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Kişisel Bilgiler

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Eğitim Bilgileri

Doktora, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Ortaöğretim Fen Ve Matematik Alanlar Eğitimi Bölümü, Türkiye
2000 - 2004

Yüksek Lisans, Orta Doğu Teknik Üniversitesi, Fen Bilimleri Enstitüsü, Ortaöğretim Fen Ve Matematik Alanları Eğitimi (YI)
(Tezli), Türkiye 1998 - 2000

Lisans, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Ortaöğretim Fen ve Matematik Alanları Eğitimi Bölümü, Türkiye
1994 - 1998

Yabancı Diller

İngilizce, C1 İleri

Araştırma Alanları

Sosyal ve Beşeri Bilimler, Eğitim, Ortaöğretim Fen ve Mat. Alanları Öğretmenliği

Akademik Unvanlar / Görevler

Prof. Dr., Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi Bölümü, 2014 - Devam
Ediyor

Diğer, Ohio State University, College of Medicine and Public Health, 2002 - 2003

Akademik İdari Deneyim

Anabilim/Bilim Dalı Başkanı, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi Bölümü,
2021 - Devam Ediyor

Bölüm Akademik Teşvik Değerlendirme Komisyonu Üyesi, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Matematik ve
Fen Bilimleri Eğitimi Bölümü, 2019 - 2021

Fakülte Yönetim Kurulu Üyesi, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi

Bölümü, 2017 - 2020

Bölüm Başkan Yardımcısı, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi Bölümü, 2017 - 2019

Verdiği Dersler

Practice Teaching in Elementary Education, Lisans, 2018 - 2019, 2017 - 2018

Assessment of In-Class Learning , Lisans, 2019 - 2020

Yönetilen Tezler

Sungur S., PRE-SERVICE SCIENCE TEACHERS' APPROACHES TO CLASSROOM ASSESSMENT, Yüksek Lisans, A.ÇAYIR(Öğrenci), 2022

Sungur S., Çakroğlu J., THE DISCURSIVE CHOICES OF THE SCIENCE AND ELEMENTARY SCIENCE EDUCATION EPISTEMIC COMMUNITIES: A CRITICAL DISCOURSE ANALYSIS, Doktora, F.ÇAĞLİN(Öğrenci), 2022

Sungur S., A study on sources and consequence of science teachers' self-efficacy, Yüksek Lisans, M.PEHLİVAN(Öğrenci), 2022

Sungur S., Öztekin C., Investigating the effectiveness of argument-based inquiry on 6th grade students' scientific literacy and portraying their argumentation schemes and engagement in argumentation process, Doktora, M.ŞEN(Öğrenci), 2021

Sungur S., Çakroğlu J., Investigating science teachers' views of the nature of science based on the reconceptualized family resemblance approach to nos, Yüksek Lisans, Z.MERVE(Öğrenci), 2021

Sungur S., Students nature of science views regarding gender, grade level and learning environment perceptions, Yüksek Lisans, E.EBREN(Öğrenci), 2019

Sungur S., Taş Y., Fen bilgisi öğretmenlerinin stem eğitimine yönelik öz-yeterlik inançları, tutumları ve görüşlerinin incelenmesi, Yüksek Lisans, E.ŞİMŞEK(Öğrenci), 2019

SUNGUR S., İlköğretim öğrencilerinin yeteneğe yönelik örtülü teorileri, epistemolojik inançları, güdüsel inançları, hedef yönelimleri, öğrenme stratejileri, erteleme davranışları ve fen başarıları arasındaki ilişki, Doktora, F.Bezci(Öğrenci), 2016

SUNGUR S., The interplay among elementary students' implicit theories of ability, epistemological beliefs, motivational beliefs, achievement goals, learning strategies, procrastination and science achievement, Doktora, F.BEZCİ(Öğrenci), 2016

SUNGUR S., Multilevel investigations of student motivation, engagement, and achievement in science in relation to teacher related variables, Doktora, D.KIRAN(Öğrenci), 2016

SUNGUR S., ÖZTEKİN C., Antecedents of nature of science teaching intention: Testing the applicability of the theory of planned behavior, Doktora, G.AKYOL(Öğrenci), 2015

SUNGUR S., Role of motivation and cognitive engagement in science achievement, Yüksek Lisans, H.BİRCAN(Öğrenci), 2015

SUNGUR S., The role of perceived classroom goal structures, self-efficacy, and the student engagement in seventh grade students' science achievement, Yüksek Lisans, F.MELİKE(Öğrenci), 2014

