GAMZE OZOGUL, Ph.D.

Instructional Systems and Technology Department
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EDUCATION

Ph.D. Educational Technology Program, Division of Psychology in Education, Arizona State University, Tempe, November 2006.
Dissertation topic: Student Performance and Attitudes Under Formative Evaluation by Teacher, Self and Peer-Evaluators.

M.S. Computer Education and Instructional Technology Department, Middle East Technical University, Ankara, Turkey 2002.
Master's Thesis: A Qualitative Assessment of a Technology Training Course Offered to Preservice English Teachers.

B.S. Curriculum and Instruction Department, Hacettepe University, Ankara, Turkey May 2000.

ACADEMIC APPOINTMENTS

Associate Professor of Instructional Systems Technology, School of Education, Indiana University. August 2019-current

Assistant Professor of Instructional Systems Technology, School of Education, Indiana University. August 2013-July 2019

Associate Director of Measurement and Evaluation, Collaborative Research and Evaluation Office, Mary Lou Fulton College of Education, ASU, Phoenix AZ. July 2012-July 2013.

Assistant Research Scientist, School of Electrical, Computer and Energy Engineering, ASU Tempe, AZ. June 2011-July 2012.

Postdoctoral Researcher, Department of Electrical Engineering, ASU. Dec 2007-June 2011.

Evaluation Consultant, Microsoft, February-July 2007.

Research Manager, Office of Learning Assessment, University of Phoenix March 2007- December 2007.

Researcher and Project Assistant, PT3 Project, ASU, Tempe, AZ. Fall 2002-Spring 2003.

Instructional Designer, Science Education Development Project at TED Ankara College, Ankara, Turkey. March 1999-September 2000.

PUBLICATIONS

Phillips, T., & **Ozogul, G. (**2020). Learning Analytics Research in Relation to Educational Technology: Capturing Learning Analytics Contributions with Bibliometric Analysis. *TechTrends*, *64*, 878-886.

Ismajli, H., Bytyqi-Damoni, A., Shatri, K., & **Ozogul, G.** (2020). Coaching teachers to integrate technology: The effects of technology integration on student performance and critical thinking. *Elementary Education Online*, *19*(3), 1306-1320.

Loucks, S., & **Ozogul, G.** (2020). Preparing Business Students for a Distributed Workforce and Global Business Environment: Gaining Virtual Leadership Skills in an Authentic Context. *TechTrends*, *64*, 655-665.

Ozogul G., Thyagaturu A., Reisslein M., & Scaglione A. (2020). Physical education and English language arts based K-12 engineering outreach in software defined networking, arXiv:2006.05545

Ozogul, G., Miller, C. F., & Reisslein, M. (2019). School fieldtrip to engineering workshop: pre-, post-, and delayed-post effects on student perceptions by age, gender, and ethnicity. *European Journal of Engineering Education*, *44*(5), 745-768.

Wavle, S., & **Ozogul, G.** (2019). Investigating the Impact of Online Classes on Undergraduate Degree Completion. *Online Learning*, *23*(4), 281-295.

Ozogul, G., Karlin, M., Ottenbreit-Leftwich, A., Ding, A. C. E., Liao, Y. C., & Guo, M. (2019). Instructional Practices for Addressing Computer Science Standards: Using Computer Kits in Preservice Teacher Education. *Research on Education and Media*, *11*(1), 18-24.

Wisneski, J. E., & **Ozogul, G**. (2019). Exploring the Effects of Learning Environment on Transfer, Student Perceptions, and Instructor Accommodations in an Undergraduate Course Sequence. *American Journal of Distance Education*, 1-20.

Ozogul, G., Karlin, M., & Ottenbreit-Leftwich, A. (2018). Preservice Teacher Computer Science Preparation: A Case Study of an Undergraduate Computer Education Licensure Program. *Journal of Technology and Teacher Education*, *26*(3), 375-409.

Abramenka-Lachheb, V., Lachheb, A., & **Ozogul G.** (2018). Supporting Educational Change in Tunisia: Instructional Design and Technology Training in Tunisian Higher Education Context. *AECT Convention Proceedings 1*(1), 1-14.

Karlin, M., Ottenbreit-Leftwich, A., **Ozogul, G.,** & Liao, YC. (2018). K-12 Technology Leaders: Reported Practices of Technology Professional Development Planning, Implementation, and Evaluation. *Contemporary Issues in Technology and Teacher Education,18*(4), 722-748.

Karlin, M., & **Ozogul, G.** (2018). Design and Implementation of a Structured Academic Controversy for Preservice Teachers in a Computer Education Licensure Program. *Journal of Applied Instructional Design, 7*(1), 27-34.

