

Curriculum Vitae
of
ÖZGE HACIFAZLIOĞLU

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Education

Date from-to	Institution, Program – Degree/Diploma	
2008-2009	Arizona State University, Educational Leadership – Post Doc.	
2000-2006	Marmara University, Educational Administration and Supervision – PhD	
1995-1998	Ankara University, English Language and Literature – Master’s	
1990-1995	Bilkent University, English Language and Literature – Undergraduate	

Membership of Professional Bodies & Executive Duties

ISATT (International Study Association of Teachers and Teaching)

2000- Present Member

2017-2023: Outreach Coordinator – Member of Executive Committee

2009-2017: Country Representative of Turkiye

TURKISH GREEN CRESCENT SOCIETY

2021- 2023: Vice President

ENIRDELM (European Network for Educational Leaders) 2015-Present

ASHE (Association for the Study of Higher Education) 2008-Present

AERA (American Educational Research Association) 2009-Present

EYEDER (Association of Educational Administrators) 2008-Present

Awards

Wheelock College, Boston – U.S. Presidential Visiting Scholar, September 2012

Istanbul Kultur University – Award for Success and Support, December 2014 and February 2016

Istanbul Kultur University – Academic Publication Award, 2015

Bahcesehir University – Post Doctoral Research Support, U.S., 2008-2009

The Scientific and Technological Research Council of Turkey (TUBITAK) – Academic Publication Award, 2007, 2008, 2010, 2011, 2012, 2013, 2014

Bahcesehir University – Academic Publication Award, 2007, 2008, 2010, 2011, 2012, 2013

Bilkent University – Ranked First in the Department of English Language and Literature, 1995

Bilkent University – High honors over six semesters, 1992-1995

Bilkent University – Full scholarship over four semesters, 1992-1995

Present position:

University of California Berkeley, Adjunct Professor, School of Education (July 2023- Present)

University of California Berkeley, Visiting Professor, School of Education (Jan 2022-June 2023)

Professional University Experience

Date from-to	Location	Position	Description
2023- Present 2022- 2023	UC Berkeley	Adjunct Professor Visiting Professor	<i>School of Education</i> Teaching on Graduate Programs <ul style="list-style-type: none"> - Principal Leadership Institute - EdD on Leaders for Equity and Democracy (LEAD) - PhD on School Psychology <i>Researcher</i> <ul style="list-style-type: none"> - Principal Resilience (21CSLA)
2020-2022	Hasan Kalyoncu University	Vice Rector	Internationalization, International Relations Office, Academic Affairs, Student Affairs, Faculty Professional Development, Quality Assurance, Life Long Learning Center, Alumni Relations, Communications and Public Affairs, Arts, Sports and Cultural Events, Campus Life, Institutional Review Board & Pandemic Committee
2018-...	Hasan Kalyoncu University	Professor	Faculty of Education, Department Chair (Educational Administration)
2017-2018	İstanbul Kultur University	Professor	Faculty of Education, Interim Dean (2017-2018); Associate Dean (2013-2017)
2015 -2018	İstanbul Kultur University	Board Member (Chair for SIG)	Center for Women and Gender Studies (Chair for SIG: Research and Publications)
2014 -2018	İstanbul Kultur University	Advisory Board Member	Project Development and Research Office
2014-2018	İstanbul Kultur University	Board Member (SIG)	Strategic Management Board (SIG: Teaching and Learning Special Interest Group)
2013-2017	İstanbul Kultur University	Associate Professor	Faculty of Education, Associate Dean
2011-2013	Bahcesehir University	Associate Professor	Faculty of Educational Sciences, Associate Dean

2006-2008	Bahcesehir University	Assist. Prof.	Faculty of Arts and Sciences, Department of Computer and Instructional Technologies, Department Chair
2006-2008 2010-2013	Bahcesehir University	Program Coordinator	Institute of Social Sciences, Program Director of Master's in Educational Leadership.
2006-2007	Bahcesehir University	Board Member	Strategic Management Steering Committee Member
2000-2006	Bahcesehir University	School of Foreign Languages (Preparatory School)	Assistant Director, Assessment Office Member, Instructor
1999-2000	Beykent University	Preparatory School	Assessment Office Member
1997-1999	Ege University	Preparatory School	Instructor
1996-1997	Ankara University (TOMER)	Preparatory School	Instructor
1995-1997	TOMER (Language School)		Instructor

International Teaching Experience/Visiting Scholar

Institution	Date
Leysin American School, Switzerland	Visiting Scholar – January-February, 2019 August 2019 (Scrumaster Agility Training and Communities of Practice) Visiting Scholar – January-February, 2020
University of Algarve	Erasmus Faculty Visiting Scholar – April, 2016 (10 Days)
Riga Teacher Training and Educational Management Academy	Erasmus Faculty Visiting Scholar – September 2014 (10 days)
Wheelock College, U.S., Boston	Visiting Scholar – August-September, 2013 (1 Month) Wheelock College
Arizona State University, College of Teacher Education and Leadership, U.S., Arizona	Educational Doctorate Program for Educational Leadership and Innovation – 2008-2009
Johannes Gutenberg University, Mainz, Germany	Site/research-oriented Doctorate Study – February, 2003

K -12 Experience and School Development Projects

Served as founding Associate Dean responsible for the establishment of the Faculty of Education at Bahcesehir University (2011-2013) and İstanbul Kultur University (IKU) (2013-2017). Duties included teaching, teacher training, school-faculty collaboration and international partnerships. Also served as the coordinator for "University within the School Program". Served as practice-oriented faculty member in the school roles mentioned below:

