Prof. SEMRA SUNGUR

Personal Information

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International Researcher IDs
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Education Information

Doctorate, Middle East Technical University, Faculty of Education, Ortaöğretim Fen Ve Matematik Alanlar Eğitimi Bölümü, Turkey 2000 - 2004
Postgraduate, Middle East Technical University, Graduate School of Natural and Applied Sciences, Ortaöğretim Fen Ve Matematik Alanları Eğitimi (Yl) (Tezli), Turkey 1998 - 2000
Undergraduate, Middle East Technical University, Faculty of Education, Ortaöğretim Fen ve Matematik Alanları Eğitimi Bölümü, Turkey 1994 - 1998

Foreign Languages

English, C1 Advanced

Research Areas

Social Sciences and Humanities, Education, 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, 2014 - Continues
Other, Ohio State University, College of Medicine and Public Health, 2002 - 2003

Academic and Administrative Experience

Head of Department, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 2021 - Continues
Bölüm Akademik Teşvik Değerlendirme Komisyonu Üyesi, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 2019 - 2021
Fakülte Yönetim Kurulu Üyesi, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 2017 - 2020

Deputy Head of Department, Middle East Technical University, Faculty of Education, Mathematics and Science Education, 2017 - 2019

Courses

Practice Teaching in Elementary Education, Undergraduate, 2018 - 2019, 2017 - 2018
Assessment of In-Class Learning , Undergraduate, 2019 - 2020

Advising Theses

Sungur S., PRE-SERVICE SCIENCE TEACHERS' APPROACHES TO CLASSROOM ASSESSMENT, Postgraduate, A.ÇAYIR(Student), 2022
Sungur S., Çakıroğlu J., THE DISCURSIVE CHOICES OF THE SCIENCE AND ELEMENTARY SCIENCE EDUCATION EPISTEMIC COMMUNITIES: A CRITICAL DISCOURSE ANALYSIS, Doctorate, F.ÇAĞLİN(Student), 2022
Sungur S., A study on sources and consequence of science teachers' self-efficacy, Postgraduate, M.PEHLİVAN(Student), 2022
Sungur S., Öztekin C., Investigating the effectiveness of argument-based inquiryon 6th grade students' scientific literacy and portrayingtheir argumentation schemes and engagement inargumentation process, Doctorate, M.ŞEN(Student), 2021
Sungur S., Çakıroğlu J., Investigating science teachers' views of the nature of science based on the reconceptualized family resemblance approach to nos, Postgraduate, Z.MERVE(Student), 2021
Sungur S., Students nature of science views regarding gender, grade level and learning environment perceptions, Postgraduate, E.EBREN(Student), 2019
Sungur S., Taş Y., Fen bilgisi öğretmenlerinin stem eğitimine yönelik öz-yeterlik inançları, tutumları ve görüşlerinin incelenmesi, Postgraduate, E.ŞİMŞEK(Student), 2019
SUNGUR S., The Interplay among elementary students' implicit theories of ability, epistemological beliefs, motivational beliefs, achievement goals, learning strategies, procrastination and science achievement, Doctorate, F.Bezci(Student), 2016
SUNGUR S., The interplay among elementary students' implicit theories of ability, epistemological beliefs, motivational beliefs,achievement goals,learning strategies, procrastination and science achievement, Doctorate, F.BEZCİ(Student), 2016
SUNGUR S., Multilevel investigations of student motivation engagement, and achievement in science in relation to teacher related variables, Doctorate, D.KIRAN(Student), 2016
SUNGUR S., ÖZTEKİN C., Antecedents of nature of science teaching intention:Testing the applicability of the theory of planned behavior, Doctorate, G.AKYOL(Student), 2015
SUNGUR S., Role of motivation and cognitive engagement in science achievement, Postgraduate, H.BİRCAN(Student), 2015
SUNGUR S., The role of perceived classroom goal structures, self-efficacy, and the student engagement in seventh grade students' science achievement, Postgraduate, F.MELİKE(Student), 2014
SUNGUR S., The effect of history of science instruction on elementary students' scientific literacy, Doctorate, M.CANSIZ(Student), 2014
SUNGUR S., The effect of 7e learning cycle instruction on 6th grade students' conceptual understanding of human body systems, self-regulation, scientific epistemological beliefs, and science process skills, Doctorate, G.GÖK(Student), 2014
SUNGUR S., ÖZTEKİN C., The Effect of 7E learning cycle instruction on 6th grade students‘ conceptual understanding of human body systems, self-regulation, scientific epistemological beliefs, and science process skills, Doctorate, G.Gök(Student), 2014
SUNGUR S., Multilevel analysis of students science achievement in relation to constructivist learning environment perceptions, epistemological beliefs, self-regulation and science teachers characteristics, Doctorate, S.PAMUK(Student), 2014

