

ÖZGEÇMİŞ

1. Adı Soyadı: Rukiye Didem Taylan

2. Doğum Tarihi: 25 Temmuz 1984

3. Unvanı: Yrd. Doç. Dr.

4. Öğrenim Durumu:

Derece	Alan	Üniversite	Yıl
Lisans	Ortaöğretim Matematik Eğitimi	Boğazici Üniversitesi	2007
Y. Lisans	Matematik Eğitimi	Teachers' College, Columbia University	2009
Doktora	Matematik Eğitimi	University of Missouri	2013

5. Akademik Unvanlar:

Arş. Gör. Matematik Eğitimi, University of Missouri (2010-2013).

Misafir Öğretim Üyesi, İlköğretim Matematik Eğitimi, Boğaziçi Üniversitesi (2014)

Yrd. Doç. Dr. İlköğretim Matematik Eğitimi, MEF Üniversitesi (2014-Halen)

6. Yönetilen Master Tezi

Çallı, E. (2015). A Quantitative Investigation of Mathematical Knowledge for Teaching and Self-efficacy: Middle School Mathematics Teachers in Turkey. Unpublished Master Thesis. Bilkent University, Ankara. (Komite üyesi)

7. Yayınlar

7.1 Uluslararası hakemli dergilerde yayınlanan makaleler

Taylan, R. D. (Available online since: 13th of October, 2015). Characterizing a highly-accomplished third grade teacher's noticing of student thinking.

Journal of Mathematics Teacher Education. 10.1007/s10857-015-9326-7
(indexed by ERIC system database)

Grouws, D., Chavez, O. Tarr, J., Sears, R., Soria, V., Taylan, R.D. (2013). Curriculum and implementation effects on high school students' mathematics learning from curricula representing content organization of two types. *Journal for Research in Mathematics Education*, 44 (2), pp. 416-463. (SSCI indexed)

Lee, Y.S., Park, Y. S., & Taylan, R. D. (2011). A Cognitive diagnostic modeling of attribute mastery in Massachusetts, Minnesota, and the U.S. national sample using the TIMSS 2007. *International Journal of Testing*, 11(2), 144-177. (indexed by ERIC)

7.2 Uluslararası bilimsel toplantılarda sunulan ve bildiri kitabında (Proceedings) basılan bildiriler

Taylan, R. D. (Accepted). *Characterizing a highly-accomplished teacher's instructional actions in response to students' mathematical thinking*. Proceedings of CERME 9: Proceedings of the Ninth Congress of the European Society for Research in Mathematics Education. February 4-8th, Prague (Czech Republic).

Kahveci, M., Coskun, S., Taylan, R. D. (2008). *Students' motivation to use technology for learning*. Proceedings of the World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA), Vienna, Austria, 3790-3795.

7.3 Uluslararası bilimsel toplantılarda sunulan ve bildiri kitabında (Proceedings) basılan kısa bildiriler

Taylan, R. D. (2011). Perceptions of teachers' use of curriculum materials. In B. Ubuz (Ed.). Proceedings of the 35th Conference of the International Group for the Psychology of Mathematics Education, Vol. 1, Ankara, Turkey, 2011.

Sears, R., Taylan, R. D., & Tarr, J. E. (2010). Association between secondary mathematics teachers' beliefs, background characteristics, and dimensions of curriculum implementation. In Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.), Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 965). Columbus, OH: The Ohio State.

7.4 Yazılan uluslararası kitaplar veya kitaplarda bölümler

Chval, K., Weiss, I., & Taylan, R.D. (2014). Recommendations for generating and implementing a research agenda for studying the enacted mathematics curriculum (pp. 149-176). In D. Thompson and Z. Usiskin (Eds.), Enacted

Mathematics Curriculum: A Conceptual Framework and Research Needs. Charlotte, NC: Information Age Publishing, Inc. Curriculum Series for Information Age Publishing.

7.5 Ulusal hakemli dergilerde yayımlanan makaleler

Taylan, R. D. (2015). Beginning Teachers' Attention to Student Thinking. *Kastamonu Eğitim Dergisi*, 23 (4). (indexed by ASOS)

7.6 Uluslararası bilimsel toplantılarda yapılan sunumlar

Taylan, R. D., Tunç-Pekkan, Z., Aydın, U., Birgili, B. & Özcan, M. (2016). *Investigating fifth-grade students' conceptions of fractions on the number line*. National Council of Teachers of Mathematics, Research Conference, April 11-13, San Fransisco, USA.

Aydın, U., Birgili, B., Tunç-Pekkan, Z., Taylan, R. D., & Özcan, M. (2016). *The effect of University within School Model-based instruction on 5th grade students' achievement in fractions*. Presentation at the American Educational Research Association Meeting. April 8-12, Washington, DC, USA.

Tunç-Pekkan, Z.T., Taylan, R. D., Birgili, B., Aydın,U. & Özcan, M. (Accepted, 2016). Academicians as teachers: Nurturing Teacher Experience. International Congress on Mathematics Education, Hamburg, Germany.

Taylan, R. D. (2015). *Characterizing a highly-accomplished teacher's instructional actions in response to students' mathematical thinking*. Presented at the CERME 9 -Ninth Congress of the European Society for Research in Mathematics Education. February 4-8th, Prague (Czech Republic).

Chval, K., Taylan, R.D., Chavez-Valoyes, L. (2013). Professional Development Intervention to Enhance Latinos' Math Learning. Presentation at the National Council of Teachers of Mathematics, Denver.

