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EDUCATION

PhD. (2010) Marmara University, Istanbul, Turkey, Major- Elementary Education

Thesis: The Relations Among Metacognitive Levels, General Intelligence And Reading Comprehension Levels Of Fifth-Grade Elementary School Students

M.S. (2005) Yıldız Technical University, Istanbul, Turkey, Major-Curriculum and Instruction

Thesis: Evaluation of the European Language Portofolio in terms of Teacher and Student Views

B. S. (1997) Marmara University, Istanbul, Turkey, Major- English Language Teaching

PROFESSIONAL EXPERIENCE

2017- present Head of Elementary Education Department, Bahçeşehir University, Istanbul

2017-present Head of Preschool Teaching Division, Bahçeşehir University, Istanbul

2017- present Coordinator of Early Childhood Education Graduate Programs Bahcesehir University, Istanbul

2016- present Assistant Professor, Bahçeşehir University

2011-2014 Founder, Curriculum Specialist and Academic Advisor, Farklı Çocuklar Eğitim ve Danışmanlık (Center for Learning disabled children)

2009-2011 Founding Director, Yildiz Technical University Davutpaşa Preschool

2006-2008 Curriculum Specialist, Oxford University Press, Turkey

2005-2007 Erasmus Coordinator of Educational Sciences Department, Yildiz Technical University,

2004-2011 Research Assistant, Yildiz Technical University

1996-2011 English as a Foreign Language Teacher (Young learners) Terakki Foundation School

PROJECTS

2002-2004 INGEP- Terakki Foundation Schools, Improving Language Teaching Project

2006-2008 Oxford University Press . English Language Curriculum For Elementary Schools

2004-2007 PROMISE- Promotion of Migrants in Science Education *EU-6th Framework*

Project Partners. Humboldt Univ., Vienna Univ. Saraybosna Uni. Yıldız Teknik Univ.

2010-2012 Longitudinal study of preschool students metacognitive and self regulatory skills

Funded by :Istanbul University (project no: 8323)

2011-2013 Re.C.Ind.Le Coordinator: David Whitebread, PhD (university of Cambridge)

SELECTED GRADUATE COURSES TAUGHT

Comparative Early Childhood Education, Bahçeşehir University

Curriculum Development in Early Childhood Education, Bahçeşehir University

Educational Systems in the World, Bahçeşehir University

Research Methods in Education, Bahçeşehir University

Learning Systems Design, Bahçeşehir University

SELECTED UNDERGRADUATE COURSES

Introduction to Early Childhood Education

Approaches in Early Childhood Education

Child Development

Comparative Education

SELECTED THESIS SUPERVISED

Taghiyeva, Aytan. (2019). Turkish Adaptation Of Behavior And Instructional Management Scale: Validity And Reliability Study For Preschool Teachers, Bahcesehir University, Graduate School of Educational Sciences, Istanbul.

İnan, Gülşah. (2019). Relationship Between Vocabulary Levels Of 48-60 Months Old Children in Preschool, Bahcesehir University, Graduate School of Educational Sciences, Istanbul.

Alparslan, Ceyhun Gizem. (2019). The Effect Of Diferent Preschool Education Models On 54-66 Month Children's Environmental Attitude and Awareness, Bahcesehir University, Graduate School of Educational Sciences, Istanbul.

Özdemir, İbrahim. (2018). How should be the Higher Education Entrance in Turkey? A Delphi

Study Bahcesehir University, Graduate School of Educational Sciences, Istanbul.

Mertkil, Yeşim. (2018). Investigation of 60-71 Month-old Children's Regulation Behaviours During Collaborative Problem Solving, Bahcesehir University, Graduate School of Educational Sciences, Istanbul.

Koronel, Juliet. (2018). Effects Of Repeated Practice On 6th Grade Students Monitoring Accuracy Levels, Bahcesehir University, Graduate School of Educational Sciences, Istanbul.

PUBLICATIONS

Articles

Saraç S., Karakelle, S & Whitebread, D. (2019). Okul Öncesi Çocuklar için Bağımsız Öğrenme Davranışları Ölçeği 3-5 (BÖD 3-5): Türkçe Formu için Geçerlik ve Güvenirlik Çalışması. *İlköğretim Online*, 18(3), 1093-1106.

Güzelyurt, T. & **Saraç, S.** (2018). 48-66 Aylık Çocukların Gelişim Düzeylerine Uygun Çocuk Kitapları Nasıl Olmalıdır? Bir Delphi Çalışması. *Uluslararası Çocuk Edebiyatı ve Eğitim Araştırmaları Dergisi*, 2(1), 52-75.

Adagideli, F. H., **Saraç S.** & Ader N. E. (2017). Assessing preschool teachers' practices to promote self-regulated learning. *International Electronic Journal of Elementary Education*, 7(3), 423-440.

