

Dr. Mine Göl-Güven

Associate Professor

Bogazici University

College of Education

Department of Primary Education

Program in Preschool Education

Social Sciences Institution

Ph. D. Program in Learning Sciences

Early Childhood Education Master's Program



Office Phone: +90 212 359 7313

Cell Phone: +90 539 393 3369

E-mail: mine.golguven@bogazici.edu.tr

@cocukbogazici

EDUCATION

- 2002-2006 **Pennsylvania State University**, University Park, PA
Ph.D. in the School of Education, the Department of Curriculum & Instruction
with Early Childhood Education emphasis
- 1999-2001 **Syracuse University**, Syracuse, NY
M.S. in the Human Development College, the Department of Child and Family
Studies
- 1993-1997 **Istanbul University**, Istanbul, Turkey
B.S. in the College of Art and Science, the Department of Guidance and
Psychological Counseling

VISITING RESEARCHER

- 2014-2015 Syracuse University, Syracuse, NY
The David B. Falk College of Sport and Human Dynamics, the Department of
Child and Family Studies

AWARDS RECEIVED

- 1998-2006 Full-Scholarship from Turkish Ministry of Education to pursue Masters and PhD
degrees in the USA.
- 2014-2015 International Postdoctoral Research Scholarship Program by the Scientific and
Technological Research Council of Turkey (2219-TUBITAK)
Teachers' beliefs and practices of play to support children's social and emotional
skills through development of classroom culture with Prof. Dr. Jaipaul
Roopnarine, Human Development College, Syracuse University, USA.

PUBLICATIONS

JOURNAL ARTICLES (SSCI)

- Gol-Guven, M. (2009). Evaluation of the quality of early childhood classrooms in Turkey. *Early Child Development and Care*, 179(4), 437-451.
<https://doi.org/10.1080/03004430701217639>
- Ho, H., **Gol-Guven, M.**, & Bagnato, S. J. (2013). Classroom observations of teacher-child relationships among racially symmetrical and racially asymmetrical teacher-child dyads. *European Early Childhood Education Research Journal*, 20(3), 329-349.
<https://doi.org/10.1080/1350293X.2012.704759>
- Gol-Guven, M. (2017). The effectiveness of the Lions Quest Program: Skills for Growing on school climate, students' behaviors, perceptions of school, and conflict resolution skills. *European Early Childhood Education and Research Journal*, 25(4), 575-594.
<https://doi.org/10.1080/1350293X.2016.1182311>
- Gol-Guven, M. (2018). Ensuring quality in early childhood education and care: The case of Turkey. *Early Child Development and Care*, 188(5), 557-570.
<https://doi.org/10.1080/03004430.2017.1412957>
- Rentzou, K., Slutsky, R., Tuul, M., **Gol-Guven, M.**, Kragh-Muller, G., Foerch, D., & J. Paz-albo. (2019). Early childhood educators' conceptualizations and uses of play across eight countries. *Early Childhood Education Journal*, 47(1), 1-14.
<https://doi.org/10.1007/s10643-018-0910-1>
- Slutsky, R., Kragh-Müller, G., Rentzou, K., Tuul, M., **Gol-Guven, M.**, Foerch D., & Paz-Albo, J. (2021). A cross-cultural study on technology use in preschool classrooms: early childhood teacher's preferences, time-use, impact and association with children's play, *Early Child Development and Care*, 191(5), 713-725.
<https://doi.org/10.1080/03004430.2019.1645135>
- Kaplan, Z. & **Gol-Guven, M.** (2026). Teacher's SEL Identity: An intersection between identity and social and emotional learning (SEL). *Behavioral Sciences*, 16(1), 58-83.
<https://doi.org/10.3390/bs16010058>
- Erbil, F. & **Gol-Guven, M.** (2026). Is a hug enough to continue? The barriers and coping strategies of early childhood educators relating to their wellbeing. *Early Childhood Education Journal*, 54(5), 3735-3750. <https://doi.org/10.1007/s10643-025-02104-5>
- Zhulamanova, I., Tuul, M., **Gol-Guven, M.**, Paz-Albo, J., Rentzou, K., & Slutsky, R. (2026). Preservice educators' views on the teacher's role in play: A cross-cultural study. *Early Childhood Education Journal*, 54(6), 5261-5273. <https://doi.org/10.1007/s10643-026-02134-7>
- Göl-Güven, M., Slustky, R., Rentzou, K., Paz-Albo, J., Tuul, M., & Kragh-Müller, G. (2026). Early childhood teachers' reported uses of play and enacted pedagogical roles in supporting learning, development, and social interaction across seven countries. *European Early Childhood Education Research Journal*.
<https://doi.org/10.1080/1350293X.2026.2722177>

