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| **Personal Information:** | |
| **Surname/Name** | BULDU, Elif |
| **Date of Birth** | 02/02/1987 |
| **Address** | TED University, Faculty of Education |
| **Phone** | 05057688675 |
| **E-mail** | elif.buldu@tedu.edu.tr |

**Educational Degrees:**

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| **Degree** | **Department** | **University** | **Year** | **Thesis Titles** |
| Post-Doc (Visiting Scholar) | Graduate School of Education, Project Zero | Harvard University, Cambridge, USA | 2022- 2023 | Pedagogy of Play (PoP) Project |
| Ph.D. | Early Childhood Education | Middle East Technical University, Ankara, Turkey | 2014- 2018, July | Changes in teachers’ practices of building democratic values in preschool settings  through pedagogical documentation, Thesis Advisor: Dr. Refika OLGAN, Middle East Technical University, Ankara, Turkey |
| Master’s  Degree | Early Childhood Education | Middle East Technical University, Ankara, Turkey | 2014, Sep. | An analysis of the effectiveness of quality indicators in early childhood education on  subsequent science competency on a cross-country and Turkish case basis, Thesis Advisor: Dr. Refika OLGAN, Middle East Technical University, Ankara, Turkey |
| Scientific Preparation | Early Childhood Education | Middle East Technical University, Ankara, Turkey | 2011-2012 |  |
| Bachelor’s  Degree | Science Teacher Education | Pamukkale Uni., Denizli, Turkey | 2009, June |  |

**Work Experiences:**

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| **Job Title** | **Place** | **Years** |
| Assist. Prof. Dr. | TED UNIVERSITY | 2021-Cont. |
| Post-Doc | HARVARD UNIVERSITY | 2022-2023 |
| Research Assist. | MIDDLE EAST TECHNICAL UNIVERSITY | 2012-2018 |