Sarac, S. (2014). Reading Difficulties and Dyslexia (Book Critic: J. P. Das, *Reading Difficulties and Dyslexia*) *Journal of Psychological Studies* 34-1 (2014) 71-77

Saraç, S., Önder, A., & Karakelle, S. (2014) The Relations Among Metacognition, General Intelligence and Text-learning performance. *Education and Science*.. 39 (173). 39 – 54. (SCI)

Saraç, S. & Karakelle, S.(2012) On-line and Off-line Assesment of Metacognition, *International Electronic Journal of Elementary Education*., 4(2). 301-315.

Karakelle, S. ve **Saraç, S.** (2010). A comprehensive review on metacognition: Metacognitive studies or metacognitive approach? *Turkish Psychological Writings*, 13(26), 45-63.

Saraç, S. & Tarhan, B. (2009). Calibration of Comprehension and Performance in L2 Reading. *International Electronic Journal of Elementary Education*. 2(1), 167-179.

Karakelle, S. ve **Saraç, S. (2007).** Metacognitive awareness scale for children (Form A and B): Validity and Reliability *Turkish Psychological Writings*, 10 (20), 87-103.

Saraç, S. ve Tarhan, B. (2007). European Language Portfolio and Learner Autonomy *Maltepe University School of Science and Letters Journal* , 2, 99-115.

Tarhan, Betül ve **Biryan-Saraç, Seda (2006).** Self-directed Learning and Learner Autonomy *Istanbul University Hasan Ali Yücel School of Education Journal* 3 (2), 139-152.

Biryan-Saraç, Seda (2005) Avrupa Dil Gelişim Dosyası uygulamasına ilişkin öğrenci görüşleri. *Istanbul University Hasan Ali Yücel School of Education Journal*, 2, 75–92.

Book Chapters

Uzun, B. & **Saraç, S. (2019)** Erken Çocukluk Döneminde Fark'andalık (Mindfulness in the Early Childhood Education), Nobel Publication.

Saraç, S. & Güleç, E. (2019) Yaşamın İlk Yıllarında Özdüzenlemenin Gelişimi (The development of self-regulation in the first years of life), Eğiten Books.

Conference Presentations

Saraç, S. & Koronel, J. (2019). Tekrarlı üstbilişsel izleme çalışmaları 6. sınıf öğrencilerinin üstbilişsel izleme kararlarının doğruluğunu artırır mı? Paper presented at the 5th International Congress on Education, Distance Education and Educational Technology- ICDET, Antalya, Turkey.

Saraç, S., Mertkil, Y. & Karakelle, S. (2018). Self, co- & socially shared regulation of young children during collaborative problem solving. Paper presented at the 8th Biennial Meeting of the EARLI Special Interest Group: Metacognition, Zurich, Switzerland.

Adagideli, F. H., **Saraç, S., Ader, E. & Peeters, J. (2016).** Scale development for assessing preschool teachers practices promoting self-regulated learning: A cross-cultural effort.

Paper presented at the 7th Biennial Meeting of the EARLI Special Interest Group: Metacognition, Neijmegen, The Netherlands.

Karakell, S., **Saraç, S.** & Ertuğrul Yaşar, Z. (2016). The relation between self-regulated learning and academic achievement across childhood and adolescence: A meta-analysis.. 19. Ulusal Psikoloji Kongresi, Istanbul, Turkey.

Adagideli, F. H., **Saraç, S.** & Ader, E. (2014). Assessing preschool teachers' practices to promote self-regulated learning. Paper presented at the 6th Biennial Meeting of the EARLI Special Interest Group: Metacognition, Istanbul, Turkey

Saraç, S., Önder, A., & Karakelle, S. (2011). The relations among metacognition, intelligence and text-learning performance. EARLI Annual Meeting, Exeter, England.

Saraç, S. & Karakelle, S. (2010). Online and offline assessment of metacognitive skills. Paper presented at the 4th Biennial Meeting of the EARLI Special Interest Group: Metacognition, Munster, Germany.

CONFERENCE ORGANISATIONS

2014- 6th Biennial Meeting of the EARLI Special Interest Group: Metacognition, Boğaziçi University, Istanbul.

REVIEWER

Studies in Psychology Journal

Early Childhood Education and Care Journal

PROFESSIONAL MEMBERSHIPS

EARLI- European Association for Research on Learning and Instruction. SIG: Metacognition

IAM - International Association for Metacognition

SELECTED SEMINARS OFFERED

(February, 2020) Alternative Approaches in Early Childhood Education: Montessori, Reggio Emilia, Waldorf, Karabuk Bahçeşehir Schools.

(December, 2019) Is There a Key to Academic Success? Bursa Bahçeşehir Schools

(March, 2019) Is There a Key to Academic Success? Bursa Bademli Bahçeşehir Schools

(December, 2018) Is My Child Ready for School? Ataşehir Bahçeşehir Schools

(December, 2018) Is There a Key to Academic Success? Ankara Bahçeşehir Schools

(April, 2018) Is My Child Ready for School? İzmir Uğur Schools

RESEARCH INTERESTS

Self-regulation and metacognition in early years, alternative approaches to early childhood education