- Hasan Kalyoncu University, IB PYP Teacher Education Certificate Coordinator (2020-2021) (In collaboration with IB schools in Istanbul, Ankara and Gaziantep, Turkey)
- ENKA Schools, IB Theory of Knowledge, 2018-2020
- İstanbul Kultur Schools, Family School Synergy School, 2017-2018
- İstanbul Kultur Schools, High School Summer School Project, 2017-2018
- İstanbul Kultur Schools, Science High School Development Project, 2014-2015
- İstanbul Kultur Schools, Pre-school Education (Development Project), 2013-2014
- Bahcesehir School Florya, School within the University Coordinator, 2012-2013
- Bahcesehir University OGAM (Teacher Development, Research and Practice Center), Advisor, Trainer, Program developer, 2010-2013
- Bahcesehir BJK School, Faculty-School Coordinator, 2009-2012
- Innovative Education and Research Center, Advisor, YEGAM, 2009- 2012

Research Projects

1. **Researcher:** "21st Century California Leadership Academy's Principal's Resilience Project", (working with Dr. Chunyan Yang and Dr. Rebecca Cheung), UC Berkeley School of Education, Leadership Programs. (2022-Present)
2. **Primary investigator:** "From Trauma to Resilience: Nurse Parents' Search for Balance between Hospital and Family Lives". The Scientific and Technological Research Council of Turkey (TUBITAK) 1010 COVID 19 Project. Project No: 120K232, June 2020-January 2021

Project description: The purpose of this project is to investigate the ways in which nurse parents search for a balance between their work and family lives and develop recommendations for policy makers to help them maintain balance. The project consists of two phases: First, mixed method was used and nurse parents' search for a balance during Covid-19 was examined from a quantitative and a qualitative perspective. Perceptions of nurse parents were collected through the scales of "resilience" and "work life balance" and the influence of resilience on balance were tested using a structural model design. The qualitative part of the project was based on case study, in which stories of nurses were collected through face-to-face interviews, family focus groups, and observations. Content analysis of the data showed that nurse parents find social factors to be the most intensely experienced risk factors. This was followed by individual and familial risk factors. Protective factors of the nurse parents were hope and a positive perspective; support from spouse is observed under the theme of family protective factors; colleague support is also seen under the theme of social risk factors. Finally, nurse parents appear to practice compensational balance for the majority of time and this is followed by instrumental balance. The second phase of the project focuses on preparing a document of policy recommendations, enabling nurse parents to maintain balance. This part is based on phenomenological design. Results obtained from the first phase of the project were interpreted and a first draft was prepared. This draft was analyzed with nurses invited to participate in focus group discussions and a second draft was prepared. Academics were invited to attend a scientific panel to discuss the draft policy document. A final version of policy recommendations were prepared based on the reflections and contributions shared by the participants.

This is one of the first studies analyzing the lives of nurse parents in the Covid-19 process through an interdisciplinary perspective. This project is expected to contribute to the international scholarship of health care through investigating nurse parents' stories of balance from the basis of resilience during the traumatic Covid-19 period. Short, medium and longer-term policy recommendations were developed from the scientific data obtained from various stakeholders and the document is expected to serve as a basis for further hypothesis of international scientific studies.

3. Lead Researcher: LASER (Leysin American School in Switzerland Educational Research) Research Based Professional Development and Communities of Practice Project PI: Dr. Paul Magnuson.

Project description: The project focuses on the creation of Communities of Practice informed by the work of LAS Educational Research. The project has two dimensions: "Visiting Scholars" and "Resident Scholars". Interviews with Visiting Scholars were conducted and the draft article was prepared with two contributors (PhD student from Mills College & Faculty member from Endicott College, Massachusetts). The project was funded by LAS Educational Research, which hosts a dozen or more international scholars annually in addition to financially supporting the research of eight members of its own faculty (resident scholars), many of whom partner with visiting scholars. Dr. Hacifazlıoğlu has been the lead researcher and author in the visiting scholar program since December, 2018.

4. Researcher: CARA (Council of Academic at Risk) "Promoting Education and Acculturation during Covid-19: The Psycho-social Needs of Syrian Refugee Students in Turkish Schools". (PI: Dr. Rida Anis, Project Advisor: Dr. Clara Calia (Univ of Edinburgh). (2020-2021).

Project description: This study investigates major challenges encountered by Syrian refugee youth in public high schools in Turkey, focusing on three sources of assessment: The refugee students themselves, their parents, and their educators. Based on qualitative interpretive research methodology, twenty-three individual semi-structured interviews were conducted. The study simultaneously hears the voices of the Syrian refugee students as well as those of their parents, teachers, and principals. Making friends with Turkish peers, social integration in school and the host society, discrimination, feeling lonely or even depressed, and other displacement problems are the crucial issues identified by this study. While most of the teachers and principals interviewed focused more on academic problems as the main reason for the deterioration of the majority of Syrian youth's education, refugee students and their parents claimed that the psycho-social challenges are more difficult and thus problematic

For further information see related article published in Cypriot Journal of Educational Sciences (2021).

5. Primary investigator: "The Role of Migration in School Engagement: The Effect of Social Capital, Psychological and Cultural Processes on High School Success". The Scientific and Technological Research Council of Turkey (TUBITAK) 1010 Global Researcher Project. Project No: 112K600, April 2012 – April 2014.

Project description: The project is designed to identify social, psychological, and cultural factors that shape academic engagement of first and second generation immigrant students. The project aims to identify critical demographic and theoretical factors related to academic engagement during high school years in order to illuminate developmental trajectories of a group that is greatly understudied. The project team consisted of researchers from three universities: Prof. Selcuk Sirin from New York University, U.S. served as the Global Researcher.

6. Coordinator, Researcher, and Trainer: "Digital Youth Look". This project was carried out by the leadership of IKU Faculty of Art and Design and arranged in collaboration with the Governorship of Istanbul. The aim of the project was to give a 5-month intensive training program to high school students

and enable them to reflect on their careers through a variety of training and support, March 2016-June 2016. The target group of the project was chosen from the disadvantaged high schools in Kucukcekmece, Istanbul.