**Publications & Proceedings**

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| **A. Articles Published in Journals Scanned by SSCI** | | |
| **A1.** **Buldu, E**. & Buldu, M. (2021). Investigating pre-service early childhood teachers' cPCK and pPCK on the knowledge used in scientific process through CoRe. *Sage OPEN,* *11*(2), 357-362.  **A2.** Yılmaz, A., Şahin, F., Buldu, M., Ülker-Erdem, A., Ezmeci, F., Somer, B., Aydos, H., **Buldu, E**., Ünal, H. B., Aras, S., Buldu, M., & Akgül, E. (2021). An examination of turkish early childhood teachers’ challenges in using pedagogical documentation. *Early Childhood Education Journal, 49,* 1047-1059.  **A3.** **Buldu, E**. & Olgan, R. (2021). Changes in Turkish early childhood teachers’ assessment practices: Exploiting pedagogical documentation. *Education and Science, 46*(208), 55-77.  **A4.** **Buldu, E.** & Buldu, M. (2023). Talking over children’s drawings about their favorite play times: How do children describe their play. *Child Development and Care, 193*(6), 810-823.  **A5.** **Buldu, E.** (2023). Cross-cultural exploration of playful learning: a comparative case study on traditionally educated parents from Turkey and the USA. *Children’s Geographies*. (Under Review). | | |
| **B. Articles Published in International (ESCI) & National Journals**  **B1. Buldu, E**., & Olgan, R. (2018). Examining differences between scores on science literacy skills from the viewpoint of certain indicators: Results of PISA-Turkey. *International Journal of Human Sciences, 15*(3), 1453- 1465.  **B2.** **Buldu, E**., & Olgan, R. (2020). The link between structural quality indicators in early childhood education and PISA science literacy skills: A cross-country comparison. *Necatibey Faculty of Education Electronic Journal of Science and Mathematics Education*, *14*(1), 186- 216.  **B3**. **Buldu, E**. (2020). Investigating parents’ perspective on environmental issues: What they do and know to be a model for their children. *Başkent University Journal of Education, 7*(2), 355- 362.  **B4**. **Buldu, E**., Özer, A., & Çalışkan, G. (2021). The investigation of stakeholders’ opinions about inclusive education in early childhood in Turkey: A literature review. *Journal of Early Childhood Studies*, *5*(2), 618-642.  **B5**. **Buldu, E**. (2022). Playful learning in teacher education: “Role-playing” as an extension of dramatic play. *International Journal of Play, 11*(4), 1-6.  **B6. Buldu, E.** (2022). Understanding the value of play: Recasting playful learning by early childhood teachers. *Open Journal for Educational Research, 6*(1), 57-68.  **B7. Buldu, E.** (2023). The change of preservice ECE teachers’ self-confidence in teaching science through teaching practice course. *Ankara University Journal of Education Faculty, 56*(1), 283-314.  **B8. Buldu, E.** & Öneren-Şendil, Ç. (2022). A critical point about early childhood assessments: Validity and reliability issues in teachers’ formative assessment. *Yaşadıkça Eğitim, 37*(1), 253-268*.*  **C. Projects and Awards**  **C1.** **Buldu, E.** (01/06/2014 - 31/05/2017-NATIONAL). Effectiveness of Pedagogical Documentation in Understanding, Supporting and Improving Learning and Teaching in Early Childhood Learning Environments  (TUBITAK 1001- Scientific and Technological Research Council of Turkey) Project, Scholar, Ankara, Turkey.  **C2.** **Buldu, E.** (2022-2023- NATIONAL). Investigating the process of cooperation between parents and teachers on how children are supported at school and out of school, providing learning through play: What do parents believe and how do they support their children. (TUBITAK 2219- Post-Doctorate). Visiting scholar, Ankara Türkiye).  **D. National Book Chapters:**  **D1.** **Buldu, E.** (2018). Uygulanmış Etkinlik Örnekleriyle Bebeklik Döneminde Eğitim. Şenil Ünlü Çetin. (Ed.) *Bebeklik Döneminde Ölçme ve Değerlendirme* [Assessment and evaluation during infancy] (pp. 133-156). Ankara: Nobel Yayınları, ISBN:978-605-320-993-5.  **D2.** **Buldu, E.** (2019). Erken çocukluk fen eğitiminde temel konular ve güncel yaklaşımlar*.* Şenil Ünlü Çetin. (Ed.) In *Bilimsel süreç becerileri* [Scientific process skills in early childhood education] (pp. 19- 34). Ankara: Nobel Yayınları, ISBN: 978-605-033-133-2.  **D3. Buldu, E.** (2020). Erken çoculuk döneminde fen eğitimi. Çocuğun keşif yolculuğu. Gonca Yılmaz (Ed.) In *Erken çocukluk dönemi fen eğitiminde yöntem ve teknikler* [Methods and techniques in early childhood science education] (pp. 168-198). Ankara: Nobel Yayınları, ISBN: 978-605-033-232-2.  **D4.** **Buldu, E**. & Buldu, M. (2021). Erken çocukluk döneminde eğitim yaklaşımları. Feyza Tantekin-Erden & H. Özlen Demircan (Ed.) In *Reggio Emilia Yaklaşımı* [Reggio Emilia approach] (s.145-168). Ankara: Eğiten Kitap, ISBN: 978-625-7527-93-4.  **D5.** **Buldu, E.** (2022).Erken Çocukluk Döneminde Dijital Teknoloji: Uygulamalar, Araştırmalar ve Eğilimler. Dilek Altun & Feyza Tantekin Erden (Ed.) In *Yaratıcı dramada BİT destekli uygulamalar ve çevrim içi ortamlar,* [IT supported applications and online environments in creative drama]. Ankara: Eğiten Kitap, ISBN: 978-625-427-146-5.  **D6.** Olgan, R. & **Buldu, E.** (2023). Erken çocuklukta bilim eğitimi: Nasıl kolaylaştırabilirim? Ayperi Sığırtmaç & Melek Merve Yılmaz (Ed). *Çocuk ve Çevre* [Child and Environment]. Nobel Yayınevi.  **E. International Conference Papers** | | |
| **E1.** Yılmaz, A., Uğurlu-Şahin, F., Buldu, M., Ulker-Erdem, A., **Buldu, E**., & Unal, H. B. (2015). Using documentation as a teaching tool in Turkish early childhood programs. Paper presented at EECERA, Barcelona, Spain.  **E2.** **Buldu, E**., Alan, H. A., & Olgan, R. (2016). Pre- and in-service early childhood teachers’ views about education of children with special needs. Paper presented at Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, USA.  **E3.** **Buldu, E**. & Buldu, M. (2017). Pre-service early childhood education teachers’ views about their professional development after their student teaching experience. Paper presented at 5. Uluslararası Okul Öncesi Eğitim Kongresi, Ankara, Turkey.  **E4.** Buldu, M., & **Buldu, E.** (2017). The investigation of pre-service student teachers’ confidence on using assessment techniques while evaluating young children. Paper presented at 5. Uluslararası Okul Öncesi Eğitim Kongresi, Ankara, Turkey.  **E5.** **Buldu, E**. & Tantekin-Erden, F. (2018). Underpinning in-service early childhood teachers’ teaching practices through learning theories. Paper presented at EJER, Antalya, Turkey.  **E6. Buldu, E**. & Olgan, R. (2018). Creating a learning environment in which a sense of belonging is supported through pedagogical documentation. Paper presented at EECERA, Budapest, Hungary.  **E7.** **Buldu, E.** (2018). The investigation of children’s misconceptions about environmental issues through documentation panels. Paper presented at OMEP, Prague, Czech Republic  **E8.** **Buldu, E.** (2023). Looking into parents' perspectives on playtimes outside of school: how they view the value of play. Paper presented at EJER, Ankara, Turkey. | |  |
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**F. National Conference Papers**

**F1. Buldu, E.,** Demircan, H. Ö., & Olgan, R. (2012). Kırsal Bölgelerden göç eden ebeveynler ile Ankara’da yetişen ebeveynlerin aile katılımı görüşlerinin kuşaklararası incelemesi [The intergenerational analysis of parent involvement views of rural immigrants and parents raised in Ankara]. VII. Ulusal Çocuk Kültürü Kongresi. Okul Kültürü ve Çocuk, Ankara, Turkey. ISBN: 978-605-136-139-0, Ekim 2014, Ankara

**F2.** **Buldu, E.,** & Olgan, R. (2015). Okul öncesi eğitiminde kalite değişkenleri ile ülkelerin PISA fen okur-yazarlık düzeyleri arasındaki ilişkinin incelenmesi. [Examining the relationship between quality variables in preschool education and PISA science literacy levels of countries]. 25. Ulusal Eğitim Bilimleri Kongresi. Niğde, Turkey.

**Teaching Experiences**

* Teaching Practices I & II
* Science in Early Childhood Education
* Assessment in Early Childhood Education
* Family, School, and Society
* Instructional Principles and Methods in Early Childhood Education
* Learning Approaches in Education
* Parent Involvement in Early Childhood Education
* Creative Drama in Education
* Creative Drama in Early Childhood Education
* Art in Early Childhood Education

**Certificates**

* Creative Drama (Degrees from basic level, second level, third level, forth level, fifth, and sixth level)

**Memberships on Scientific and Professional Institutions**

* EPDAD Öğretmenlik Eğitim programları Değerlendirme ve Akreditasyon Derneği [EPDAD Teacher Education Programs Evaluation and Accreditation Association](Assessor)