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Polis Akademisi
Yabancı Diller ve Türkçe Öğretimi Bölümü
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Uzmanlık Alanları

Eğitim Programları ve Öğretim, İngiliz Dili Öğretimi, Öğretmen Mesleki Gelişimi

Eğitim

Doçent, Eğitim Programları ve Öğretim, ÜAK	2023
Doktora, Eğitim Programları ve Öğretim, Ankara Üniversitesi	2018
Yüksek Lisans, Eğitim Programları ve Öğretim, Ankara Üniversitesi	2011
Lisans, İngilizce Mütercim Tercümanlık, Hacettepe Üniversitesi	2004
Pedagojik Formasyon, Eğitim Fakültesi, Hacettepe Üniversitesi	2004

Deneyim

Öğretim Üyesi, Polis Akademisi, YDTB	2023-Halen
Eğitim Programları ve Öğretim Uzmanı, TED Üniversitesi, Öğretme ve Öğrenme Merkezi	2018-2023
İngilizce Öğretim Görevlisi, THK Üniversitesi, Yabancı Diller Bölümü	2011-2018
İngilizce Öğretim Görevlisi, TOBB ETÜ, Yabancı Diller Bölümü	2006-2011
İngilizce Öğretim Görevlisi, Anadolu Üniversitesi, Yabancı Diller Bölümü	2004-2006

Verdiği Dersler

Genel İngilizce, Akademik İngilizce, Mesleki İngilizce, İngilizce Ders Kitabı İncelemesi, İngilizce Öğretiminde Materyal Tasarımı, Eğitim Felsefesi

Eserler

Kitaplar ve Kitap Bölümleri

Bayram, İ. (2023). *English for Police I*. Polis Akademisi Yayınları.

Bayram, İ., & Canaran, Ö. (2023). Payoffs and pitfalls of reflective practice as perceived by novice EFL teachers. In B. Gün & E. Üstünlüoğlu (Eds.) *Exploring the principles of reflective practice in ELT: Research and perspectives from Turkey* (pp.129-157). Equinox Publishing. (Web of Science Book Citation Index)

Makaleler

- Canaran, Ö., & Bayram, İ. (2023). English language teacher trainers' capacity building in sustainable development goals through MOOCs. *International Journal of Sustainability in Higher Education*. (Indexed in SSCI, SCOPUS)
- Canaran, Ö., Bayram, İ., & Elmas, B. (2023). An online training for increasing language teachers' awareness of feedback literacy based on the Developing Engagement with Feedback Toolkit (DEFT), *International Journal of Progressive Education*, 19(1), 154-169. (Indexed in ERIC, EBSCO)
- Elmas B., Bayram, İ., Canaran, Ö., Er, S., Toker, Z., & Yücelyiğit, S. (2023). Turning Challenges into Opportunities during the Pandemic: Remote Collaborative Reflective Practice Model for Teacher Educators, *Journal of Pedagogical Research*, 7(3), 111-124. (Indexed in SCOPUS, ERIC, EBSCO)
- Canaran, Ö., Demirkol, T., Bayram, İ. & Doğan, M. (2022). Predicting perceived difficulty of English medium instruction (EMI) undergraduate courses. *International Online Journal of Education and Teaching (IOJET)*, 10(1). 228-245. (Indexed in ERIC, EBSCO, TR ULAKBİM)
- Bayram, İ. (2022). Evaluation of a pilot peer advising program for university students: Voices from advisees and advisors. *Psycho-Educational Research Reviews*, 11(2), 232-244. (Indexed in ERIC)
- Bayram, İ., Demirkol, T., & Canaran, Ö. (2022). What Do Undergraduate Students at English Medium Instruction Universities Tell Us About EAP Courses? *Journal of Teaching English for Specific and Academic Purposes*, 10(1), 31-49. (Indexed in SCOPUS, ESCI)
- Bayram, İ., & Baturay, M. H. (2022). Pre-Service EFL Teachers' Perceptions of Online Instructional Tools. *JET (Journal of English Teaching)*, 8(1), 84-96. (Indexed in ERIC)
- Findık Yılmaz, L., Bayram, İ., & Canaran, Ö. (2021). Pre-service English Language Teachers' Conceptions of Sustainable Development: A Case from Turkish Higher Education Context. *International Journal of Sustainability in Higher Education*, 22(2), 423-456. (Indexed in SSCI, SCOPUS)
- Bayram, İ., & Bıkmaz, F. (2021). Implications of Lesson Study for Tertiary-Level EFL Teachers' Professional Development: A Case Study from Turkey. *SAGE Open*. (Indexed in SSCI, SCOPUS, ERIC)
- Demirkol, T., Bayram, İ., & Canaran, Ö. (2021). Academic language tasks in discipline-specific courses: Insights from three English-medium instruction universities. *Eurasian Journal of Educational Research*, 94. (Indexed in SCOPUS, ESCI, ERIC, TR ULAKBİM)
- Canaran, Ö., Bayram, İ., Doğan, M., & Baturay, M.H. (2020). Causal relationship among the sources of anxiety, self-efficacy and proficiency in L2 listening. *International Journal of Listening*, 1-13. (Indexed in SCOPUS, ERIC, EBSCO)