SUNGUR S., The effect of history of science instruction on elementary students' scientific literacy, Doktora, M.CANSIZ(Öğrenci), 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, Doktora, G.GÖK(Öğrenci), 2014

SUNGUR S., ÖZTEKİN C., 7e öğrenme döngüsü modelinin 6. sınıf öğrencilerinin vücudumuzda sistemler konusunu anlamalarına, öz-düzenleme becerilerine, bilimsel epistemolojik inançlarına ve bilimsel süreç becerilerine etkisi., Doktora, G.Gök(Öğrenci), 2014

SUNGUR S., Multilevel analysis of students science achievement in relation to constructivist learning environment perceptions, epistemological beliefs, self-regulation and science teachers characteristics, Doktora, S.PAMUK(Öğrenci), 2014

SUNGUR S., ÖZTEKİN C., An investigation of students homework self-regulation and teachers' homework practices,

Doktora, Y.TAŞ(Öğrenci), 2013

SUNGUR S., Multilevel investigations of students' cognitive and affective learning outcomes and their relationships with perceived classroom learning environment and teacher effectiveness, Doktora, S.YERDELEN(Öğrenci), 2013

SUNGUR S., Pre-service science teachers' self-efficacy in relation to personality traits and academic self-regulation, Doktora, B.ŞENLER(Öğrenci), 2011

SUNGUR S., Fostering pre-service science teachers' self determined motivation toward environment through satisfaction of three basic psychological needs, Yüksek Lisans, G.KARAARSLAN(Öğrenci), 2011

SUNGUR S., ÇAKIROĞLU E., A structural model on 7th grade students' motivational beliefs, use of self-regulation strategies, and mathematics achievement, Doktora, F.KAYAN(Öğrenci), 2011

SUNGUR S., Antecedents and consequences of achievement goals, Doktora, N.KAHRAMAN(Öğrenci), 2011

SUNGUR S., İlköğretim öğrencilerinin fen ve teknoloji dersine karşı özyeterlik inançlarının kaynakları ve sonuçları üzerine bir çalışma, Yüksek Lisans, D.Kıran(Öğrenci), 2010

SUNGUR S., A study on sources and consequences of elementary students' self-efficacy beliefs in science and technology course, Yüksek Lisans, D.KIRAN(Öğrenci), 2010

SUNGUR S., The effect of grade level on elementary school students' motivational beliefs in science, Yüksek Lisans, S.GÜNGÖREN(Öğrenci), 2009

SUNGUR S., ÖZTEKİN C., The contribution of cognitive and metacognitive strategy use to seventh grade students' science achievement, Yüksek Lisans, G.AKYOL(Öğrenci), 2009

SUNGUR S., Validity of science items in the Student Selection Test in Turkey, Yüksek Lisans, N.UYGUN(Öğrenci), 2008

SUNGUR S., Probleme dayalı öğrenme modelinin ilköğretim öğrencilerinin genetik konusundaki başarılarına olan etkisi, Yüksek Lisans, G.Araz(Öğrenci), 2007

SUNGUR S., The effect of problem-based learning on the elementary school students achievement in genetics, Yüksek Lisans, G.ARAZ(Öğrenci), 2007

SUNGUR S., ÇAKIROĞLU J., Examining 8th grade students perception of learning environment of science classrooms in relation to motivational beliefs and attitudes, Yüksek Lisans, N.ARISOY(Öğrenci), 2007

SUNGUR S., ÖZTEKİN C., Investigating students' motivational traits in science, Yüksek Lisans, F.YAVUZ(Öğrenci), 2006

SUNGUR S., ÇAKIROĞLU J., Predicting academic achievement with cognitive and motivational variables, Yüksek Lisans, N.YUMUŞAK(Öğrenci), 2006

Tasarladığı Dersler

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

SCI, SSCI ve AHCI İndekslerine Giren Dergilerde Yayınlanan Makaleler

I. Investigation of Middle School Students' Argumentation Schemes in Different Argumentative Orientations

Şen M., SUNGUR S., ÖZTEKİN C.

EGITIM VE BİLİM-EDUCATION AND SCIENCE, sa.219, ss.69-96, 2024 (SSCI)

II. Science Teachers' Views on the Nature of Science and its Integration into Instruction

Demirel Z. M., Sungur S., Çakiroğlu J.

Science and Education, cilt.32, sa.5, ss.1401-1433, 2023 (SCI-Expanded)

III. Lensing Paths Going to Achievement: The Relationship among Students' Beliefs, Goal Orientation, Cognitive and Behavioral Process, and Achievement*

Bezci F., SUNGUR S.