SUNGUR S., ÖZTEKİN C., An investigation of students homework self-regulation and teachers' homework practices, Doctorate, Y.TAŞ(Student), 2013
SUNGUR S., Multilevel investigations of students' cognitive and affective learning outcomes and their relationships with perceived classroom learning environment and teacher effectiveness, Doctorate, S.YERDELEN(Student), 2013
SUNGUR S., Pre-service science teachers' self-efficacy in relation to personality traits and academic self-regulation, Doctorate, B.ŞENLER(Student), 2011
SUNGUR S., Fostering pre-service science teachers self determined motivation toward environment through satisfaction of three basic psychological needs, Postgraduate, G.KARAARSLAN(Student), 2011
SUNGUR S., ÇAKIROĞLU E., A structural model on 7th grade students' motivational beliefs, use of self-regulation strategies, and mathematics achievement, Doctorate, F.KAYAN(Student), 2011
SUNGUR S., Antecedents and consequences of achievement goals, Doctorate, N.KAHRAMAN(Student), 2011
SUNGUR S., A study on sources and consequences of elementary students' self-efficiancy beliefs in science and technology course, Postgraduate, D.Kıran(Student), 2010
SUNGUR S., A study on sources and consequences of elementary students' self-efficacy beliefs in science and technology course, Postgraduate, D.KIRAN(Student), 2010
SUNGUR S., The effect of grade level on elementary school students' motivational beliefs in science, Postgraduate, S.GÜNGÖREN(Student), 2009
SUNGUR S., ÖZTEKİN C., The contribution of cognitive and metacognitive strategy use to seventh grade students' science achievement, Postgraduate, G.AKYOL(Student), 2009
SUNGUR S., Validity of science items in the Student Selection Test in Turkey, Postgraduate, N.UYGUN(Student), 2008
SUNGUR S., The effect of problem-based learning on the elementary students' achievement in genetics, Postgraduate, G.Araz(Student), 2007
SUNGUR S., The effect of problem-based learning on the elementary school students achievement in genetics, Postgraduate, G.ARAZ(Student), 2007
SUNGUR S., ÇAKIROĞLU J., Examining 8th grade students' perception of learning environment of science classrooms in relation to motivational beliefs and attitudes, Postgraduate, N.ARISOY(Student), 2007
SUNGUR S., ÖZTEKİN C., Investigating students motivational traits in science, Postgraduate, F.YAVUZ(Student), 2006
SUNGUR S., ÇAKIROĞLU J., Predicting academic achievement with cognitive and motivational variables, Postgraduate, N.YUMUŞAK(Student), 2006

Designed Lessons

Sungur S., Assessment of In-Class Learning , Undergraduate, 2019 - 2020

Published journal articles indexed by SCI, SSCI, and AHCI

I. **Science Teachers' Views on the Nature of Science and its Integration into Instruction**
Demirel Z. M., Sungur S., Çakiroğlu J.
Science and Education, vol.32, no.5, pp.1401-1433, 2023 (SCI-Expanded)

II. **Exploration of middle school students' scientific epistemological beliefs and their engagement in argumentation**
Şen M., Sungur S., Öztekin C.
JOURNAL OF EDUCATIONAL RESEARCH, vol.116, no.5, pp.293-308, 2023 (SSCI)

III. **Lensing Paths Going to Achievement: The Relationship among Students' Beliefs, Goal Orientation, Cognitive and Behavioral Process, and Achievement***
Bezci F., SUNGUR S.
Egitim ve Bilim, vol.48, no.215, pp.55-94, 2023 (SSCI)