7. **Co-Coordinator: “Technology Leadership”.** This project was conducted by the leadership of Istanbul Kultur University Faculty of Education and arranged in collaboration with the District Governorship of Maltepe, Istanbul. The aim of the project was to give a 4-month technology leadership training program to teachers and school administrators, January 2015-July 2015.
8. **Expert, Researcher: “Bridge of Knowledge and Culture: From Hakkari to Istanbul”.** The Scientific and Technological Research Council of Turkey (TUBITAK), Nature and Science Schools Project, June-December 2014.

Project description: This project was carried out in conjunction with Istanbul Kultur University and Kultur Schools with the aim of enabling students to become aware of the facts of “nature, science, art, and culture”. The aim of the project was to provide students with the opportunity to become acquainted with science through active involvement, hands-on activities, and intense group interaction. Furthermore, the project aimed to present the relationship between nature and science in a concrete way with an interdisciplinary approach in order for students to appreciate the harmony between art and various scientific disciplines. The project was based on the philosophy of “team spirit”, “creating a community of practice”, and “interdisciplinary interaction”. Within the objectives of the project, the target group included 40 seventh grade students (20 male and 20 female) and 14 teachers (7 Male and 7 Female) from boarding schools in Hakkari (a disadvantaged city located on the eastern border of Turkey), which were chosen by Hakkari Provincial Directorate of Ministry of Education. Within the scope of the project, not only is students’ awareness toward culture and science supported but also teachers were provided with professional development activities through workshops on issues of “astronomy, effective teaching, mentoring and communication, new paradigms in education and classroom management”.

9. **Expert, Researcher and Moderator: Efficient Education Management Network for Life Long Learning (LLL) in the Black Sea Basin.** Namik Kemal University, European Union (EU) Project, 2013-2014.

Project description: The purpose of this project was to increase the qualifications of school administrators, administrators at local ministries of education and administrators from NGOs in terms of both knowledge and competence in Life Long Learning. Workshops were given to increase the qualifications of administrators, working specifically in fields that may have an influence in the life long process as well as allowing administrators to share their best practices in LLL. The aim was to establish a platform of communities of practice through these workshops so that administrators could share their experiences and best practices as well as develop strategies for life-long learning.

10. **Trainer: Capa Teachers High School, “Teacher Training, Mentoring and Reflective Practice”.** EU Leonardo Project, October, 2012.
11. **Researcher: “Bridge of Science and Love. From Bahcesehir BJK to Batman”.** TÜBİTAK Nature and Science Schools Project, Project No: 111B187, May 2011-Jan 2012.
12. **Investigator: “Women Leaders in Higher Education”.** Arizona State University. College of Teacher Education & Leadership, 2008-2010. (Supervisor: Prof. Christopher Michael Clark).

For further information see related articles published in the Journals:

- *Perspectives in Education (2010a)*
- *Educational Sciences: Theory and Practice (2010b).*

13. Researcher: “Experiments in the Identification of Effective Teachers”. University of California Santa Cruz, New Teacher Center. PI: Michael Strong, Carnegie Foundation, 2006-2008.

For further information see related article published in Journal of Teacher Education (2011).

14. Primary Investigator: “Undergraduate Students’ Expectations of Foundation (Private) Universities”. Bahcesehir Ugur Education Foundation, 2005-2008.

For further information see related article published in Journal of Education and Science (2010).

Plenary Sessions and Panel Talks:

University of California Berkeley, Sesame Colloquium. “*Cultivating Resilience and Balance in Times of Uncertainty: Stories of Faculty Members and Academic Leaders*”. School of Education. (March 2023)

Invisible College “Creating International Communities of Practice” (with Dr. Rebecca Cheung and Dr. Paul Magnuson, San Diego, May 2022)

European Council of International Schools, “Las Educational Research” (with Dr. Paul Magnuson, September, 2020)

Research Based Teacher Professional Development, Hasan Kalyoncu University, Gaziantep (with Dr. Paul Magnuson, 2019)

Anxiety in Adolescents and Super Skills Conference, Opening Remarks, Istanbul Kultur University (May, 2018)

Digital Youth Look, Project Opening Conference, Istanbul Kultur University (March, 2016)

What is it like to be an English Teacher? INGED Conference, Istanbul Kultur University (November, 2014)

Communities of Practice, Opening Speech, International Workshop for History Teachers arranged in Collaboration with “Primary Source NGO” and Wheelock College (Boston), Bahcesehir University, Istanbul (July, 2013)

Creating International Communities of Practice, Wheelock College, Boston, Panel Talk, Global Challenges Conference (June, 2013)

Turkish Educational System: Challenges and Opportunities, Wheelock College, Boston, Plenary Talk, (September, 2012)

Women and Science, Istanbul, Panel Talk, Bahcesehir University, Women Mathematicians Association (February, 2013)

Innovations in Early Childhood Education Conference, Bahcesehir University, Panel Talk (January, 2013)

Association of Private Schools, Terakki K-12 Schools, School Climate Conference, Panel Talk (January, 2012)

Turkish Ministry of Education (MoE), Online Seminar to nationwide K-12 schools, Title of the Talk: School as a Living Setting (MoE, Ankara, May, 2012; June 2013)

Kemerburgaz University, Women in Academia Conference (April 9, 2014).

PUBLICATIONS

Book Chapters Published (International)

Hacıfazlıođlu, Ö., Kuyumcu, I., Kalkavan, B. & Cheung, R. (2023). Traversing waters of uncertainty during Covid: The voices of academic leaders from Turkey. In A. Blair, D. Evans, C. Hughes, M. & M., Knight (Eds.).

International perspectives on leadership in higher education institutions (pp. 237-254). UK: Emerald Publishing.

