition of science process skills, achievement and differentiation of conceptual structure, Postgraduate, F.Korkmaz(Student), 2012

GEBAN Ö., Effectiveness of context based approach through 5E learning cycle model on students' understanding of chemical reactions and energy concepts and their motivation to learn chemistry, Doctorate, C.ÇİĞDEMOĞLU(Student), 2012

GEBAN Ö., Conceptual change oriented instruction and students' misconceptions in chemical bonding concepts, Doctorate, A.ŞEKER(Student), 2012

GEBAN Ö., The Relationship among secondary school students' attitudes, motivation and self-efficacy beliefs toward chemistry lessons, Postgraduate, Ö.Faruk(Student), 2012

GEBAN Ö., The relationship among secondary school students attitudes, motivation and self-efficacy beliefs toward chemistry lessons, Postgraduate, Ö.FARUK(Student), 2012

GEBAN Ö., Contribution of some factors to eighth grade students science achievement in Turkey: TIMSS 2007, Postgraduate, F.KORKMAZ(Student), 2012

GEBAN Ö., The effect of 5E learning cycle model on tenth grade students' understanding in the particulate nature of matter, epistemological beliefs and views of nature of science, Doctorate, O.BEKTAŞ(Student), 2011

GEBAN Ö., The effect of 5e learning cycle model on tenth grade students' understanding in the particulate nature of matter, epistemological beliefs and views of nature of science, Doctorate, O.Bektaş(Student), 2011

GEBAN Ö., The effect of conceptual change based instruction on students' understanding of rate of reaction concepts, Doctorate, E.KAYA(Student), 2011

GEBAN Ö., Exploring representation of nature of science aspects in 9th grade chemistry textbooks, Postgraduate, F.ESMER(Student), 2011

GEBAN Ö., TEKSÖZ G., An assessment of environmental literacy of Turkish science and technology teachers, Doctorate, E.KAHYAOĞLU(Student), 2011

GEBAN Ö., The effects of computer-based interactive conceptual change texts on 11th grade students' understanding of electrochemistry concepts and attitude toward chemistry, Doctorate, U.TAŞDELEN(Student), 2011

GEBAN Ö., The effect of computer-based interactive conceptual change texts on 11th grade students' understanding of electrochemistry concepts and attitude toward chemistry, Doctorate, U.Taşdelen(Student), 2011

GEBAN Ö., Using the science writing heuristic approach to promote student understanding in chemical changes and mixtures, Doctorate, S.KINGIR(Student), 2011

GEBAN Ö., Effects of 7E learning cycle model accompanied with computer animations on understanding of diffusion and osmosis concepts, Doctorate, Y.BÜLBÜL(Student), 2010

GEBAN Ö., A cross-cultural comparison of the effect of human and physical resources on students' scientific literacy skills in the Programme for International Student Assessment (PISA) 2006, Doctorate, Ö.ÇELEBİ(Student), 2010

GEBAN Ö., Effects of conceptual change oriented instruction on understanding of gases concepts, Doctorate, P.SEDA(Student), 2009

GEBAN Ö., Effect of constructed web-supported instruction on achievement related to educational statistics, Doctorate, L.EMMUNGİL(Student), 2009

GEBAN Ö., Effectiveness of case-based learning instruction on students' understanding of solubility equilibrium concepts, Doctorate, A.ÇAM(Student), 2009

GEBAN Ö., Effects of 5E learning cycle model on understanding of state of matter and solubility concepts, Doctorate, E.CEYLAN(Student), 2008

GEBAN Ö., The effect of modelling instruction on high school students' understanding of projectile motion, Doctorate, M.Gökçe(Student), 2008

GEBAN Ö., The effect of modeling instruction on high school students' understanding of projectile motion, Doctorate, M.GÖKÇE(Student), 2008

GEBAN Ö., Improving 11th grade students' understanding of acid-base concepts by using 5E learning cycle model, Doctorate, A.PABUÇCU(Student), 2008

GEBAN Ö., The effects of 5e learning cycle model based on constructivist theory on tenth grade students' understanding of acid-base concepts, Postgraduate, Y.Kılavuz(Student), 2007