Ozogul, G., Miller C.F., & Reisslein, M. (2017). Latinx and Caucasian elementary school children's knowledge of and Interest in engineering activities. *Journal of Pre-College Engineering Education Research*, *7*(2), 15-26.

Wisneski, J. E., **Ozogul, G.,** & Bichelmeyer, B. A. (2017). Investigating the impact of learning environments on undergraduate students' academic performance in a prerequisite and post-requisite course sequence. *The Internet and Higher Education*, *32*, 1-10.

Ozogul, G., Reisslein J., & Reisslein M. (2016). K-12 engineering outreach: Design decisions, rationales, and applications. *International Journal of Designs for Learning, 7*(2), 57-73.

Karlin, M., **Ozogul, G.,** Miles, S., & Heide, S. (2016). The practical application of e-portfolios in K-12 classrooms: An exploration of three Web 2.0 tools by three teachers. *TechTrends, 60*(4), 374-380.

Wisneski, J., **Ozogul, G**., & Bichelmeyer, B.A. (2015). Does teaching presence transfer between MBA teaching environments? A comparative investigation of instructional design practices associated with teaching presence. *The Internet and Higher Education, 25,* 18-27.

Johnson, A.M., **Ozogul G.,** & Reisslein, M. (2015). Supporting multimedia learning with visual signaling and animated pedagogical agent: Moderating effects of prior knowledge. Journal of Computer Assisted Learning, *31*(2)*,* 97-115.

Johnson, A.M.; Butcher, K.R.; **Ozogul, G.,** & Reisslein, M. (2014). Introductory circuit analysis learning from abstract and contextualized circuit representations: Effects of diagram labels, *IEEE Transactions on Education, 57*(3), 160-168.

Ozogul, G., Johnson, A.M., Atkinson, R.K., & Reisslein, M. (2013). Investigating the impact of pedagogical agent gender matching and learner choice on learning outcomes and perceptions. *Computers & Education*, *67,* 36-50.

Johnson, A. M., Butcher, K.R., **Ozogul, G**., & Reisslein, M. (2013). Learning from abstract and contextualized representations: The effect of verbal guidance. *Computers in Human Behavior*, *29*(6)*,* 2239-2247.

Reisslein, J., **Ozogul, G.,** Johnson, A.M., Bishop, K.L., Harvey, J., & Reisslein, M. (2013). Circuits kit K-12 outreach: Impact of circuit element representation and student gender. *IEEE Transactions on Education*, *56*(3)*,* 316-321.

Johnson, A.M., **Ozogul, G**., DiDonato, M.D, & Reisslein M. (2013). Engineering perceptions of female and male K-12 students: Effects of a multimedia overview on elementary, middle-, and high-school students. *European Journal of Engineering Education*, *38*(5), 519-531.

Johnson, A.M., **Ozogul, G.,** Moreno R., & Reisslein M. (2013). Pedagogical agent signaling of multiple visual engineering representations: The case of the young female agent. *Journal of Engineering Education, 102*(2), 319-337.

Ozogul, G., Johnson, A.M., & Reisslein, M. (2012). Technological literacy learning with cumulative and stepwise integration of equations into electrical circuit diagrams. *IEEE Transactions on Education, 55*(4), 480-487.

Moreno, R., **Ozogul, G**., & Reisslein, M. (2011). Teaching with concrete and abstract visual representations: Effects on students' problem solving, problem representations, and learning perceptions. *Journal of Educational Psychology, 103*(1), 32-47.

Moreno, R., Reisslein, M. & **Ozogul, G.** (2010). Using virtual peers to guide visual attention during learning. *Journal of Media Psychology, 22(*2), 52-60.

Reisslein, M., Moreno, R. & **Ozogul, G.** (2010). Pre-college electrical engineering instruction: The impact of abstract vs. contextualized representation and practice on learning. *Journal of Engineering Education, 99*(3), 225-235.

Ozogul, G., & Sullivan, H. (2009). Student performance and attitudes under formative evaluation by teacher, self and peer evaluators. *Educational Technology Research and Development, 57*(3), 393-410.

Moreno, R., Reisslein, M., & **Ozogul, G.** (2009). Optimizing worked-example instruction in electrical engineering: The role of fading and feedback during problem-solving practice. *Journal of Engineering Education, 98*(1), 83-92.

Ozogul, G., Olina, Z., & Sullivan, H. (2008). Teacher, self and peer evaluation of lesson plans written by preservice teachers. *Educational Technology Research and Development*, *56*(2), 181-201.

BOOK REVIEW

Ozogul, G. (2018). Best practices in engaging online learners through active and experiential learning strategies. *Interdisciplinary Journal of Problem-Based Learning, 12*(1), 11-14.