Hacifazlıoğlu, Ö., Kalkavan, B., Yang, C., Unlu, G. & Gurun, S. (2023). Cultivating teacher resilience through intercultural interaction and collaboration. *Teaching and Teacher Education in International Contexts: ISATT 40th Anniversary Yearbook* (pp. 307-325). C. Craig, J. Mena & R. Kane (Eds.). UK: Emerald Pub.

Magnuson, P., **Hacifazlıoğlu, Ö.**, Carber, S. & Newman, R. (2023). Communities of practice with visiting scholars. *Teaching and Teacher Education in International Contexts: ISATT 40th Anniversary Yearbook* (pp. 235-253). C. Craig, J. Mena & R. Kane (Eds.). UK: Emerald Pub.

Doyran, F. & **Hacifazlıoğlu, Ö.** (2021). In between wellness and excessive entitlement: Voices of faculty members. In T. Ratnam & C. Craig (Eds.) *Understanding excessive teacher and faculty entitlement* (pp. 191-205) UK: Emerald.

Hacifazlıoğlu, Ö., Olson, K., Carlson, D. & Clark, C. M. (2017). "Theory becomes practice in community: Applying community of practice theory to doctoral education". In J. Mena, A. García-Valcárcel, F. J. G. Peñalvo, & M. M. Del Pozo (Eds.), *Search and Research: Teacher Education for Contemporary Contexts* (pp. 847-855). Algarve: University of Algarve Pub.

Hacifazlıoğlu, Ö. & Karadeniz, S. (2011). Survival of the Fittest: Stories of Online Distance Education Administrators in Higher Education. Q. Lin (ed.) *Advancement in Online Education: International Perspectives and Practices*. Nova Pub: New York, U.S.A.

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2008). Lecturers' and Students' Attitudes Towards the Use of Technology In Lectures: No Taboos, More Thinking. J. A. Kentel & A. Short, (eds.). *Totems and Taboos: Risk and Relevance in Research on Teachers and Teaching* (pp. 155-171). Sense Pub: The Netherlands.

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2007). Academics' Perceptions of Private University Establishment Standards and Teaching Quality. In T. Townsend & R. Bates (eds.). *Globalization and Standard: Teacher Education in Times of Change* (pp. 157-179). Springer Press: The Netherlands.

Book Chapters Published (National)

Hacifazlıoğlu, Ö. (2022). Action Researcher in Higher Education: Impressions on Foundation Universities. In H. Simsek (ed.). *Foundation (Private) universities in Turkey: Anatomy of a young sector* (pp. 298-316). Seckin Press: Ankara.

Hacifazlıoğlu, Ö. & Polat, E. (2018). Fundamentals of Educational Technology. In *Introduction to Educational Sciences*. Hali, S. & Tore, E. (eds.) Pegem: Ankara

Bakioglu, A., & **Hacifazlıoğlu, Ö.** (2016). *Quality in Higher Education within the Context of European Union*. Nobel: Ankara.

Hacifazlıoğlu, Ö. (2016) Creativity and Innovation and School Leadership. In: *Educational Leadership*. (283-323). N. Güçlü & S. Koşar (eds). Pegem Pub: Ankara.

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2011). The Process of Mentoring and New Trends. *Mentoring in Education* (pp. 41-73). A, Bakioglu (ed.). Nobel Pub.: İstanbul.

Bakioglu, A. & **Hacifazlıoğlu, Ö.** & Özcan, K. (2011). Influence of Trust in Principals' Mentoring Experiences at Different Career Phases. *Mentoring in Education* (pp.165-182). A, Bakioglu (ed.). Nobel Pub.: İstanbul.

Hacifazlıoğlu, Ö. & Vatanartıran, S. (2012). Group Dynamics and Integration in Classroom Management. *Classroom Management* (pp.45-69) (Ed. İ. Çınar) Ankara: Eğiten Book Pub. ISBN 978-605-5472-71-9.

Articles Published in Refereed Journals (International)

Karahan, S., Parlak, S. & **Hacifazlıoğlu, Ö.** (2022). The Experiences of Mothers of Children with Autism Spectrum Disorder in Searching for Balance Between Work and Family Life. *Education and Science*, 47 (212), 103-120.

Clark, C. M., Olson, K., **Hacifazlıoğlu, Ö.**, & Carlson, D. L. (2021). Community of practice among faculty team-teaching education doctorate (EdD) students: A reflective study. *International Journal of Doctoral Studies*, 16, 379-393.

Anis, R., Calia, C., Demir, O.O. Doyran, F. & **Hacifazlıoğlu, Ö.** (2021). The psycho-social needs of displaced Syrian youth in Turkish schools: A qualitative study. *Cypriot Journal of Educational Sciences*, 16(4), 1602-1615.

Toran, M., & **Hacifazlıoğlu, Ö.** (2020). Imagine the next generation: Multiple voices on childhood experience in Turkey. *Early Child Development and Care*, 124-134.

Tutunis, B., & **Hacifazlıoğlu, Ö.** (2018). The impact of reflective practices of English language teachers on the development of a sense of agency. *Journal of Education and Training*, 6(10), 107-116.

Dimici, K., Seggie, N., **Hacifazlıoğlu, Ö.** & Caner, A. (2017). Challenges of the professionalization of department heads in higher education: A case study in Turkey. *Education and Science*, 41(184), 131-146.

Hacifazlıoğlu, Ö., & Oztabak, M. (2016). Maintaining balance in the new culture: Stories of immigrant female youth and mothers. *The Anthropologist*, 23(3), 579-589.

Turktan, S., **Hacifazlıoğlu, Ö.** & Ozisik, C. (2017). Student teachers' perspectives on teaching profession out of a multigrade classroom site visitation. *Journal of Education for Life*, 31(1), 125-142

Oztabak, M., Ozisik, C., **Hacifazlıoğlu, Ö.** (2015). Journey of science and culture from Hakkari to Istanbul: Reflections of teachers. *Cypriot Journal of Educational Sciences*, 10(1), 40-52.