GEBAN Ö., Effect of cooperative learning based on conceptual change conditions on seventh grade students' understanding of classification of matter and physical and chemical changes, Doctorate, A.ERDEMİR(Student), 2006

GEBAN Ö., The effect of multiple intelligences based instruction on 9th graders chemistry achievement and attitudes toward science, Postgraduate, E.Bilgin(Student), 2006

GEBAN Ö., Facilitating conceptual change in atom, molecule, ion and matter, Postgraduate, A.ŞEKER(Student), 2006

GEBAN Ö., The effect of conceptual change approach on students' understanding of solubility equilibrium concepts, Doctorate, İ.Önder(Student), 2006

GEBAN Ö., The effect of conceptual change approach on students' understanding of solubility equilibrium concept, Doctorate, İ.ÖNDER(Student), 2006

GEBAN Ö., The effect of explicit method of problem solving accompanied with analogies on understanding of mole concept, Postgraduate, Y.ÜNLÜ(Student), 2006

GEBAN Ö., Effect of conceptual change texts accompanied with analogies on promoting conceptual change in acid and base concepts, Doctorate, P.İPEK(Student), 2006

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GEBAN Ö., Facilitating conceptual change in atom, molecule, ion and matter concepts, Postgraduate, A.Şeker(Student), 2006

GEBAN Ö., Effectiveness of conceptual change instruction accompanied with demonstrations and computer assisted concept mapping on students' understanding of matter concepts, Doctorate, A.YAVUZ(Student), 2005

GEBAN Ö., Conceptual change text oriented instruction to facilitate conceptual change in atoms and molecules, Postgraduate, B.GÜNAY(Student), 2005

GEBAN Ö., The effects of 5E learning cycle model based on constructivist theory on tenth grade students' understanding of acid-base concepts, Postgraduate, Y.KILAVUZ(Student), 2005

GEBAN Ö., ÇAKIROĞLU J., Preservice science teachers perception of profession with metaphorical images and reasons of choosing teaching as a profession, Postgraduate, E.GÜZEL(Student), 2005

GEBAN Ö., Conceptual change oriented instruction and students' misconceptions in gases, Doctorate, N.AZİZOĞLU(Student), 2004

GEBAN Ö., The effect of inquiry based chemistry course on students' understanding of atom concept, learning approaches, motivation, self efficacy, and epistemological beliefs, Postgraduate, İ.Sevilay(Student), 2004

GEBAN Ö., Effect of instruction using conceptual change strategies on students' conceptions of chemical reactions and energy, Postgraduate, E.CEYLAN(Student), 2004

GEBAN Ö., The effect of peer instruction on high school students' achievement and attitudes toward physics, Doctorate, H.Eryılmaz(Student), 2004

GEBAN Ö., Effect of analogy-enhanced instruction accompanied with concept maps on understanding of acid-base concept, Postgraduate, C.YILMAZOĞLU(Student), 2004

ERYILMAZ A., GEBAN Ö., The effect of peer instruction on high school students' achievement and attitudes toward physics, Doctorate, H.ERYILMAZ(Student), 2004

GEBAN Ö., Effect of constructed web-supported instruction on achievement related to research methods, Postgraduate, L.EMMUNGİL(Student), 2004

GEBAN Ö., Facilitating conceptual change in learning rate of reaction concepts, Postgraduate, Y.BOZKOYUN(Student), 2004

GEBAN Ö., Effect of conceptual change oriented instruction accompanied with cooperative group work on understanding of acid-base concepts, Postgraduate, A.Ayhan(Student), 2004

GEBAN Ö., Effect of conceptual change texts accompanied with analogies on understanding of chemical bonding concepts, Postgraduate, A.PABUÇCU(Student), 2004

GEBAN Ö., Effects of conceptual change oriented instruction accompanied with cooperative group work on understanding of acid-base concepts, Postgraduate, A.AYHAN(Student), 2004

GEBAN Ö., Effect of conceptual change oriented instruction on removing misconceptions about phase changes, Postgraduate, Ö.ÇELEBİ(Student), 2004

