

Prof. ÖMER GEBAN

Personal Information

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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, Matematik Ve Fen Bilimleri Eğitimi Bölümü, 2001 -
Continues

Assistant Professor, Middle East Technical University, Faculty of Education, Matematik Ve Fen Bilimleri Eğitimi Bölümü,
1992 - 1995

Professional Experience

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

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

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

Advising Theses

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, Post Graduate, S.KILINÇ(Student),
2018

GEBAN Ö., Examination of pre-service chemistry teachers' competency in the field of environmental education and
sustainable development, Post Graduate, 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 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., 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 case based learning instruction on 11th grade students' understanding of acids and bases concepts and their motivation to learn chemistry, Doctorate, D.Yıldiran(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 Effects of argument-driven inquiry instructional model on 10th grade students' understanding of gases concepts, Doctorate, N.Demirci(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., 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 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 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., Contribution of some factors to eighth grade students science achievement in Turkey: TIMSS 2007, Post Graduate, F.KORKMAZ(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., The relationship among secondary school students attitudes, motivation and self-efficacy beliefs toward chemistry lessons, Post Graduate, Ö.FARUK(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, Post Graduate, 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., The Relationship among secondary school students' attitudes, motivation and self-efficacy beliefs toward chemistry lessons, Post Graduate, Ö.Faruk(Student), 2012

GEBAN Ö., Conceptual change oriented instruction and students' misconceptions in chemical bonding concepts, Doctorate, A.ŞEKER(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 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 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, Post Graduate, 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.KINGİR(Student), 2011

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

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

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

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

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

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

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

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

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

GEBAN Ö., The effect of multiple intelligences based instruction on 9th grade students' chemistry achievement and attitudes toward chemistry, Post Graduate, E.BİLGİN(Student), 2006

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

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

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

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

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

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, Post Graduate, 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, Post Graduate, Y.KILAVUZ(Student), 2005

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

GEBAN Ö., Effect of instruction using conceptual change strategies on students' conceptions of chemical reactions and energy, Post Graduate, 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, Post Graduate, C.YILMAZOĞLU(Student), 2004

GEBAN Ö., ERYILMAZ A., 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, Post Graduate, L.EMMUNGİL(Student), 2004

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

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

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

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

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

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

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

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

2002

- GEBAN Ö., Effectiveness of conceptual change instruction on overcoming students' misconceptions of fluid force at 7th grade level, Post Graduate, H.YEŞİLYURT(Student), 2002
- ÖZTEKİN C., GEBAN Ö., The Effect of conceptual change text instruction on understanding respiration concepts, Post Graduate, C.ALPARSLAN(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, Post Graduate, E.GEDİK(Student), 2001
- GEBAN Ö., ERYILMAZ A., The Effects of bridging analogies on high school students' misconceptions in mechanics, Post Graduate, S.YILMAZ(Student), 2001
- ÖZTEKİN C., GEBAN Ö., Remediation of seventh grade students misconceptions related to ecological concepts through conceptual change approach, Post Graduate, Ö.ÖZKAN(Student), 2001
- ERYILMAZ A., GEBAN Ö., The effects of bridging analogies on high school students misconceptions in mechanics, Post Graduate, S.Yılmaz(Student), 2001
- GEBAN Ö., Effectiveness of conceptual change instruction on overcoming students' misconceptions of mechanical energy at 10 th grade level, Post Graduate, S.Yeşim(Student), 2000
- GEBAN Ö., Effectiveness of conceptual change instruction on overcowing students' misconceptions of mechanical energy at 0th grade level, Post Graduate, S.YEŞİM(Student), 2000
- GEBAN Ö., Effectiveness of conceptual change texts oriented instruction on understanding of electrochemical cell concepts, Post Graduate, N.Yürük(Student), 2000
- GEBAN Ö., The Effects of conceptual change texts in students'achievement of atom. molecule. matter concept, Post Graduate, S.ÜNLÜ(Student), 2000
- GEBAN Ö., Effect of conceptual change text instruction on students' understanding of chemical change and conservation of mass concepts, Post Graduate, G.BAYIR(Student), 2000
- GEBAN Ö., Effectiveness of using conceptual change oriented instruction for teaching the acid-base concepts, Post Graduate, N.ÇİL(Student), 2000
- GEBAN Ö., ÖZTEKİN C., Contribution of conceptul change texts accompanned with concept mopping to students understanding of human circulatory system, Post Graduate, S.SUNGUR(Student), 2000
- GEBAN Ö., Effectiveness of conceptual change text oriented instruction on understanding electrochemical cell concepts, Post Graduate, N.YÜRÜK(Student), 2000
- ERTEPINAR H., GEBAN Ö., The effects of conceptual change text in students' achievement of atom, molecule, matter concepts, Post Graduate, S.Ünlü(Student), 2000
- GEBAN Ö., Effect of conceptual change approach accompanied concept mapping on understanding of solution, Post Graduate, E.UZUNTİRYAKI(Student), 1998
- GEBAN Ö., A Study of high-school students understanding of chemical equilibrium, Post Graduate, A.ÖZDEMİR(Student), 1998
- GEBAN Ö., Effects of conceptual change texts accompanied with laboratory activities based on constructivist approach on understanding of acid-base concepts, Post Graduate, A.YAVUZ(Student), 1998
- GEBAN Ö., Effect of conceptual change texts accompanied with laboratory activities based on constructivist approach on understanding of acid-base concepts., Post Graduate, A.Yavuz(Student), 1998
- ERTEPINAR H., GEBAN Ö., Effect of science process skill oriented lesson on understanding of fluid force concepts, Post Graduate, P.Doğruöz(Student), 1998
- GEBAN Ö., Effects of concept mapping and analogy instructions on understanding of mole concept, Post Graduate, A.ALTAN(Student), 1998
- GEBAN Ö., Effect of conceptual change approach accompanied with concept mapping on understanding of solution, Post Graduate, E.Uzuntiryaki(Student), 1998
- GEBAN Ö., A study of high-school students' understanding of chemical equilibrium, Post Graduate, A.Özdemir(Student), 1998

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

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

Articles Published in Journals That Entered SCI, SSCI and AHCI Indexes

- 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 (Journal Indexed in SCI)
- 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in SCI)
- 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in SCI)
- 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in SCI)
- 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in SCI)
- 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in SSCI)
- 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in 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 (Journal Indexed in SCI)
- 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 (Journal Indexed in SSCI)
- XXXV. **The Effect of Conceptual Change Texts Oriented Instruction on Students' Understanding of the Solubility Equilibrium Concept**
Geban Ö., Önder İ.
Hacettepe Universitesi Egitim Fakultesi Dergisi-Hacettepe University Journal Of Education, vol.30, pp.166-173, 2006 (Journal Indexed in 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 (Journal Indexed in SCI)

Articles Published in Other Journals

- I. **Self-regulated Learning Skills: Adaptation of Scale**
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