SCOPUS & ESCI

- Gol-Guven, M. (2016). Who is holding the longer stick?: Power of adult presence on children's play. *International Journal of Play*, 5(2), 123-127. <https://doi.org/10.1080/21594937.2016.1203906>
- Gol-Guven, M. (2016). The Lions Quest Program in Turkey: teachers' views and classroom practices. *The International Journal of Emotional Education*, 8(2), 60-69. <https://www.um.edu.mt/library/oar//handle/123456789/14490>
- Gol-Guven, M. (2018). The relationship of the type of preschools with child development and parent involvement. *International Journal of Early Childhood Special Education*, 10(1), 49-61. <https://doi.org/10.20489/intjecse.454776>
- Ozgunlu, M., Erbil, F., & **Gol-Guven, M.** (2022). Social and emotional learning (SEL): How it finds a place in an early childhood education curriculum in Turkey. *Journal of Childhood, Education & Society*, 3(2), 139-150. <https://doi.org/10.37291/2717638X.202232180>
- Rentzou, K., Slutsky, R., **Gol-Guven, M.**, Kragh-Müller, G., Paz-Albo, J., & Tuul, M. (2022). A cross-cultural study on children's agency in their play. *International Journal of Early Childhood*, 55(1), 89-112. <https://doi.org/10.1007/s13158-022-00335-w>
- Gol-Guven, M. Seker, V., Erbil, F., & Ozgunlu, M. (2025). The impact of the COVID-19 lockdown on the changes in children's daily routines in Türkiye. *International Journal of Child, Youth and Family Studies*, 16(2), 211-230. <https://doi.org/10.18357/ijcyfs161202522405>
- Rentzou, K., & Slutsky, R., **Gol-Guven, M.**, Tuul, M., Zhulamanova, I., & Paz-Albo, J. (2025). A cross-cultural study on pre-service early childhood educators' definitions of play and preparedness to facilitate playful experiences. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2025.2599162>
- Bayindir, F. Y., & **Gol-Guven, M.** (2026). Mother-child play explained by mothers' parenting style and children's temperament. *The Family Journal*. <https://doi.org/10.1177/10664807261415873>

TR INDEX

- Gol-Guven, M. (2014). Back to basics: What do parents and teachers expect of early childhood education?. *Bogazici University Education Journal*, 31(1), 19-44. <https://dergipark.org.tr/en/pub/buje/article/328224>
- Gol-Guven, M. (2017). Erken çocukluk eğitiminde alan tasarımı ve kullanımı: kültürler arası karşılaştırma [Space design and use in early childhood education: cross-cultural study]. *İlköğretim Online*, 16(4), 1732-1752. <https://doi.org/10.17051/ilkonline.2017.342987>
- Gol-Guven, M. (2017). Play and flow: Children's culture and adults' role. *Erken Çocukluk Çalışmaları Dergisi*, 1(2), 194-208. <https://doi.org/10.24130/eccd-jecs.196720171230>
- Gol-Guven, M. (2017). Oyun temelli deneyimlerin sınıf ortamı, öğrencilerin davranışları, okul algıları ve çatışma dönüştürme becerilerine etkisi [The effects of play-based experiences on classroom atmosphere, students' behaviors, school perceptions, and conflict resolution skills]. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 6(3), 1345-1366. <https://doi.org/10.14686/buefad.336299>

Gol-Guven, M. (2019). Lions Quest Yaşam Becerileri Programının Türkiye’deki uygulama örneği [An example of implementation of Lions Quest Life Skills Program in Turkey]. *Mehmet Ersoy Eğitim Fakültesi Dergisi*, 50, 254-282. <https://doi.org/10.21764/maeuefd.435175>

OTHER

Gol-Guven, M. (September, 2017). Turkey study at a glance: Urban life for Roma children in Istanbul. *Playright Magazine*, 1(17), 28-29.

Rentzou, K. **Gol-Guven, M.**, Koumariannou, A., & Cabi, N. (2019). Exploring types and predictors of paternal involvement from Greek, Greek - Cypriot and Turkish fathers’ and mothers’ perspectives: Cross-National differences and similarities. *Global Education Review*, 6(1), 5-25.

Gol-Guven, M. (2026, Summer). Inclusive play experiences of Roma children in the community centers in Istanbul. *PlayRight Magazine*, 4(2), 21-29.

Under review

Gol-Guven, M. (under review). Feeling safe, attached, and connected: Roma children’s experiences of community centers in Istanbul. *Children & Society*.