GEBAN Ö., Effectiveness of constructivist approach on students' understanding of chemical bonding concepts, Doctorate, E.UZUNTİRYAKI(Student), 2003

GEBAN Ö., ÖZTEKİN C., The roles of motivational beliefs and learning styles on tenth grade students' biology achievement, Postgraduate, Ş.ÖZKAN(Student), 2003

GEBAN Ö., Effect of instruction based on conceptual change activities on students' understanding of electrostatics concepts, Doctorate, M.BAŞER(Student), 2003

ERTEPINAR H., GEBAN Ö., The effect of the conceptual change oriented instruction through cooperative learning accompanied by concept mapping on 4th grade students' understanding of earth and sky concepts., Postgraduate, O.Çelikten(Student), 2002

ERTEPINAR H., GEBAN Ö., The role of refutational text supported with discussion web in overcoming difficulties with electric current concepts of 6th grade students., Postgraduate, G.Sönmez(Student), 2002

GEBAN Ö., The Effect of the conceptual change oriented instruction through cooperative, learning accompanied by concept mapping on 4th grade students' understanding of earth and sky concepts, Postgraduate, O.ÇELİKİTEN(Student), 2002

GEBAN Ö., ÖZTEKİN C., The Effect of conceptual change text instruction on understanding respiration concepts, Postgraduate, C.ALPARSLAN(Student), 2002

GEBAN Ö., Effectiveness of conceptual change instruction on overcoming students' misconceptions of fluid force at 7th grade level., Postgraduate, H.YEŞİLYURT(Student), 2002

GEBAN Ö., The Effect of cooperative learning approach based on conceptual change conditions on students' understanding of chemical equilibrium, Doctorate, İ.BİLGİN(Student), 2002

GEBAN Ö., The effect of cooperative learning approach based on conceptual change conditions on students' understanding of chemical equilibrium, Doctorate, İ.Bilgin(Student), 2002

GEBAN Ö., The Effect of demonstration method based on conceptual change approach on students' understanding of electrochemistry concepts, Postgraduate, E.GEDİK(Student), 2001

GEBAN Ö., ERYILMAZ A., The Effects of bridging analogies on high school students' misconceptions in mechanics, Postgraduate, S.YILMAZ(Student), 2001

GEBAN Ö., ÖZTEKİN C., Remediation of seventh grade students' misconceptions related to ecological concepts through conceptual change approach, Postgraduate, Ö.ÖZKAN(Student), 2001

ERYILMAZ A., GEBAN Ö., The effects of bridging analogies on high school students' misconceptions in mechanics, Postgraduate, S.Yılmaz(Student), 2001

ÖZTEKİN C., GEBAN Ö., Contribution of conceptual change texts accompanied with concept mapping to students' understanding of human circulatory system, Postgraduate, S.SUNGUR(Student), 2000

GEBAN Ö., Effect of conceptual change text instruction on students' understanding of chemical change and conservation of mass concepts, Postgraduate, G.BAYIR(Student), 2000

GEBAN Ö., Effectiveness of conceptual change instruction on overcoming students' misconceptions of mechanical energy at 0th grade level, Postgraduate, S.YEŞİM(Student), 2000

GEBAN Ö., The Effects of conceptual change texts in students' achievement of atom, molecule, matter concept, Postgraduate, S.ÜNÜLÜ(Student), 2000

GEBAN Ö., Effectiveness of conceptual change texts oriented instruction on understanding of electrochemical cell concepts, Postgraduate, N.Yürük(Student), 2000

GEBAN Ö., Effectiveness of using conceptual change oriented instruction for teaching the acid-base concepts, Postgraduate, N.ÇİL(Student), 2000

GEBAN Ö., Effectiveness of conceptual change instruction on overcoming students' misconceptions of mechanical energy at 10 th grade level, Postgraduate, S.Yeşim(Student), 2000

GEBAN Ö., Effectiveness of conceptual change text oriented instruction on understanding electrochemical cell concepts, Postgraduate, N.YÜRÜK(Student), 2000