- Bayram, İ., & Canaran, Ö.** (2020). Identifying perceived professional development needs of English for specific purposes (ESP) teachers. *Elementary Education Online*, 19(3), 1647-1659. **(Indexed in SCOPUS)**
- Bayram, İ., & Canaran, Ö.** (2020). Lesson Study in Action: A Multiple Case Study of EFL Teachers. *Bartın University Journal of Faculty of Education*, 9(3), 666-679. **(Indexed in EBSCO, TR ULAKBİM)**
- Canaran, Ö., & **Bayram, İ.** (2020). A mixed method study on team teaching as a professional development model for EFL lecturers. *Kastamonu Education Journal*, 18(3), 1839-1850. **(Indexed in TR ULAKBİM)**
- Canaran, Ö., & **Bayram, İ.,** Altuğ, Ç. (2020). English for specific purposes program evaluation: perspectives from three faculties. *Başkent University Journal of Education*, 7(1), 20-28. **(Indexed in TR ULAKBİM)**
- Bayram, İ., & Bıkmaz, F.** (2019). Ders imecesi modeli ve modelin öğretmen mesleki gelişimine katkısı üzerine bir inceleme. *Ankara University Journal of Faculty of Educational Sciences*, 52(2), 577-610. **(Indexed in TR ULAKBİM)**
- Bayram, İ. & Canaran, Ö.** (2019). An investigation of Turkish novice EFL teachers' perceptions of lesson study. *International Journal of Curriculum and Instruction*, 11(1), 172-189. **(Indexed in ERIC)**
- Bayram, İ. & Canaran, Ö.** (2019). Evaluation of an English preparatory program at a Turkish foundation university. *Journal of Language and Linguistic Studies*, 15(1), 48-69. **(Indexed in SCOPUS, ERIC, TR ULAKBİM)**
- Bayram, İ., & Bıkmaz, F.** (2018). Exploring the lesson study experience of EFL instructors at higher education: A pilot study. *Journal of Qualitative Research in Education*, 6(3), 313-340. **(Indexed in ESCI, TR ULAKBİM)**
- Bayram, İ., & Canaran, Ö.** (2018). Reflections on a teacher-led CPD model for EFL teachers. *International Online Journal of Education and Teaching (IOJET)*, 5(2), 419-431. **(Indexed in ERIC, EBSCO, TR ULAKBİM)**
- Bayram, İ., Altuğ, Ç., Dereli, F. P., Yıldız, G., & Uzun, Y.** (2017). Investigating how students transfer a source text into speech through lesson study. *European Scientific Journal*, 13(32), 49-64. **(Indexed in Asian Education Index)**

Bildiriler

- Bayram, İ., & Canaran, Ö.** (2023). *İngilizce Öğretmenlerinin Sürdürülebilir Kalkınma Odaklı Eğitime İlişkin Görüşleri Bağlamında Bir Tarama Çalışması*. Xth International Eurasian Educational Research Congress, Ankara, Türkiye.
- Canaran, Ö., & **Bayram, İ.** (2023). *Sustainable Development Goals in English Language Teaching Course Syllabus*. 3rd International ILTERG Conference, Online.
- Özer, Ş. K., & **Bayram, İ.** (2022). *An Analysis of Learning Outcomes and Assessment Practices in an Engineering Faculty*. EDU Congress 2022, Online.