BOOK CHAPTER

Abramenka-Lachheb, V., Lachheb, A., & **Ozogul, G.** (2021). Teaching Design to Public Health Majors: A Design Case of an Undergraduate Interdisciplinary Course. In *Intersections Across Disciplines* (pp. 265-279). Springer, Cham.

Ozogul, G. (2019). Chapter 6- Roger Allen, Ayla Gunes, and Grant Ellis Designing and conducting late stage project evaluation. In Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. *The ID casebook: Case studies in instructional design*. (pp. 64-76) Routledge, NY.

CONFERENCE PRESENTATIONS

Ozogul, G., Abramenka-Lachheb, V., Loucks, S., Bhattacharya, P., & Kadirova, D. (2020, April) *Use of Zoom as an Instructional Platform for Teaching Virtual Teams and Leadership: Instructors' Experiences and Challenges*. AERA Annual Meeting San Francisco, CA.

Phillips, T. & **Ozogul G.** (2020, November). Creating a scalable predictive learning analytics model in line with instructional design practices. *Association for Educational Communications and Technology. Jacksonville Florida, Virtual conference*.

Zhu, M., Loucks, S., & **Ozogul, G.** (2019 November). Adult learning principles-driven instructional design for an online graduate class: graduate students' perceptions of course design captured using the community of inquiry framework. *Association for Educational Communications and Technology*. Las Vegas. NV.

Ozogul, G., Loucks, S., Lachheb, A., Sari A.R., Zhu M., Abramenka, V., Lachheb-Abramenka, V.,& Chaudhuri, P. (2018, November). Large online undergraduate business course: a study on cascading communication as an instructional strategy. *Association for Educational Communications and Technology. Kansas City, MO*.

Abramenka, V.,Lachheb, A, & **Ozogul, G.** (2018, November). instructional design and technology training in a Tunisian higher education context: faculty satisfaction, learning and behavior. *Association for Educational Communications and Technology. Kansas City, MO*.

Loucks, S., & **Ozogul G.** (2017, November). Comparative investigation of student self-reflections: Video and text-based reflections in a business communication course. *Association for Educational Communications and Technology*, Jacksonville, FL.

Karlin, M., **& Ozogul G.** (2017, November). Preservice teachers' perceptions and beliefs about controversial technology-related issues in a computer education licensure program.

Ozogul, G., & Savenye, W. (2016, October). How to form a research question. *Association for Educational Communications and Technology,* Las Vegas, NV.

Karlin M., **Ozogul G.,** & Leftwich A. (2016, October). In search of a computer science education teacher: Expectations of today's job market. *Association for Educational Communications and Technology,* Las Vegas, NV.

Karlin M., **Ozogul G.,** Howard, G., Hughes, C. & Chung C.H. (2016, April). Computer science education certification: Preservice, alumni and faculty experiences in a licensure program. *American Educational Research Association, Washington,* DC.

Ozogul, G., & Savenye, W. (2015, November). What is a research agenda?. *Association for Educational Communications and Technology,* Indianapolis, IN.

Wisneski, J., **Ozogul G.,** & Bichelmeyer, B.A. (2015, November). A research study on the transfer of instructional design practices with Teaching Presence. *Association for Educational Communications and Technology*, Indianapolis, IN.

Wisneski, J., **Ozogul G.,** & Bichelmeyer, B.A. (2015, April). Does teaching presence vary in MBA teaching environments? A comparative investigation of instructional design practices. *American Educational Research Association,* Chicago. IL.

Ozogul, G., Denham A., & Savenye, W. (2014, November). How do I form a research question? & What is a research agenda? *Association for Educational Communications and Technology,* Jacksonville, FL.

Johnson, A.M., **Ozogul, G.,** Reisslein, J., & Reisslein M. (2013, June). Evaluating an engineering overview brochure for educational outreach to elementary schools. *Hawaii University International Conference-Education and Technology*. Waikiki, HI.

Ozogul, G., Borden, R., & Clark, B. (2013, March). Preservice teacher professionalism game: How to evaluate effectiveness and transfer. *Society for Information Technology & Teacher Education International Conference*. New Orleans, LA.

Ozogul, G., Clark, B., Borden, R., & Sprouls, K. (2013, March). Teacher leader: Pursuit of professionalism. A study on effects of a professionalism game on preservice teachers' knowledge and attitudes. *Society for Information Technology & Teacher Education International Conference*. New Orleans, LA.

Ozogul, G., Johnson, A.M., & Reisslein M. (2012, October). Animated engineering tutors: Middle school students' preferences and rationales on multiple dimensions, *IEEE/ASEE Frontiers in Education Conference*, Seattle, WA.

Johnson, A.M., **Ozogul, G.,** Reisslein M., & Moreno, R. (2012, August). Student perceptions of technological literacy learning with cumulative and stepwise integration of equations into engineering diagrams. *Hawaii University International Conference,* Waikiki, HI.