IV. **Investigating the science attitudes of students from low socioeconomic status families: The impact of problem-based learning**

Secgin T., SUNGUR S.
BIOCHEMISTRY AND MOLECULAR BIOLOGY EDUCATION, vol.49, no.2, pp.228-235, 2021 (SCI-Expanded)

V. **Predicting Science Engagement with Motivation and Teacher Characteristics: a Multilevel Investigation**
Kiran D., SUNGUR S., Yerdelen S.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, vol.17, no.1, pp.67-88, 2019 (SSCI)

VI. **Multilevel Investigation of Students' Self-regulation Processes in Learning Science: Classroom Learning Environment and Teacher Effectiveness**
Yerdelen S., Sungur S.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, vol.17, pp.89-110, 2019 (SSCI)

VII. **Science Teachers' Motivation and Job Satisfaction in Relation to Perceived School Context**
KIRAN D., SUNGUR S.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.43, no.194, pp.61-80, 2018 (SSCI)

VIII. **A Multilevel Analysis of Students' Science Achievements in Relation to their Self-Regulation, Epistemological Beliefs, Learning Environment Perceptions, and Teachers' Personal Characteristics**
Pamuk S., Sungur S., Öztekin C.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, vol.15, pp.1423-1440, 2017 (SSCI)

IX. **The role of perceived classroom goal structures, self-efficacy, and engagement in student science achievement**
Ucar F. M., SUNGUR S.
RESEARCH IN SCIENCE & TECHNOLOGICAL EDUCATION, vol.35, no.2, pp.149-168, 2017 (SSCI)

X. **DEVELOPMENT AND VALIDATION OF SCIENCE HOMEWORK SCALE FOR MIDDLE-SCHOOL STUDENTS**
Taş Y., Sungur S., Öztekin C.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, vol.14, pp.417-444, 2016 (SSCI)

XI. **Relationship between Turkish elementary science teachers occupational well being and some contextual and demographic characteristics A multivariate analysis**
YERDELEN S., SUNGUR S., KLASSEN R.
Egitim Ve Bilim-Education And Science, vol.41, pp.147-161, 2016 (SSCI)

XII. **Developing a Structural Model on the Relationship among Motivational Beliefs, Self-Regulated Learning Strategies, and Achievement in Mathematics**
FADLELMULA F. K., ÇAKIROĞLU E., SUNGUR S.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, vol.13, no.6, pp.1355-1375, 2015 (SSCI)

XIII. **Adapting of inviting/disinviting index into Turkish Davet/engel indeksinin Türkçéye uyarlanmasi**
SUNGUR S., Kiran D.
Egitim ve Bilim, vol.39, no.174, pp.119-128, 2014 (SSCI)

XIV. **Relationships among constructivist learning environment perceptions, motivational beliefs, self-regulation and science achievement**
KINGIR S., TAŞ Y., GÖK G., Vural S.
RESEARCH IN SCIENCE & TECHNOLOGICAL EDUCATION, vol.31, no.3, pp.205-226, 2013 (SSCI)

XV. **Use of self-determination theory to support basic psychological needs of preservice science teachers in an environmental science course**
Karaarslan G., Ertepinar H., SUNGUR S.
ENVIRONMENTAL EDUCATION RESEARCH, vol.19, no.3, pp.342-369, 2013 (SSCI)

XVI. **Antecedents and Consequences of Middle School Students' Achievement Goals in Science**
Kahraman N., SUNGUR S.
ASIA-PACIFIC EDUCATION RESEARCHER, vol.22, no.1, pp.45-60, 2013 (SSCI)

XVII. **Pre-Service Science Teachers' Teaching Self-Efficacy in Relation to Personality Traits and Academic Self-Regulation**
Senler B., Sungur-Vural S.
SPANISH JOURNAL OF PSYCHOLOGY, vol.16, 2013 (SSCI)

XVIII. **Antecedents and Consequences of Middle School Students' Achievement Goals in Science**

Kahraman N., SUNGUR S.
ASIA-PACIFIC EDUCATION RESEARCHER, vol.21, no.3, pp.535-551, 2012 (SSCI)