Eğitim ve Bilim, cilt.48, sa.215, ss.55-94, 2023 (SSCI)

IV. Exploration of middle school students' scientific epistemological beliefs and their engagement in argumentation

Şen M., Sungur S., Öztekin C.

JOURNAL OF EDUCATIONAL RESEARCH, cilt.116, sa.5, ss.293-308, 2023 (SSCI)

- V. **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, cilt.49, sa.2, ss.228-235, 2021 (SCI-Expanded)
- 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, cilt.17, ss.89-110, 2019 (SSCI)
- VII. **Predicting Science Engagement with Motivation and Teacher Characteristics: a Multilevel Investigation**
Kiran D., SUNGUR S., Yerdelen S.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, cilt.17, sa.1, ss.67-88, 2019 (SSCI)
- VIII. **Science Teachers' Motivation and Job Satisfaction in Relation to Perceived School Context**
KIRAN D., SUNGUR S.
EGITIM VE BILIM-EDUCATION AND SCIENCE, cilt.43, sa.194, ss.61-80, 2018 (SSCI)
- IX. **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, cilt.15, ss.1423-1440, 2017 (SSCI)
- X. **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, cilt.35, sa.2, ss.149-168, 2017 (SSCI)
- XI. **DEVELOPMENT AND VALIDATION OF SCIENCE HOMEWORK SCALE FOR MIDDLE-SCHOOL STUDENTS**
Taş Y., Sungur S., Öztekin C.
INTERNATIONAL JOURNAL OF SCIENCE AND MATHEMATICS EDUCATION, cilt.14, ss.417-444, 2016 (SSCI)
- XII. **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, cilt.41, ss.147-161, 2016 (SSCI)
- XIII. **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, cilt.13, sa.6, ss.1355-1375, 2015 (SSCI)
- XIV. **Adapting of inviting/disinviting index into Turkish Davet/engel indeksinin Türkçeye uyarlanması**
SUNGUR S., Kiran D.
Egitim ve Bilim, cilt.39, sa.174, ss.119-128, 2014 (SSCI)
- XV. **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, cilt.31, sa.3, ss.205-226, 2013 (SSCI)
- XVI. **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, cilt.19, sa.3, ss.342-369, 2013 (SSCI)
- XVII. **Antecedents and Consequences of Middle School Students' Achievement Goals in Science**
Kahraman N., SUNGUR S.
ASIA-PACIFIC EDUCATION RESEARCHER, cilt.22, sa.1, ss.45-60, 2013 (SSCI)
- XVIII. **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, cilt.16, 2013 (SSCI)
- XIX. **Antecedents and Consequences of Middle School Students' Achievement Goals in Science**
Kahraman N., SUNGUR S.
ASIA-PACIFIC EDUCATION RESEARCHER, cilt.21, sa.3, ss.535-551, 2012 (SSCI)
- XX. **Middle School Students' Science Self-Efficacy and Its Sources: Examination of Gender Difference**
Kiran D., SUNGUR S.
JOURNAL OF SCIENCE EDUCATION AND TECHNOLOGY, cilt.21, sa.5, ss.619-630, 2012 (SCI-Expanded)
- XXI. **Sources and Consequences of Turkish Middle School Students' Science Self-Efficacy**
Kiran D., SUNGUR S.
ASIA-PACIFIC EDUCATION RESEARCHER, cilt.21, sa.1, ss.172-180, 2012 (SSCI)
- XXII. **Examination of pre-service chemistry teachers' preferences for creating constructivist learning environment Kimya öğretmen adaylarının yapılandırmacı öğrenme ortamı oluşturmaya yönelik tercihlerinin incelenmesi**
Aydin S., BOZ Y., SUNGUR S., Çetin G.
Hacettepe Egitim Dergisi, cilt.42, ss.36-47, 2012 (SSCI)
- XXIII. **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, cilt.14, sa.3, ss.533-560, 2012 (SSCI)
- XXIV. **Investigating Elementary School Students' Motivational Traits in Science Classrooms**
Gocer F. Y., Sungur S., Tekkaya C.
EGITIM VE BILIM-EDUCATION AND SCIENCE, cilt.36, ss.76-84, 2011 (SSCI)
- XXV. **The Contribution of Motivational Beliefs to Students' Metacognitive Strategy Use**
Kahraman N., SUNGUR S.
EGITIM VE BILIM-EDUCATION AND SCIENCE, cilt.36, sa.160, ss.3-10, 2011 (SSCI)
- XXVI. **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, cilt.33, ss.607-628, 2011 (SSCI)
- XXVII. **Examination of the Self-Regulated Learning Processes for Low and High Achievers in Biology**
SUNGUR S., Yerdelen S.
NEW EDUCATIONAL REVIEW, cilt.24, sa.2, ss.207-215, 2011 (SSCI)
- XXVIII. **A cross Age Study of Elementary Students Motivation towards Science Learning**
Güvercin Ö., Öztekin C., Sungur S.
Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, cilt.39, ss.233-243, 2010 (SSCI)
- XXIX. **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, cilt.29, sa.4, ss.426-436, 2009 (SSCI)
- XXX. **Parental Influences on Students' Self-Concept, Task Value Beliefs, and Achievement in Science**
Senler B., SUNGUR S.
SPANISH JOURNAL OF PSYCHOLOGY, cilt.12, sa.1, ss.106-117, 2009 (SSCI)
- XXXI. **Modeling the Relations Among Students' Epistemological Beliefs, Motivation, Learning Approach, and Achievement**
Kızılgunes B., Tekkaya C., Sungur S.
JOURNAL OF EDUCATIONAL RESEARCH, cilt.102, ss.243-255, 2009 (SSCI)
- XXXII. **Teacher self-regulation: examining a multidimensional construct**
Capa-Aydin Y., SUNGUR S., Uzuntiryaki E.
EDUCATIONAL PSYCHOLOGY, cilt.29, sa.3, ss.345-356, 2009 (SSCI)
- XXXIII. **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, cilt.19, ss.71-79, 2009 (SSCI)