Gumuseli, A. İ., **Hacifazlıoğlu, Ö.** & Cakmak, E. (2014). Student teachers' perceptions of bullying at schools. *The Anthropologist*, 18(3): 941-948.

Sirin, Ç., **Hacifazlıoğlu, Ö.** & Sirin, S. (2014) Immigration and academic achievement: The effects of socio cultural and demographic factors. *Cypriot Journal of Educational Sciences*, 9(1), 57-75.

Zengin, B. & **Hacifazlıoğlu, Ö.** (2013). Profile of preparatory school administrators at universities. *Cypriot Journal of Educational Sciences*, 8(3), 351-360.

Karadeniz, S. & **Hacifazlıoğlu, Ö.** (2013). Turning utopias into utopias: Technology stories from low socioeconomic schools. *Hacettepe University Journal of Education*, 28(1), 211-222.

Simsek, H. & **Hacifazlıoğlu, Ö.** (2012). Interdisciplinary New University: A model for faculties of arts and sciences in Turkey. *Educational Sciences: Theory and Practice*, 12(2), 731-749.

Strong, M., Gargani, J. & **Hacifazlıoğlu, Ö.** (2011). Identifying effective teacher attributes and effective classroom management strategies from the thin slices of teacher behavior. *Journal of Teacher Education*, 62(4), 362-387.

Hacifazlıoğlu, Ö. (2010a). Balance in academic leadership: Voices of women leaders from Turkey and the U.S. *Perspectives in Education*, 28(2), 51-63.

Hacifazlıoğlu, Ö. (2010b). Entry and transition to academic leadership: Experiences of women leaders from Turkey and the U.S. *Educational Sciences: Theory and Practice*, 10(4), 2221-2273.

Bakioglu, A. **Hacifazlıoğlu, Ö.** & Ozcan, K. (2010). Influence of trust in principals mentoring experiences at different career phases. *Teachers and Teaching: Theory and Practice*, 16(2), 245-258.

Hacifazlıoğlu, Ö. Ozdemir, N. & Uzunboylu, H. (2010). Social responsibility model as a means of self-inquiry in the career journey of a teacher. *Journal of Psychology in Africa*, 20(3), 453-463.

Hacifazlıoğlu, Ö. & Ozdemir, N. (2010). Undergraduates' expectations of foundation universities: Recommendations for university administrators. *Education and Science*, 35(155), 118-131.

Gumuseli, A. I. & **Hacifazlıoğlu, Ö.** & Dalgic, G. (2010). La Transición Hacia Un Nuevo Escenario Académico: Historias Narrativas De Académicos Extranjeros Que Trabajan En Universidades Turcas [Transition to a New Academic Setting: Narrative Stories of Foreign Academics Working at Turkish Universities]. *Revista de curriculum y formación del profesorado*, 14(3), 99-116.

Gumuseli, A. I. & **Hacifazlıoğlu, Ö.** (2009). Globalization and conflict management at schools. *Cypriot Journal of Educational Sciences*, 4(1), 183-198.

Ozdemir, N. & **Hacifazlıoğlu, Ö.** (2008) Influence of family and environment on students' occupational choices and expectations from their prospective universities. *Social Behaviour and Personality*, 36(4), 433-446.

Ozdemir, N. **Hacifazlıoğlu, Ö.** & Sanver, M. (2006) Influence of instructors in enhancing problem solving skills of administrative and technical staff candidates. *The Journal of American Academy of Business*, Cambridge, 10(1), 331-339.

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2010). Male and female undergraduate students' perceptions of integration: Pessimism versus Hope. *Cypriot Journal of Educational Sciences*, 5, 130-141.

Selected Papers Presented in International Conferences

Rosenthal, L., **Hacifazlıoğlu, Ö.**, Cheung, R. & Perry, K. (2023). Learning Together, Leading Together: Interprofessional Preparation as a Practice for Interdisciplinary Collaboration, American Educational Research Association (AERA), Chicago, April 13-16.

Rosenthal, L., **Hacifazlıoğlu, Ö.**, Fleischman, G. & Santos, S. (2022). Leading Systems You Aim to Transcend: Preparing for "Good Trouble" in an Unjust World. University Council for Educational Administrators (UCEA) Annual Convention, Seattle, November 16-19.

Stomski, M., Ballard, A., Yang, C., Cheung, R. & **Hacifazlıoğlu, Ö.** (2022). Risk and Resilience During the COVID-19 Pandemic: Voices from Principals. University Council for Educational Administrators (UCEA) Annual Convention, Seattle, November 16-19.

Rosenthal, L., Cheung, R., Perry, K. & **Hacifazlıoğlu, Ö.** (2022). We're in It Together: Interprofessional Preparation as a Precursor to Interdisciplinary Collaboration in Schools. University Council for Educational Administrators (UCEA) Annual Convention, Seattle, November 16-19.

Magnuson, P. & **Hacifazlıoğlu, Ö.** (2020). Communities of Practice through Visiting Scholars, *Research Informed Practice in Education (RIPE) Conference*, France, June 30.

Doyran, F. & **Hacifazlıoğlu, Ö.** (2019). Faculty Well Being. *ISATT 19th Biennial Conference* Lucian Blaga University, July 1-6

Erdemet, F. & **Hacifazlıoğlu, Ö.** (2018). School Leaders Against the Tide of Innovation. *International Conference on Teacher Education. ISATT regional conference*. Kazan Federal University, Tataristan.

Hacifazlıoğlu, Ö., Olson, K., Carlson, D., & Clark, C. M. (2017). Theory as a Guide to Faculty Development. *ISATT 18th Biennial Conference on Teachers and Teaching*, University of Salamanca, Spain, July 3-7.