XIX. **Middle School Students' Science Self-Efficacy and Its Sources: Examination of Gender Difference**
Kiran D., SUNGUR S.
JOURNAL OF SCIENCE EDUCATION AND TECHNOLOGY, vol.21, no.5, pp.619-630, 2012 (SCI-Expanded)

XX. **Sources and Consequences of Turkish Middle School Students' Science Self-Efficacy**
Kiran D., SUNGUR S.
ASIA-PACIFIC EDUCATION RESEARCHER, vol.21, no.1, pp.172-180, 2012 (SSCI)

XXI. **Examination of pre-service chemistry teachers' preferences for creating constructivist learning environment Kimya öğretmen adaylarinin yapilandirmaci öğrenme ortami oluşturmaya yönelik tercihlerinin incelenmesi**
Aydin S., BOZ Y., SUNGUR S., Çetin G.
Hacettepe Egitim Dergisi, vol.42, pp.36-47, 2012 (SSCI)

XXII. **The Effect of Problem-Based Learning on Self-Regulated Learning: A Review of Literature**
TAŞ Y., SUNGUR S.
CROATIAN JOURNAL OF EDUCATION-HRVATSKI CASOPIS ZA ODGOJ I OBRAZOVANJE, vol.14, no.3, pp.533-560, 2012 (SSCI)

XXIII. **Investigating Elementary School Students' Motivational Traits in Science Classrooms**
Gocer F. Y., Sungur S., Tekkaya C.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.36, pp.76-84, 2011 (SSCI)

XXIV. **The Contribution of Motivational Beliefs to Students' Metacognitive Strategy Use**
Kahraman N., SUNGUR S.
EGITIM VE BILIM-EDUCATION AND SCIENCE, vol.36, no.160, pp.3-10, 2011 (SSCI)

XXV. **The Comparative Effects of Prediction/Discussion-Based Learning Cycle, Conceptual Change Text, and Traditional Instructions on Student Understanding of Genetics**
Yilmaz D., Tekkaya C., Sungur S.
INTERNATIONAL JOURNAL OF SCIENCE EDUCATION, vol.33, pp.607-628, 2011 (SSCI)

XXVI. **Examination of the Self-Regulated Learning Processes for Low and High Achievers in Biology**
SUNGUR S., Yerdelen S.
NEW EDUCATIONAL REVIEW, vol.24, no.2, pp.207-215, 2011 (SSCI)

XXVII. **A cross Age Study of Elementary Students Motivation towards Science Learning**
Güvercin Ö., Öztekin C., Sungur S.
Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, vol.39, pp.233-243, 2010 (SSCI)

XXVIII. **Assessing pre-service teachers' environmental literacy in Turkey as a mean to develop teacher education programs**
Tuncer G., Tekkaya C., SUNGUR S., ÇAKIROĞLU J., Ertepinar H., Kaplowitz M.
INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT, vol.29, no.4, pp.426-436, 2009 (SSCI)

XXIX. **Parental Influences on Students' Self-Concept, Task Value Beliefs, and Achievement in Science**
Senler B., SUNGUR S.
SPANISH JOURNAL OF PSYCHOLOGY, vol.12, no.1, pp.106-117, 2009 (SSCI)

XXX. **Modeling the Relations Among Students' Epistemological Beliefs, Motivation, Learning Approach, and Achievement**
Kızılgunes B., Tekkaya C., Sungur S.
JOURNAL OF EDUCATIONAL RESEARCH, vol.102, pp.243-255, 2009 (SSCI)

XXXI. **Teacher self-regulation: examining a multidimensional construct**
Capa-Aydin Y., SUNGUR S., Uzuntiryaki E.
EDUCATIONAL PSYCHOLOGY, vol.29, no.3, pp.345-356, 2009 (SSCI)

XXXII. **A conceptual model of relationships among constructivist learning environment perceptions, epistemological beliefs, and learning approaches**
Özkal K., Tekkaya C., Çakıroğlu J., Sungur S.
LEARNING AND INDIVIDUAL DIFFERENCES, vol.19, pp.71-79, 2009 (SSCI)