ERTEPINAR H., GEBAN Ö., The effects of conceptual change text in students' achievement of atom, molecule, matter

concepts, Postgraduate, S.Ünlü(Student), 2000

GEBAN Ö., Effect of conceptual change approach accompanied with concept mapping on understanding of solution, Postgraduate, E.Uzuntiryaki(Student), 1998

GEBAN Ö., Effects of conceptual change texts accompanied with laboratory activities based on constructivist approach on understanding of acid-base concepts, Postgraduate, A.YAVUZ(Student), 1998

GEBAN Ö., A Study of high-school students understanding of chemical equilibrium, Postgraduate, A.ÖZDEMİR(Student), 1998

GEBAN Ö., Effect of conceptual change approach accompanied concept mapping on understanding of solution, Postgraduate, E.UZUNTİRYAKI(Student), 1998

ERTEPINAR H., GEBAN Ö., Effect of science process skill oriented lesson on understanding of fluid force concepts, Postgraduate, P.Doğruöz(Student), 1998

GEBAN Ö., Effects of concept mapping and analogy instructions on understanding of mole concept, Postgraduate, A.ALTAN(Student), 1998

GEBAN Ö., Effect of conceptual change texts accompanied with laboratory activities based on constructivist approach on understanding of acid-base concepts., Postgraduate, A.Yavuz(Student), 1998

GEBAN Ö., A study of high-school students' understanding of chemical equilibrium, Postgraduate, A.Özdemir(Student), 1998

GEBAN Ö., ERTEPINAR H., Effects of computer assisted instruction and worksheet study on students' chemistry at high school level, Postgraduate, S.Yıldırım(Student), 1995

GEBAN Ö., Effects of computer asisted instruction and worksheet study on students chemistry achievement and at studes toward chemistry at high school level, Postgraduate, S.YILDIRIM(Student), 1995

Published journal articles indexed by SCI, SSCI, and AHCI

- I. **The effect of peer-led team learning on undergraduate engineering students' conceptual understanding, state anxiety, and social anxiety**
Eren Şişman N. E., Cigdemoglu C., Geban Ö.
CHEMISTRY EDUCATION RESEARCH AND PRACTICE, vol.19, pp.694-710, 2018 (SCI-Expanded)
- II. **The Collaboration of Cooperative Learning and Conceptual Change: Enhancing the Students' Understanding of Chemical Bonding Concepts**
Eymur G., Geban Ö.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, vol.15, no.5, pp.853-871, 2017 (SSCI)
- III. **Effectiveness of case-based learning instruction on pre-service teachers' chemistry motivation and attitudes toward chemistry**
ÇAM A., GEBAN Ö.
RESEARCH IN SCIENCE & TECHNOLOGICAL EDUCATION, vol.35, no.1, pp.74-87, 2017 (SSCI)
- IV. **Conceptual understanding of acids and bases concepts and motivation to learn chemistry**
DİNDAR A. Ç., GEBAN Ö.
JOURNAL OF EDUCATIONAL RESEARCH, vol.110, no.1, pp.85-97, 2017 (SSCI)
- V. **Pre-Service Physics and Chemistry Teachers' Conceptual Integration of Physics and Chemistry Concepts**
Tuysuz M., BEKTAŞ O., GEBAN Ö., ÖZTÜRK G., Yalvac B.
EURASIA JOURNAL OF MATHEMATICS SCIENCE AND TECHNOLOGY EDUCATION, vol.12, no.6, pp.1549-1568, 2016 (SSCI)
- VI. **The Effect of Context Based Chemistry Instruction on 9th Grade Students' Understanding of Cleaning Agents Topic and Their Attitude Toward Environment**
ELMAS R., GEBAN Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.41, no.185, pp.33-50, 2016 (SSCI)
- VII. **The Effect of Explicit-Embedded-Reflective Instruction on Scientific Literacy**
Koksal M., ÇAKIROĞLU J., GEBAN Ö.