- Tutunis, B., & **Hacifazlıoğlu, Ö.** (2017). The Impact of Reflective Practices of English Language Teachers on the Development of a Sense of Agency. *ISATT 18th Biennial Conference on Teachers and Teaching*, University of Salamanca, Spain, July 3-7.
- Toran, M., & **Hacifazlıoğlu, Ö.** (2017). Dream versus Reality: Voices of Preschool Teachers on the Professionalization in Turkey, *69th World Assembly and International Conference (OMEP)*, Opatija: Croatia. June 19-24.
- Hacifazlıoğlu, Ö.** & Aksu, M. (2015). Leadership in the Future's Schools. *ENIRDELM (European Network for Educational Leaders) Conference*, Malaheid, Ireland, September 17-19.
- Hacifazlıoğlu, Ö.** & Oztabak, M. (2015). Improving School Capacity for Immigrant Students. *ENIRDELM (European Network for Educational Leaders) Conference*, Malaheid, Ireland, September 17-19.
- Hacifazlıoğlu, Ö.** (2015). Resilient School Administrators in Challenging Schools: Stories of courage, balance and hardwork, *The Fifteenth International Conference on Knowledge, Culture and Change in Organizations*, University of California, Berkeley, February 17-20.
- Hacifazlıoğlu, Ö.**, Oztabak, M. & Sirin, S. (2014). Maintaining balance in the new culture: Stories of immigrant female youth and mothers. *ENIRDELM (European Network for Educational Leaders) Conference*, Vantaa, Finland, September 18-20.
- Karairmak, O., **Hacifazlıoğlu, Ö.** & Sirin, S. (2014). Psychometric properties balanced integration and differentiation scale: Reliability and validity study in an adolescence population. *14th Biennial Conference of the European Association for Research on Adolescence*, Çeşme, September 3-6.
- Hacifazlıoğlu, Ö.**, Sirin, S., Karairmak, O., Oztabak, M., Cetin, K. (2014). In Between Two Cultures: Stories of Immigrant Students. *21st Century Academic Forum*. Harvard University, March 18-20.
- Hacifazlıoğlu, Ö.** (2013) Diaries as a Means of Reflection: School Administrators in Practice. *ISATT 16th Biennial Conference*, Ghent University, Belgium, July 2-5.
- Varol, M. & **Hacifazlıoğlu, Ö.** (2012) Foreign Teachers Perceptions of Administrative Challenges at Turkish Schools. *ENIRDELM Conference*, Antalya, May 15-17.
- Karadeniz S. & **Hacifazlıoğlu, Ö.** (2012) School Administrators Turning Dystopias into Utopias, *International Conference on e-Learning in the Workplace*, Columbia University, New York, June 13-15.
- Gumuseli, A., **Hacifazlıoğlu, Ö.** & Çakmak, E. (2012). Bullying in Schools. *International Congress of Educational Research*, Yıldız Technical University, Istanbul, May 4-7.
- Hacifazlıoğlu, Ö.**, Karadeniz, S., Dalgic, G. (2011). A First Time Journey into Teaching: Hearing the Voices of Student Teachers Through Reflective Journal. *15th Biennial of the International Study Association on Teachers and Teaching*, University of Minho, Braga, Portugal, July 5-8.
- Hacifazlıoğlu, Ö.** (2010). Establishing Leadership Identity in the Challenging Journey of Leadership, *Gender, Work and Organization Conference*, Keele University, Manchester, June 21-23.
- Strong, M. & **Hacifazlıoğlu, Ö.** (2010). Identifying Effective Teachers. *World Comparative Education Conference*, Bogaziçi University, İstanbul, July 14-18.
- Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2007). Lecturers' and Students' Attitudes Towards the Use of Technology in Lectures: No Taboos, More Thinking, *ISATT 13rd Biennial Conference*, Brock University, Canada, July 5-9.

Hacifazlıoğlu, Ö., Sacli, O. A. & Yengin, I. (2007). Lecturers Attitudes Towards the Use of Technology: Alternative Strategies for Faculty Administrators". *7th International Educational Technology (IETC) Conference, Cyprus, May 3-5.*

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2006). Impact of Globalization on Higher Education from the Basis of Integration, *ICET World Assembly, Fortaleza, Brazil, July 15-20.*

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2004). Academics' Perceptions of Private University Establishment Standards and Teaching Quality. *ICET World Assembly, Hong Kong, 13-17 July.*

Bakioglu, A. & **Hacifazlıoğlu, Ö.**, Özcan, K. (2003). Influence of Mentors on Principals' Career Phases. *ISATT (International Study Association on Teachers and Teaching) 11st Biennial Conference, University of Leiden, The Netherlands, June 27-July 1.*

Ozdayi, N. **Hacifazlıoğlu, Ö.** & Akdag, B. (2002). Evaluation of Teachers' Perceptions Towards Supervisors' Supervising Process. *1st International Education Conference, Eastern Mediterranean University, Famagusta, Cyprus, May 8-10.*

Hacifazlıoğlu, Ö., Atai, İ. & Besbelli, F. (2002). No More Exams or Tests but Portfolios. *7th Middle East Technical University ELT Convention, May 23-25.*

Bakioglu, A. & **Hacifazlıoğlu, Ö.** (2001). Influence of Policy on Academics' Career Development. ISATT (International Study Association on Teachers and Teaching) 10th Biennial Conference. *Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities.* University of Algarve, Faro, Portugal, September 21-25.