XXXIII. **Effectiveness of problem-based learning on academic performance in genetics**
Araz G., Sungur S.
BIOCHEMISTRY AND MOLECULAR BIOLOGY EDUCATION, vol.35, no.6, pp.448-451, 2007 (SCI-Expanded)

XXXIV. **Modeling the relationships among students' motivational beliefs, metacognitive strategy use, and effort regulation**
Sungur S.
SCANDINAVIAN JOURNAL OF EDUCATIONAL RESEARCH, vol.51, no.3, pp.315-326, 2007 (SSCI)

XXXV. **The interplay between cognitive and motivational variables in a problem-based learning environment**
Araz G., SUNGUR S.
LEARNING AND INDIVIDUAL DIFFERENCES, vol.17, no.4, pp.291-297, 2007 (SSCI)

XXXVI. **Improving achievement through problem-based learning**
Sungur S., Tekkaya C., Geban O.
JOURNAL OF BIOLOGICAL EDUCATION, vol.40, pp.155-160, 2006 (SCI-Expanded)

XXXVII. **Effects of problem-based learning and traditional instruction on self-regulated learning**
Sungur S., Tekkaya C.
JOURNAL OF EDUCATIONAL RESEARCH, vol.99, pp.307-317, 2006 (SSCI)

XXXVIII. **Students' achievement in relation to reasoning ability, prior knowledge and gender**
Yenilmez A., Sungur S., Tekkaya C.
International Journal of Phytoremediation, vol.24, pp.129-138, 2006 (SCI-Expanded)

XXXIX. **Improving Students Achievement through Problem Based Learning**
Sungur S., Öztekin C., Geban Ö.
Journal Of Biological Education, vol.40, pp.155-160, 2006 (SCI-Expanded)

XL. **Environmental Attitudes of Young People in Turkey: Effects of School Type and Gender**
Teksöz G., Ertepınar H., Öztekin C., Sungur S.
ENVIRONMENTAL EDUCATION RESEARCH, vol.11, pp.215-233, 2005 (SSCI)

XLI. **Students' achievement in human circulatory system unit: The effect of reasoning ability and gender**
Sungur S., Tekkaya C.
Journal Of Science Education And Technology, vol.12, pp.59-64, 2003 (SCI-Expanded)

Articles Published in Other Journals

I. **Preschool children's digital media usage and self-regulation skill**
Canaslan Akyar B., Sungur S.
Turkish Journal of Education, vol.11, no.2, pp.126-142, 2022 (ESCI)

II. **The Role of Student Related Characteristics in Nature of Science Views**
Ebren Kuyumcu E., SUNGUR S.
HACETTEPE UNIVERSITESI EGITIM FAKULTESI DERGISI-HACETTEPE UNIVERSITY JOURNAL OF EDUCATION, vol.37, no.1, pp.125-139, 2022 (ESCI)

III. **How is Middle School Students' Scientific Reasoning Ability Associated with Gender and Learning Environment?**
Bezci F., Sungur S.
Science Education International, vol.32, no.2, pp.96-106, 2021 (Peer-Reviewed Journal)

IV. **Middle school students' perceptions about twenty-first-century learning practices in science classes: A multidimensional approach Ortaokul öğrencilerinin fen bilimleri dersindeki 21. yüzyil becerilerine ılişkin algıları: Çok boyutlu bir yaklaşım**
Uğur Ü. E., SUNGUR S.
Hacettepe Egitim Dergisi, vol.36, no.1, pp.186-200, 2021 (ESCI)

V. **Pre-service Science Teachers' Conceptions of Sound: The Role of Task Value Beliefs**
Yerdelen S., Sungur S.

Science Education International, vol.31, no.3, pp.295-303, 2020 (Peer-Reviewed Journal)

VI. **A multidimensional investigation of students' science self-efficacy: The role of gender**
Sezgintürk M., SUNGUR S.
Elementary Education Online, vol.19, no.1, pp.208-218, 2020 (Scopus)

VII. **ADAPTATION OF THE ATTITUDE TOWARD SUSTAINABLE DEVELOPMENT SCALE TO TURKISH**
Demirel Z. M., Sungur S.
Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, vol.19, no.2, pp.1634-1648, 2018 (Peer-Reviewed Journal)