CROATIAN JOURNAL OF EDUCATION-HRVATSKI CASOPIS ZA ODGOJ I OBRAZOVANJE, vol.18, no.2, pp.351-390, 2016 (SSCI)

- VIII. **Context-Based Lessons with 5E Model to Promote Conceptual Understanding of Chemical Reactions and Energy Concepts**
Cigdemoglu C., GEBAN Ö.
JOURNAL OF BALTIC SCIENCE EDUCATION, vol.14, no.4, pp.435-447, 2015 (SSCI)
- IX. **LEARNING CYCLE MODEL TO FOSTER CONCEPTUAL UNDERSTANDING IN CELL DIVISION AND REPRODUCTION CONCEPTS**
Arslan H. O., GEBAN Ö., SAĞLAM N.
JOURNAL OF BALTIC SCIENCE EDUCATION, vol.14, no.5, pp.670-684, 2015 (SSCI)
- X. **Improving students' chemical literacy levels on thermochemical and thermodynamics concepts through a context-based approach**
Cigdemoglu C., GEBAN Ö.
CHEMISTRY EDUCATION RESEARCH AND PRACTICE, vol.16, no.2, pp.302-317, 2015 (SCI-Expanded)
- XI. **Evaluation of Teacher Performance According to the Special Area Competencies of Chemistry Teachers**
Yuksel M., GEBAN Ö.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, vol.30, no.1, pp.299-312, 2015 (SSCI)
- XII. **Using Three-Tier Diagnostic Test to Assess Students' Misconceptions of States of Matter**
KIRBULUT Z. D., GEBAN Ö.
EURASIA JOURNAL OF MATHEMATICS SCIENCE AND TECHNOLOGY EDUCATION, vol.10, no.5, pp.509-521, 2014 (SSCI)
- XIII. **Exploring Pre-Service Science Teacher Expectations on Learning Science**
YALÇIN ÇELİK A., BEKTAŞ O., Demirci-Celep N., KIRBULUT Z. D., Cetin-Dindar A., GEBAN Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.39, no.175, pp.239-255, 2014 (SSCI)
- XIV. **A Study of the Prediction of Academic Achievement in the Chemistry Course**
Yuksel M., GEBAN Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.39, no.173, pp.354-365, 2014 (SSCI)
- XV. **Ask a Scientist Website: Trends in Chemistry Questions in Turkey**
Elmas R., Akin F. N., GEBAN Ö.
ASIA-PACIFIC EDUCATION RESEARCHER, vol.22, no.4, pp.559-569, 2013 (SSCI)
- XVI. **Using the Science Writing Heuristic Approach to Enhance Student Understanding in Chemical Change and Mixture**
Kingir S., GEBAN Ö., GÜNEL M.
RESEARCH IN SCIENCE EDUCATION, vol.43, no.4, pp.1645-1663, 2013 (SSCI)
- XVII. **Analysis of the Alternative Conceptions of Preservice Teachers and High School Students Concerning Atomic Size**
Eymur G., Cetin P., GEBAN Ö.
JOURNAL OF CHEMICAL EDUCATION, vol.90, no.8, pp.976-980, 2013 (SCI-Expanded)
- XVIII. **EFFECTIVENESS OF CASE-BASED LEARNING INSTRUCTION ON STUDENTS' UNDERSTANDING OF SOLUBILITY EQUILIBRIUM CONCEPTS**
Cam A., Geban Ö.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, pp.97-108, 2013 (SSCI)
- XIX. **Analysis of Argumentation and Questioning Patterns in Argument-Based Inquiry Classrooms**
GÜNEL M., Kingir S., GEBAN Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.37, no.164, pp.316-330, 2012 (SSCI)
- XX. **How does the science writing heuristic approach affect students' performances of different academic achievement levels? A case for high school chemistry**
Kingir S., GEBAN Ö., GÜNEL M.