Selected Articles Published in Refereed Journals (National)

Dinler, C. & **Hacifazlıoğlu, Ö.** (2020). Syrian Refugee Children's School Transition Process: Experiences of teachers and school administrators in Tekirdag. *Anemon Mus Alparslan University Journal of Social Sciences, 8(6), 1717-1728.*

Hacifazlıoğlu, Ö., Karairmak, O., & Oztabak, M. (2015). Family profiles of high school students in the context of immigration and their academic success. *Istanbul University, Journal of Hasan Ali Yucel Faculty of Education, 12-2(24), 81-97.*

Karairmak, O., **Hacifazlıoğlu, Ö.** & Sirin, S. (2014). Psychometric properties balanced integration and differentiation scale: Reliability and validity study in an adolescence population. *Istanbul University, Journal of Hasan Ali Yucel Faculty of Education, 11(22), 237-257.*

Susmak, M. & **Hacifazlıoğlu, Ö.** (2013). Teachers' views on the necessary qualities that should be possessed by pre -school administrators. *Adiyaman University Journal of Social Sciences. 6(13), 205-226.*

Oktay Gurocak, E. & **Hacifazlıoğlu, Ö.** (2012). Preschool education teachers' perceptions of their administrators' instructional leadership behaviours. *International Journal of Human Sciences, 9(2), 319-338.*

Bingul, M. & **Hacifazlıoğlu, Ö.** (2011). Primary school teachers' tendencies towards being school administrators. *International Journal of Human Sciences, 8(1), 860-881.*

Hacifazlıoğlu, Ö., Karadeniz, S. & Dalgic, G. (2011). Validity and reliability study of technological leadership self-efficacy scale for school administrators. *Educational Administration: Theory and Practice, 17(2), 145-166.*

Cetin, M. & **Hacifazlıoğlu, Ö.** (2004) Academics' conflict management styles. *Dogus University Journal, 5(2), 155-162.*

Bakioglu, A. & Hacifazlıoğlu, Ö. (2000) Inspectors and mentoring. *Marmara University Journal of Faculty of Education*, 12, 39-52.

Kurugoglu, N. V. & Hacifazlıoğlu, Ö. (2011). Decision making at Armenian minority primary schools. *Kirsehir Journal of Faculty of Education*, 12(3), 235-253.

In Service Trainings and Seminars Presented

Dr. Hacifazlıoğlu has actively sought to present seminars and workshops to students, teachers, school administrators, and parents for more than 10 years both within private and public K12 schools. She has given more than 100 seminars and workshops in various parts of Turkey as well as Europe and the United States. Some of these are presented below:

MEF Schools “Developing Resilience as a Teacher and an Administrator” (April, 2021)

MEF Schools “Maintaining Balance as a Teacher” (March, 2020)

Enka Schools Seminar “Maintaining Balance as a Teacher” (February, April, 2019)

Tekirdag School Administrators, “Technology Leadership” & “Work-Life Balance” (October 2014) (Target audience: School leaders)

Izmir Saint Joseph High School, “My Career Journey” (April, 2013) (Target audience: Students)

Enka Schools, Adapazarı, “Career and Balance” (January, 2014) (Target audience: Students)

Kultur K-12 Schools Parent School Seminar Series (2013) (Target audience: Parents)

Tekirdag, Çerkezkoy, Buyukcekmece; Local Ministries of Education, “Reflective Practice and Mentoring” (2010 - 2013) (Target audience: School leaders)

Batman, Van, Bursa, İzmir, Aydın; Local Ministries of Education, Seminar Series in collaboration with Bahcesehir K-12 schools (2010-2013) (Target audience: School leaders; School Counsellors; Teachers; Students; Parents)

Siemens Academy Seminars (2006-2008) (Target audience: Students)

COURSES TAUGHT (USA AND EUROPE)

UNIVERSITY OF CALIFORNIA, BERKELEY: BERKELEY SCHOOL OF EDUCATION

- **EDUC 278D**, “Research Design and Methodology” (2022-2023 Spring): Educational Doctorate, Leaders for Equity and Democracy (LEAD) (co-teaching with Dr. L. Rosenthal)
- **EDUC 217**, “Methods in Educational and Psychological Research” (2022-2023 Spring): PhD in the School Psychology Program
- **EDUC 271G**, “Research Methods in Educational Leadership & Qualitative Methods” (2022-2023 Fall): Educational Doctorate, Leaders for Equity and Democracy (LEAD) (co-teaching with Dr. L. Rosenthal)
- **EDUC 215**, “Socialization Processes within the Family” (2022-2023 Fall): PhD in the School Psychology Program
- **EDUC 213**, “School Based Consultation” (2022-2023 Fall): PhD in the School Psychology Program
- **EDUC 217**, “Methods in Educational and Psychological Research” (2021-2022 Spring): Educational Doctorate, Leaders for Equity and Democracy (LEAD) & PhD in the School Psychology Program

- **EDUC 262C**, “Personnel Administration in School Systems and Social Organizations” (2021-2022 Spring) Master’s in Educational Administration at Principal Leadership Institute (PLI) (co-teaching with Dr. Green)
- **EDUC 272B**, “School Data Analysis for Principals”. (2021-2022 Summer) (PLI) Teaching duties are inclusive of other activities including mentoring sessions and attending meetings/orientations, etc. (co-teaching with Dr. Green)

ARIZONA STATE UNIVERSITY: EDUCATIONAL LEADERSHIP AND INNOVATION (EdD)

- **Course Name: “Introduction to Inquiry” and “Dynamic Contexts of Education and Action Research”** (co taught with C. Clark, K. Olson & D. Carlson) (2008-2009 Fall Semester) (**Face-to-face and online combined-hybrid**)

TEL 702 Dynamic Contexts of Education and TEL 712 Mixed Methods of Inquiry (6 credits total): These courses are the first of three six-hour block courses. They help students to understand their context/community, develop a focus statement, learn how to conduct action research, construct and implement an intervention that seeks to make a positive change in students’ local setting, design and implement a research methodology, understand various learning/motivational theories including communities of practice, and learn research literacy. These courses help students plan for the beginning of their first cycle of action research and lead to the completion of the cycle in future semesters.