XXXIV. Effectiveness of problem-based learning on academic performance in genetics

Araz G., Sungur S.

BIOCHEMISTRY AND MOLECULAR BIOLOGY EDUCATION, cilt.35, sa.6, ss.448-451, 2007 (SCI-Expanded)

XXXV. Modeling the relationships among students' motivational beliefs, metacognitive strategy use, and effort regulation

Sungur S.

SCANDINAVIAN JOURNAL OF EDUCATIONAL RESEARCH, cilt.51, sa.3, ss.315-326, 2007 (SSCI)

XXXVI. The interplay between cognitive and motivational variables in a problem-based learning environment

Araz G., SUNGUR S.

LEARNING AND INDIVIDUAL DIFFERENCES, cilt.17, sa.4, ss.291-297, 2007 (SSCI)

XXXVII. Improving achievement through problem-based learning

Sungur S., Tekkaya C., Geban O.

JOURNAL OF BIOLOGICAL EDUCATION, cilt.40, ss.155-160, 2006 (SCI-Expanded)

XXXVIII. Effects of problem-based learning and traditional instruction on self-regulated learning

Sungur S., Tekkaya C.

JOURNAL OF EDUCATIONAL RESEARCH, cilt.99, ss.307-317, 2006 (SSCI)

XXXIX. Improving Students Achievement through Problem Based Learning

Sungur S., Öztekin C., Geban Ö.

Journal Of Biological Education, cilt.40, ss.155-160, 2006 (SCI-Expanded)

XL. Students' achievement in relation to reasoning ability, prior knowledge and gender

Yenilmez A., Sungur S., Tekkaya C.

International Journal of Phytoremediation, cilt.24, ss.129-138, 2006 (SCI-Expanded)

XLI. Environmental Attitudes of Young People in Turkey: Effects of School Type and Gender

Teksöz G., Ertepinar H., Öztekin C., Sungur S.

ENVIRONMENTAL EDUCATION RESEARCH, cilt.11, ss.215-233, 2005 (SSCI)

XLII. Students' achievement in human circulatory system unit: The effect of reasoning ability and gender

Sungur S., Tekkaya C.

Journal Of Science Education And Technology, cilt.12, ss.59-64, 2003 (SCI-Expanded)

Diğer Dergilerde Yayınlanan Makaleler

I. The Role of Subjective Task Value and Prior Achievement in the Relationship between Personal Epistemology and Science Self-efficacy Beliefs: A Moderated Mediation Analysis

ŞAHİN F., SUNGUR S., ATEŞ S.

Science Education International, cilt.34, sa.4, ss.283-292, 2023 (Scopus)

II. Preschool children's digital media usage and self-regulation skill

Canaslan Akyar B., Sungur S.