- Canaran, Ö., & Bayram, İ. (2022). *ELT Student Teachers Learning about SDGs through MOOCs*. International LET-IN 2022 Conference, Online.
- Canaran, Ö., & Bayram, İ. (2022). *Online Peer Coaching for Professional Development of Teacher Educators during the Pandemic*. ATEE Annual Conference, Online.
- Bayram, İ., & Canaran, Ö. (2022). *EFL Student Teachers Implementing Lesson Study in Practicum Courses*. 12th International ELT Research Conference, Çanakkale, Türkiye.
- Canaran, Ö., & Bayram, İ. (2021). *Sustainable Development Goals in Higher Education EFL Textbooks*. GlobELT 2021. 7th International Conference on Teaching and Learning English as an Additional Language, Online.
- Bayram, İ., & Canaran, Ö. (2021). *Moving From Face-To-Face to Online Teaching: A Blessing or a Curse?* 5th International Higher Education Studies Conference, Online.
- Canaran, Ö., & Bayram, İ. (2021). *New faculty professional development through team-teaching in remote education*. VIIIth International Eurasian Educational Research Congress, Online.
- Bayram, İ., & Canaran, Ö. (2019). *Can teachers lead their own professional development?* 3rd International Teacher Education and Accreditation Congress, Ankara, Türkiye.
- Bayram, İ., & Canaran, Ö. (2019). *A coursebook-integrated approach to portfolio assessment*. 2nd TESOL TURKEY International ELT Conference, Eskişehir, Türkiye.
- Bayram, İ., & Baturay, M.H. (2019). *Pre-service EFL teachers' perceptions of online instructional tools*. 19th INGED International ELT Conference, Ankara, Türkiye.
- Canaran, Ö., & Bayram, İ. (2019). *Novice EFL teachers reflecting on reflective practice*. IATEFL TTEdSIG-FLE Joint Conference: Unity in Diversity, Ankara, Türkiye.
- Canaran, Ö., & Bayram, İ. (2019). *ESP teachers' professional development needs*. IATEFL ESPSIG-TED University, Ankara, Türkiye.
- Canaran, Ö., & Bayram, İ. (2018). *Dealing with teacher isolation through team-teaching*. TESOL in Turkey 1st International ELT Conference, İzmir, Türkiye.
- Bayram, İ., & Canaran, Ö. (2018). *Evaluation of an English preparatory program by learners and teachers*. 13th METU International ELT Convention: Teaching beyond Boundaries, Ankara, Türkiye.
- Bayram, İ., & Bıkmaz, F. (2018). *Lesson study: A professional development model for EFL teachers*. GLOBELT, Belgrad, Sırbistan.
- Bayram, İ., & Bıkmaz, F. (2018). *The planning phase of lesson study and its implications for EFL teachers' professional development*. 27th International Educational Sciences Congress, Antalya, Türkiye.
- Canaran, Ö., & Bayram, İ. (2018). *A teacher-led CPD model for EFL teachers: ELT Fusion*. ATEE Winter Conference on Technology and Innovative Learning, Utrecht, Hollanda.

Bayram, İ., & Bıkmaz, F. (2018). *Piloting lesson study with Turkish EFL teachers*. ATEE Winter Conference on Technology and Innovative Learning, Utrecht, Hollanda.

Bayram, İ. (2018). *Lesson study as a professional development model*. EDUCCON, Ankara, Türkiye. (Invited Speaker)

Canaran, Ö., & **Bayram, İ.** (2014). *Türk Hava Kurumu Üniversitesi İngilizce hazırlık programındaki öğretmen ve öğrencilerin bilgisayar destekli eğitim hakkındaki görüşleri*. III. Ulusal Eğitim Programları ve Öğretim Kongresi, Gaziantep, Türkiye.

Bayram, İ., & Aslan, B. (2011). *TOBB Ekonomi ve Teknoloji Üniversitesi yabancı diller bölümü İngilizce hazırlık programının öğretmen ve öğrenci görüşlerine göre değerlendirilmesi*. 1st International Congress on Curriculum and Instruction, Eskişehir, Türkiye.

Projeler

Education for a Sustainable and Resilient Future (19.10.2022-19.10.2024) - İngiliz Kültür Connect4Innovation Fonu, £ 24,997.16.