- CHEMISTRY EDUCATION RESEARCH AND PRACTICE, vol.13, no.4, pp.428-436, 2012 (SCI-Expanded)
- XXI. **Facilitating Conceptual Change in Rate of Reaction Concepts Using Conceptual Change Oriented Instruction**
KAYA E., GEBAN Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.37, no.163, pp.216-225, 2012 (SSCI)
- XXII. **EFFECT OF CONCEPTUAL CHANGE APPROACH ON STUDENTS' UNDERSTANDING OF REACTION RATE CONCEPTS**
Kingir S., GEBAN Ö.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, no.43, pp.306-317, 2012 (SSCI)
- XXIII. **An Investigation of the Relationship between Motivation and Academic Achievement of Pre-service Chemistry Teachers**
Eymur G., Geban Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.36, pp.246-255, 2011 (SSCI)
- XXIV. **Effectiveness of Case-Based Learning Instruction on Epistemological Beliefs and Attitudes Toward Chemistry**
ÇAM A., GEBAN Ö.
JOURNAL OF SCIENCE EDUCATION AND TECHNOLOGY, vol.20, no.1, pp.26-32, 2011 (SCI-Expanded)
- XXV. **PRESERVICE CHEMISTRY TEACHERS' IMAGES ABOUT SCIENCE TEACHING IN THEIR FUTURE CLASSROOMS**
Elmas R., Demirdogen B., GEBAN Ö.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, no.40, pp.164-175, 2011 (SSCI)
- XXVI. **USING CONCEPTUAL CHANGE TEXTS WITH ANALOGIES FOR MISCONCEPTIONS IN ACIDS AND BASES**
Cetingul I., GEBAN Ö.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, no.41, pp.112-123, 2011 (SSCI)
- XXVII. **Using the conceptual change instruction to improve learning**
Geban Ö., Alparslan C., Tekkaya C.
Journal Of Biological Education, vol.37, pp.133-137, 2010 (SCI-Expanded)
- XXVIII. **Promoting Conceptual Change in Chemical Reactions and Energy Concepts through the Conceptual Change Oriented Instruction**
Ceylan E., GEBAN Ö.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.35, no.157, pp.46-54, 2010 (SSCI)
- XXIX. **FACILITATING CONCEPTUAL CHANGE IN UNDERSTANDING STATE OF MATTER AND SOLUBILITY CONCEPTS BY USING 5E LEARNING CYCLE MODEL**
Ceylan E., Geban Ö.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, pp.41-50, 2009 (SSCI)
- XXX. **Effect of instruction based on conceptual change activities on students' understanding of static electricity**
Geban Ö., Başer M.
RESEARCH IN SCIENCE & TECHNOLOGICAL EDUCATION, vol.25, pp.243-267, 2007 (SSCI)
- XXXI. **Effectiveness of conceptual change instruction on understanding of heat and temperature concepts**
Geban Ö., Başer M.
Research in Science & Technological Education, vol.25, pp.115-133, 2007 (SSCI)
- XXXII. **An investigation of effectiveness of conceptual change text-oriented instruction on students' understanding of solution concepts**
PINARBAŞI T., CANPOLAT N., BAYRAKÇEKEN S., Geban Ö.
RESEARCH IN SCIENCE EDUCATION, vol.36, no.4, pp.313-335, 2006 (SSCI)
- XXXIII. **Undergraduate pre-service teachers' understandings and misconceptions of phase equilibrium**

Azizoglu N., Alkan M., Geban O.

JOURNAL OF CHEMICAL EDUCATION, vol.83, no.6, pp.947-953, 2006 (SCI-Expanded)

- XXXIV. **The effect of cooperative learning approach based on conceptual change condition on students' understanding of chemical equilibrium concepts.**

Geban Ö., Bilgin İ.

Journal Of Science Education And Technology, vol.15, pp.31-46, 2006 (SSCI)

- XXXV. **The Effect of Conceptual Change Texts Oriented Instruction on Students' Understanding of the Solubility Equilibrium Concept**

Geban Ö., Önder İ.

Hacettepe Üniversitesi Eğitim Fakültesi Dergisi-Hacettepe University Journal Of Education, vol.30, pp.166-173, 2006 (SSCI)

- XXXVI. **Using the conceptual change instruction to improve learning**

Alparslan C., Tekkaya C., Geban Ö.

JOURNAL OF BIOLOGICAL EDUCATION, vol.37, pp.133-137, 2003 (SCI-Expanded)

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- I. **The Effect of 5E Learning Cycle and Multiple Intelligence Approach on 9th Grade Students' Achievement, Attitude, and Motivation toward Chemistry on Unit of Chemical Properties**
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