VIII. **Öğrenci Katılımı Ölçeği'nin Fen Bilimleri Dersi için Türkçe'ye Uyarlanması: Geçerlik ve Güvenirlik Çalışması**
Uçar F. M., Sungur S.
e-İlköğretim Online (elektronik), vol.17, no.3, pp.1691-1705, 2018 (Scopus)

IX. **Investigating Relationships between Undergraduate Students' Flow Experience, Academic Procrastination Behavior, and Calculus Course Achievement**
ALP A., SUNGUR S.
EURASIAN JOURNAL OF EDUCATIONAL RESEARCH, no.72, pp.1-21, 2017 (ESCI)

X. **The role of motivation and cognitive engagement in science achievement**
Bircan H., Sungur S.
Science Education International, vol.27, no.4, pp.509-529, 2016 (Peer-Reviewed Journal)

XI. **Predicting seventh grade students' engagement in science by their achievement goals**
Hidiroğlu M., SUNGUR S.
Asia-Pacific Forum on Science Learning and Teaching, vol.16, no.2, 2015 (Scopus)

XII. **The contribution of gender, socio-economic status and socio-cultural influence to Turkish students' task value beliefs in science**
Kahraman N., Sungur S.
Research in Education, vol.91, no.1, pp.30-44, 2014 (ESCI)

XIII. **Developing preservice science teachers' self-determined motivation toward environment through environmental activities**
Karaarslan G., Sungur S., Ertepinar H.
International Journal of Environmental and Science Education, vol.9, pp.1-19, 2014 (Scopus)

XIV. **A study of science teachers homework practices**
TAŞ Y., SUNGUR S., ÖZTEKİN C.
Research in Education, vol.91, pp.45-64, 2014 (Scopus)

XV. **An investigation on students' personal achievement goals and perceived parents' goal emphases in science**
Kahraman N., SUNGUR S.
Asia-Pacific Forum on Science Learning and Teaching, vol.13, no.2, 2012 (Scopus)

XVI. **Relationships among Teachers' Knowledge and Beliefs Regarding the Teaching of Evolution: A Case for Turkey**
Öztekin C., Akyol G., Sungur S.
Evolution: Education and Outreach, vol.5, no.3, pp.477-493, 2012 (Scopus)

XVII. **Relationships among Teachers' Knowledge and Beliefs Regarding the Teaching of Evolution: A Case for Turkey**
Öztekin C., Akyol G., Sungur S.
Evolution: Education and Outreach, vol.5, pp.477-493, 2012 (Scopus)

XVIII. **Modeling the Interrelationships among Pre Service Science Teachers Understanding and Acceptance of Evolution Their Views on Nature of Science and Self Efficacy Beliefs Regarding Teaching Evolution**
Akyol G., Öztekin C., Sungur S.
JOURNAL OF SCIENCE TEACHER EDUCATION, vol.23, pp.937-957, 2012 (Scopus)

XIX. **Elementary Students' Scientific Epistemological Beliefs in Relation to Socio-Economic Status and Gender**
Ozkal K., Tekkaya C., SUNGUR S., ÇAKIROĞLU J., ÇAKIROĞLU E.

Journal of Science Teacher Education, vol.22, no.2, pp.115-127, 2011 (ESCI)

XX. **Elementary Students Self Efficacy Beliefs in Science Role of Grade Level Gender and SES**
KARAARSLAN G., SUNGUR S.
Science Education International, pp.72-79, 2011 (Peer-Reviewed Journal)

XXI. **Students' achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions**
SUNGUR S., Senler B.
EDUCATIONAL RESEARCH AND EVALUATION, vol.16, no.4, pp.303-324, 2010 (ESCI)

XXII. **The Contribution of Cognitive and Metacognitive Strategy Use to Students Science Achievement**
Akyol G., Öztekin C., Sungur S.
Educational Research and Evaluation, vol.16, pp.1-21, 2010 (Peer-Reviewed Journal)

XXIII. **Elementary Students' Scientific Epistemological Beliefs in Relation to Socio-Economic Status and Gender**
Özkal K., Öztekin C., Sungur S., Çakıroğlu J., Çakıroğlu E.
JOURNAL OF SCIENCE TEACHER EDUCATION, vol.21, no.7, pp.873-885, 2010 (ESCI)