Turkish Journal of Education, cilt.11, sa.2, ss.126-142, 2022 (ESCI)

III. 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, cilt.37, sa.1, ss.125-139, 2022 (ESCI)

IV. How is Middle School Students' Scientific Reasoning Ability Associated with Gender and Learning Environment?

Bezci F., Sungur S.

Science Education International, cilt.32, sa.2, ss.96-106, 2021 (Hakemli Dergi)

- V. **Middle school students' perceptions about twenty-first-century learning practices in science classes: A multidimensional approach** Ortaokul öğrencilerinin fen bilimleri dersindeki 21. yüzyıl becerilerine ilişkin algıları: Çok boyutlu bir yaklaşım
Uğur Ü. E., SUNGUR S.
Hacettepe Eğitim Dergisi, cilt.36, sa.1, ss.186-200, 2021 (ESCI)
- VI. **Pre-service Science Teachers' Conceptions of Sound: The Role of Task Value Beliefs**
Yerdelen S., Sungur S.
Science Education International, cilt.31, sa.3, ss.295-303, 2020 (Hakemli Dergi)
- VII. **A multidimensional investigation of students' science self-efficacy: The role of gender**
Sezgintürk M., SUNGUR S.
Elementary Education Online, cilt.19, sa.1, ss.208-218, 2020 (Scopus)
- VIII. **ADAPTATION OF THE ATTITUDE TOWARD SUSTAINABLE DEVELOPMENT SCALE TO TURKISH**
Demirel Z. M., Sungur S.
Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, cilt.19, sa.2, ss.1634-1648, 2018 (Hakemli Dergi)
- IX. **Öğrenci Katılımı Ölçeği'nin Fen Bilimleri Dersi için Türkçe'ye Uyarlanması: Geçerlik ve Güvenirlik Çalışması**
Uçar F. M., Sungur S.
e-İlköğretim Online (elektronik), cilt.17, sa.3, ss.1691-1705, 2018 (Scopus)
- X. **Investigating Relationships between Undergraduate Students' Flow Experience, Academic Procrastination Behavior, and Calculus Course Achievement**
ALP A., SUNGUR S.
EURASIAN JOURNAL OF EDUCATIONAL RESEARCH, sa.72, ss.1-21, 2017 (ESCI)
- XI. **The role of motivation and cognitive engagement in science achievement**
Bircan H., Sungur S.
Science Education International, cilt.27, sa.4, ss.509-529, 2016 (Hakemli Dergi)
- XII. **Predicting seventh grade students' engagement in science by their achievement goals**
Hidroğlu M., SUNGUR S.
Asia-Pacific Forum on Science Learning and Teaching, cilt.16, sa.2, 2015 (Scopus)
- XIII. **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, cilt.91, sa.1, ss.30-44, 2014 (ESCI)
- XIV. **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, cilt.9, ss.1-19, 2014 (Scopus)
- XV. **A study of science teachers homework practices**
TAŞ Y., SUNGUR S., ÖZTEKİN C.
Research in Education, cilt.91, ss.45-64, 2014 (Scopus)
- XVI. **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, cilt.13, sa.2, 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, cilt.5, sa.3, ss.477-493, 2012 (Scopus)
- XVIII. **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, cilt.5, ss.477-493, 2012 (Scopus)

- XIX. **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, cilt.23, ss.937-957, 2012 (Scopus)
- XX. **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, cilt.22, sa.2, ss.115-127, 2011 (ESCI)
- XXI. **Elementary Students Self Efficacy Beliefs in Science Role of Grade Level Gender and SES**
KARAARSLAN G., SUNGUR S.
Science Education International, ss.72-79, 2011 (Hakemli Dergi)
- XXII. **The Contribution of Cognitive and Metacognitive Strategy Use to Students Science Achievement**
Akyol G., Öztekin C., Sungur S.
Educational Research and Evaluation, cilt.16, ss.1-21, 2010 (Hakemli Dergi)
- XXIII. **Students' achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions**
SUNGUR S., Senler B.
EDUCATIONAL RESEARCH AND EVALUATION, cilt.16, sa.4, ss.303-324, 2010 (ESCI)
- XXIV. **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, cilt.21, sa.7, ss.873-885, 2010 (ESCI)
- XXV. **The Role of Classroom Environment Perceptions in Self-Regulated Learning and Science Achievement**
Güngören S., Sungur S.
Elementary Education Online, cilt.8, sa.3, ss.883-900, 2009 (Hakemli Dergi)
- XXVI. **An analysis of Turkish high school students' metacognition and motivation**
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