Ozogul, G., Johnson, A.M., Reisslein M., & Butcher, K.R. (2012, June). Representation guidance with abstract and contextualized representation: Effects on engineering learning performance in technological literacy education. *American Society for Engineering Education Annual Conference*, San Antonio, TX.

Ozogul, G., Reisslein, M., & Johnson, A. (2011, June). Effects of visual signaling on pre-college students' engineering learning performance and attitudes: Peer versus adult pedagogical agents versus arrow signaling. *American Society of Engineering Education Annual Conference*. Vancouver, B.C., Canada.

Moreno, R., Reisslein, M., & **Ozogul, G.** (2010, May). Using animation to promote learning with multiple representations: The case for guiding visual attention with virtual peers. *American Educational Research Association Conference*. San Diego, CA.

Moreno, R., Reisslein, M., & **Ozogul, G.** (2009, May). *Learning from contextualized versus abstract representations of worked-out problems: Implications for engineering education*. Paper presented at the International Conference in Education, Athens, Greece.

Moreno R., Reisslein, M., & **Ozogul, G.** (2009, October). Pre-college electrical engineering instruction: do abstract or contextualized representations promote better learning?, In *Proceedings of IEEE/ASEE Frontier in Education Conference*, Austin, TX.

Ozogul, G., & Sullivan, H. (2008, April). Effects of teacher, self, and peer evaluation on students' performance and attitude. *American Educational Research Association*, New York, NY.

Kopcha, T., & **Ozogul, G.** (2008, March). Using video cases with preservice teachers learning to integrate technology. *Society for Information Technology and Teacher Education*, Las Vegas, NV.

Ozogul, G., & Stromfors, C. (2006, October). Electronic growth portfolios for preservice teachers: format and structure. *Association for Educational Communications and Technology*, Dallas, TX.

Ozogul, G., Olina, Z., & Sullivan, H. (2006, April). Effects of formative teacher, self, and peer evaluation. *American Educational Research Association*, San Francisco, CA.

Ozogul, G., & Sullivan, H. (2005, October). Training preservice teachers for peer and self- evaluation. *Association for Educational Communications and Technology*, Orlando, FL.

Ozogul, G., Sullivan, H., & Olina, Z. (2004, October). Teacher, self and peer evaluation of lesson plans written by preservice teachers. *Association for Educational Communications and Technology*, Chicago, IL.

Kopcha, T., **Ozogul, G.,** Stromfors, C., & Barrett, L. (2004, October). Designing for the unknown: applying instructional design in an uncharted territory. *Association for Educational Communications and Technology*, Chicago, IL.

Igoe, A., **Ozogul, G**., Bevill, L., Martin, F., Su, Y., Zhang, Q., & Reiser, R. (2003, October). New technologies, new ideas, new media selection models. Association for Educational Communications and Technology, Anaheim, CA.

Kopcha, T.J., **Ozogul, G.,** Bevill, L., & Biltgen, R. (2003, October). Authentic learning in schools: teacher practices, attitudes and challenges. *Association for Educational Communications and Technology*, Anaheim, CA.

Glazewski, K., Brush, T., **Ozogul, G.,** & Sutton, J. (2003, October). The impact of integrated field based technology courses on preservice teachers beliefs and practice. *Association for Educational Communications and Technology*, Anaheim, CA.

Ozogul, G., & Yildirim, S. (2003, October). Improving preservice technology training for preservice teachers. *Association for Educational Communications and Technology*, Anaheim, CA.

Ozogul, G., Smith, P., & Igoe, A. (2003, March). Presenting preservice teachers with a model of technology integration. Proceedings of SITE. *Association for the Advancement of Computing in Education*, Albuquerque, NM.

Ozogul, G., Stromfors, C., Igoe, A., & Brush, T. (2003, March). Beyond teaching isolated computer skills: modeling technology integration. Proceedings of SITE. *Association for the Advancement of Computing in Education*, Albuquerque, NM.

Ozogul, G. (2002). Educational organizations as learning organizations. Arizona *Educational Research Organization Annual Conference,* Tempe, AZ.

TEACHING

Indiana University, Faculty Member, August 2013- current

R526- Instructional Strategies and Tactics (online)
R521- Instructional Design and Development (residential)
R561- Evaluation and Educational Change Management (online)
R561- Evaluation and Educational Change Management (residential)
R690- Applied Research Methods to IST (online)
R695- Doctoral Research Seminar (residential)
W200- Computers in Education (residential)

AWARDS

Outstanding Faculty Mentor Award, Center of Excellence for Women in Technology (2019)

Faculty Mentor Award Recipient, Graduate and Professional Student Government, Indiana University (2018)

Outstanding Quantitative Manuscript Award Recipient, AECT DDL Division (2017)