XXIV. **The Role of Classroom Environment Perceptions in Self-Regulated Learning and Science Achievement**
Güngören S., Sungur S.
Elementary Education Online, vol.8, no.3, pp.883-900, 2009 (Peer-Reviewed Journal)

XXV. **An analysis of Turkish high school students' metacognition and motivation**
SUNGUR S., Senler B.
EDUCATIONAL RESEARCH AND EVALUATION, vol.15, no.1, pp.45-62, 2009 (ESCI)

XXVI. **The effect of grade level on elementary school students' motivational beliefs in science**
Güngören S., Sungur S.
International Journal of Learning, vol.16, pp.495-506, 2009 (Scopus)

XXVII. **Contribution of motivational beliefs and metacognition to students' performance under consequential and nonconsequential test conditions**
SUNGUR S.
Educational Research and Evaluation, vol.13, no.2, pp.127-142, 2007 (Peer-Reviewed Journal)

XXVIII. **A Comparative Study on Pre Service Teachers and Elementary Students Attitude toward Environment**
Teksöz G., Sungur S., Öztekin C., Ertepınar H.
International Research on Geographical and Environmental Education, vol.16, pp.188-198, 2007 (Peer-Reviewed Journal)

XXIX. **A Comparative Study on Pre Service Teachers and Elementary Students Attitude towards the Environment**
Teksöz G., Sungur S., Öztekin C., Ertepınar H.
INTERNATIONAL RESEARCH IN GEOGRAPHICAL AND ENVIRONMENTAL EDUCATION, vol.16, pp.188-198, 2007 (ESCI)

XXX. **Turkish high school students biology achievement in relation to academic self regulation**
Yumuşak N., Sungur S., Çakıroğlu J.
Educational Research and Evaluation, vol.13, pp.53-69, 2007 (Peer-Reviewed Journal)

XXXI. **Students' Achievement in Relation to Reasoning Ability, Prior Knowledge and Gender.**
YENİLMEZ TÜRKOĞLU A., SUNGUR S., ÖZTEKİN C.
RESEARCH IN SCIENCE & TECHNOLOGICAL EDUCATION, vol.24, no.1, pp.129-138, 2006 (Scopus)

XXXII. **Preservice Teachers' Beliefs about Sustainable Development: Effect of Gender and Enrollment to an Environmental Course**
Teksöz G., Öztekin C., Sungur S.
hacettepe eğitim dergisi, vol.31, pp.179-187, 2006 (ESCI)

XXXIII. **Ninth Grade Students Understanding of the Nature of Scientific Knowledge**
KILIÇ K., SUNGUR S., ÇAKIROĞLU J., TEKKAYA C.

Hacettepe Universitesi Egitim Fakultesi Dergisi, vol.28, pp.127-133, 2005 (Peer-Reviewed Journal)

XXXIV. **INVESTIGATING STUDENTS' LOGICAL THINKING ABILITIES: THE EFFECTS OF GENDER AND GRADE LEVEL**
Türkoğlu A. Y., Sungur S., Öztekin C.
Hacettepe Üniversitesi Eğitim Fakültesi Dergisi , vol.28, pp.219-225, 2005 (Peer-Reviewed Journal)

XXXV. **Biology Concepts Perceived as Difficult by Turkish High School Students**
Öztekin C., Özkan Ö., Sungur S.
Hacettepe Eğitim Dergisi, vol.21, pp.145-150, 2001 (ESCI)

XXXVI. **The effect of gender difference and reasoning ability on the learning of human circulatory system**
Sungur S., Öztekin C., Geban Ö.
Hacettepe Universitesi Egitim Fakultesi Dergisi , vol.20, pp.126-130, 2001 (Peer-Reviewed Journal)

XXXVII. **The Contribution of Conceptual Change Texts Accompanied by Concept Mapping to Students Understanding of the Human Circulatory System**
Sungur S., Öztekin C., Geban Ö.
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Metrics

Publication: 120
Citation (WoS): 1048
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Non Academic Experience

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