The team-teaching experience is documented in the following article: Clark, C. M., Olson, K., Hacifazlıoğlu, O., & Carlson, D. L. (2021). Community of practice among faculty team-teaching education doctorate (Ed.D.) students: A reflective study. *International Journal of Doctoral Studies*, 16, 379-393.

<https://doi.org/10.28945/4775>.

- **Arizona State University:** Educational Leadership and Innovation EdD Program.
Course Name: “Innovation in Teaching and Learning” & “Mixed Methods” (co taught with T. Foulger and D. Zombo) (2008-2009 Spring Semester) (6 credits) (Two courses combined as one) (**Face-to-face and online combined-hybrid**)

This course is the second of three six-hour block courses for students in the Ed.D. in Leadership and Innovation. Implementation of an action research study in an educational organization develop students’ research skills and theoretical understanding of human learning with an emphasis on learning in communities. The course orients students to action research, expands their knowledge theories as well as building methodological skills. Students gain perspectives about their work environment, define an area of inquiry, view the context through learning/motivational theories, determine an innovative to improve their practice, and develop research questions that guide their innovation and help them to understand the impact of the innovation. Students are expected to serve as active members of Communities of Practice in the EdD program while taking a lead role for creating CoP at their school settings. Students are also expected to keep diaries, which serve as a mirror for self-reflection and group-reflection sessions at the beginning of each class every week.

TEL 703: Innovation in Teaching and Learning: Development and psychological processes of human cognition, motivation, and performance applied to cognitively diverse, English language learners, adult professional development.

TEL 712: Mixed Methods of Inquiry: Methods for combining qualitative and quantitative inquiry in action research, evaluation, and data based decision making.

WHEELOCK COLLEGE, BOSTON

Seminars for undergraduate and graduate students (Leadership, Psychology & Early Childhood Education) (September, 2012)

CYPRUS, NEAR EAST UNIVERSITY

- **Course Name:** Technology Management at Schools (Master's)
- **Course Name:** Instructional Methods and Principles

RIGA TEACHER TRAINING AND EDUCATIONAL MANAGEMENT ACADEMY

Master Program (As a part of Erasmus teaching mobility I gave 6 seminars within the master program): "Balance in Leadership", "In Between Two Cultures: Stories of Immigrant children and their families", "Transition to a New Culture", "Technology Leadership", "Community Leadership" and "Diaries as a means of Reflection".

UNIVERSITY OF ALGARVE, FARO, PORTUGAL

Seminars for undergraduate and graduate students: "Balance in Leadership", "In Between Two Cultures: Stories of Immigrant children and their families".

COURSES TAUGHT IN TURKISH UNIVERSITIES:

PhD Courses Taught (2016-2019)

- **Course Name:** Qualitative Methods (PhD Students in Counselling and Psychological Guidance, Special Education & Early Childhood Education) (2018-2019 Fall; 2018-2019 Spring; 2019-2020 Fall; 2019-2020 Spring) Hasan Kalyoncu University, Gaziantep, Turkey
- **Course Name:** Advanced Research Methods (PhD Students in Educational Administration) (2018-2019 Fall) (Okan University, Istanbul Turkey)
- **Course Name:** Qualitative Methods (PhD Students in Educational Administration) (2018-2019 Spring) (Okan University, Istanbul, Turkey)
- **Course Name:** Educational Policy and Leadership (PhD Students in Educational Administration and Supervision) (2018-2019 Spring) (Marmara University, Istanbul Turkey)

Master's Courses Taught in Educational Leadership Program (2006-2015)

- **Course Name:** Educational Leadership
- **Course Name:** Strategic Management at Schools
- **Course Name:** Special Topics in Education
- **Course Name:** Research Methods
- **Course Name:** Educational Systems in European Countries
- **Course Name:** School Development
- **Course Name:** Introduction to Management
- **Course Name:** Professional Development (for teachers and school administrators) (Notions of mentoring and reflective practice forms the basis of this course)

Under Graduate Courses Taught (2006-2015)

- **Course Name: Instructional Methods and Principals** (Under Graduate: Department of Computer and Instructional Technologies; Early Childhood Education; English Language Teaching; Counselling and Psychological Guidance)
- **Course Name: Classroom Management** (Under Graduate: Department of Computer and Instructional Technologies; Early Childhood Education; English Language Teaching; Counselling and Psychological Guidance)
- **Course Name: Community Service Practices** (Under Graduate: Department of Computer and Instructional Technologies; Early Childhood Education)

- **Course Name: Career Planning** (Under Graduate: Department of Computer and Instructional Technologies; Early Childhood Education)
- **Course Name: Introduction to Teaching** (Under Graduate: Department of Computer and Instructional Technologies; Early Childhood Education; Counselling and Psychological Guidance)

Editorship:

Dr. Hacifazlıođlu serves on the editorial board of the journal of *Research on Educational Administration and Leadership*. She served as the associate editor for *Journal of Education for Life*, *Wheellock International Journal of Children, Families, and Social Change*, and *Journal of Pedagogical Research*. She has also served as a referee for international journals such as *Teaching and Teacher Education*, *Studies in Higher Education*, and *Journal of Psychology in Africa*.

Selected Articles Published in Turkish Newspapers:

- "Turkish Professor in Berkeley" *Hürriyet Newspaper*, June 2023.
- "Developing Resilience and Maintaining Balance" *Hürriyet Newspaper*, May 2020
- "15 Recommendations to Parents". *Hürriyet Newspaper*, September 2019.
- "My Experience as a Scholar at Leysin American School in Switzerland". *Hürriyet Newspaper*, February 2019.

Hobbies

Skiing, Windsurfing and Pilates.