Tarr, J. E., Ross, D. J., McNaught, Melissa D., Chavez, O., Grouws, D. A., Reys, R. E., Sears, R. & Taylan, R.D. (2010). Identification of student- and teacher-level variables in modeling variation of mathematics achievement data. Paper presented at the American Educational Research Association (AERA) Conference: Denver, CO.

Grouws, D., Tarr, J., Chavez, O., Reys, R., McNaught, M., Ross, D., Sears, R., & Taylan, R. D. (2010, April 29-May 5). Researching Curricular Effectiveness: Insights From a 3-Year Longitudinal Study of the Impact of Secondary-School Mathematics Curricula. Symposium session at American Educational Research Association (AERA), Denver, CO.

7.7 Uluslararası bilimsel toplantılarda sunulan posterler

Taylan, R. D. (2011). Perceptions of Teachers' Use of Curriculum Materials. 35th Conference of the International Group for the Psychology of Mathematics Education Conference, Turkey, 2011.

Taylan, R. D. & Tarr, J. (2011). On Curricular Effectiveness: Professional Development (PD) Activities, Emphasis and Impact. Research Pre-session Presentation at the National Council of Teachers of Mathematics, Indianapolis, IN.

Sears, R., Taylan, R. D., & Tarr, J. E. (2010). Association between secondary mathematics teachers' beliefs, background characteristics, and dimensions of curriculum implementation. In Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.), Proceedings of the 32nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 965). Columbus, OH: The Ohio State.

7.8 Ulusal Sunumlar

Tunç-Pekkan, Z., Taylan, R. D., Aydın, U., Birgili, B., Özcan, M., Akbal, K., Mermer, A. (2015). Okulda Üniversite Modeli Çerçevesinde Matematik Öğretimi: Öğrencilerin Derse Katılımının Artırılması. Eğitimde İyi Örnekler Konferansı. Eğitim Reformu Girişimi: Sabancı Üniversitesi.

Engin, A., & Aydın, U., & Taylan, R. D. (2015). *Okulda Üniversite Modeli çerçevesinde eş-öğretmenlik deneyimi*. 19. Sonbahar Öğretmenler Sempozyumu. Eyüboğlu Eğitim Kurumları. Ekim 14 2015, İstanbul, Türkiye.

Taylan, R. D. (2015). Erken Çocukluk Döneminde Sayı Kavramının Gelişimi. MEF Bahçeşehir Okulları Öğrenen Öğretmenlerin Paylaşımı IV. (Davetli konuşmacı)

7.9 Diğer yayınlar

Uluslararası bilimsel toplantılarda sunulan (ve kabul almış), bildiri kitabında basılmayan bildiriler.

Taylan, R. D., Valoyes, L., Thomas, A., & Chval, K. (2014). Investigating a Professional Development Facilitator's Moves to Enhance Students' Mathematics Learning. Paper accepted to be presented at the American Educational Research Association (AERA) Conference: Philadelphia, PA.

Tarr, J. E., Ross, D. J., McNaught, Melissa D., Chavez, O., Grouws, D. A., Reys, R. E., Sears, R. & Taylan, R.D. (2010). Identification of student- and teacher-level variables in modeling variation of mathematics achievement data. Paper presented at the American Educational Research Association (AERA) Conference: Denver, CO.

8. Projeler

- **TUBITAK 1001. Researcher. *The effects of a mindfulness-based educational program on attitudes towards mathematics, mathematics anxiety, and self-efficacy.***
- **Doktora süresince National Science Foundation tarafından finanse edilen iki projede araştırma görevlisi olarak çalıştım.**

CAREER project. A Study of Strategies and Social Processes that Facilitate Participation of Latino English Language Learners in Elementary Mathematics Classroom Communities (2011-2013).

Comparing Options for secondary Mathematics: Investigating Curriculum (COSMIC) (2010-2011).

9. Bilimsel Kuruluşlara Üyelikler

National Council of Teachers of Mathematics

10. Ödüller

Selected as a co-leader for the thematic working group “Teachers and Teaching Practices” for the CERME 10 (Congress of the European Society for Research in Mathematics Education) in Dublin, Ireland (2017).

University of Missouri (Okul bursu ve araştırma görevliliği: 2010-2013)

Konferans Sunumu Destekleme Ödülü (University of Missouri) (2011, 2012, 2013).

Fulbright bursu (2007-2009).

Bölüm Birinciliği. Boğaziçi, 2007.

11. Dergi Hakemlikleri

Journal of Mathematics Teacher Education (2014-2016)

Eğitim ve Bilim (2015)

Journal of Teacher Education (2013-2014)

Kastamonu Üniversitesi Eğitim Dergisi (2012-2016)

Middle Grades Research Journal (2012)

12. Son iki yılda verdiği lisans düzeydeki dersler

Akademik Yıl	Dönem	Dersin Adı	Haftalık Saati		Öğrenci Sayısı
			Teorik	Uygulama	
2014 - 2015	Güz	PRED 465 Matematik ve Fen Öğretiminde Okul Deneyimi II	1	4	33
2015-2016	Bahar	PRED 154	3	0	40
2015-2016	Bahar	MATH 131 Genel Matematik	3	0	2
2015-2016	Güz	MATH 131 Genel Matematik	3	0	14
2015-2016	Bahar	MATH 132 Geometri	3	0	20