Gol-Guven, M. (under review). ‘Roaring’ for equity: How play reveals children’s enactments of transformative social and emotional learning. *International Journal of Early Childhood*.

Gol-Guven, M., Kaplan, Z., Erbil, F., & Alvan, G. (under review). Evaluating construct equivalence of the Educators’ Socio-Emotional Learning Questionnaire (EduSEL): Evidence from Turkish Teachers. *International Journal of Emotional Education*.

Kragh-Müller, G., Slutsky, R., Rentzou, K., **Gol Guven, M.**, Tuul, M., & Paz-Albo, J. (under review). Teachers’ perceptions of their role in children’s play in preschool - a cross-cultural study. *Children – Research on Children and Childhood in the Nordic Region*.

Oğuzhan, E. E., Arıkan, S., & **Gol-Guven, M.** (under review). Development and validation of social and emotional learning skills scale for middle school children. *International Journal of Assessment Tools in Education*.

In preparation

Gol-Guven, M., & Arıkan, S. Belsky’s parenting process model revisited in relation to COVID-19 lockdown in Türkiye.

Gol-Guven, M., Ataş, B., Özbey Demir, Ö., Turhan, B., Öcel, İ., Köksal, A., Kutay, E., Atakay, Z., & Erbil, N. Teachers’ utilization of play in their classroom practices to support learning at schools: A systematic review.

Alvan, G. & **Gol-Guven, M.** Children’s relational agency: A missing element in transformative social and emotional learning (tSEL).

BOOKS

Gol-Guven, M. (2021) (Ed.). *Çocuklukta Sosyal ve Duygusal Öğrenme [Social and Emotional Learning in Childhood]*. Yeniinsan Yayınevi.

Gol-Guven, M. (2025) (Ed.). *Çocuk Oyunu: Teoriler, Uygulamalar ve Araştırmalar [Child Play: Theories, Practices, and Research]*. Yeniinsan Yayınevi.

Gol-Guven, M. (2026) (Ed.). *Sosyal ve Duygusal Öğrenmenin Dönüştürücü Gücü [Transformative Power of Social and Emotional Learning]*. Yeniinsan Yayınevi.

BOOK CHAPTERS

- Gol-Guven, M. (2026). Dönüştürücü bir güç olarak sosyal ve duygusal öğrenme [Transformative power of social and emotional learning]. In M. Gol-Guven (Ed.), *Sosyal ve Duygusal Öğrenmenin Dönüştürücü Gücü [Transformative Power of Social and Emotional Learning]*. Yeniinsan Yayınevi.
- Erbil, F. & **Gol-Guven, M.** (2025). Accessibility and affordability of early childhood care and education services in Türkiye. In Sollars, V. & Toran, M. (Eds.), *Early Childhood Education in the Mediterranean: Availability, Accessibility and Affordability of Services*. Brill Publishers.
- Gol-Guven, M. (2025). Çocuklukta oyun: Teoriler ve kavramlar [Play in Childhood: Theories and Concepts]. In M. Gol-Guven (Ed.), *Çocuk Oyunu: Teoriler, Uygulamalar ve Araştırmalar [Child Play: Theories, Practices, and Research]*. Yeniinsan Yayınevi.
- Gol-Guven, M. (2024). Türkiye’de çocukluk halleri: Çocuk eğitiminin 100 Yıllık Türkiye birikimi. [Status of childhood in Turkey: 100 Years of accumulation of child education in Türkiye]. In Gök, F. (Ed.), *Cumhuriyetin 100 Yılında Eğitim. [Education in the 100th Anniversary of Republic of Türkiye]*. Tarih Vakfı ve İBB Kültür AŞ.
- Gol-Guven, M. (2022). Transformation of childhood in the education system. In Şen, H.H. & Selin, H. (Eds.), *Childhood in Turkey: Educational, Sociological, and Psychological Perspectives. Science Across Cultures: The History of Non-Western Science*, vol 11. Springer Nature. https://doi.org/10.1007/978-3-031-08208-5_5
- Gol-Guven, M. (2021). Türkiye’de ve Dünya’da erken çocukluk eğitimi. [Early childhood education in Turkey and in the World]. In Aktan Acar, E. (Ed.), *Erken Çocukluk Eğitime Giriş. [Introduction to Early Childhood Education]*. Nobel Yayınevi.
- Gol-Guven, M. (2021). SDÖ tanımı, kavramsal çerçevesi ve modeller [Definition, conceptualization, and models of SEL]. In M. Gol-Guven (Ed.), *Çocuklukta Sosyal ve Duygusal Öğrenme. [Social and Emotional Learning in Childhood]*. Yeniinsan Yayınevi.
- Gol-Guven, M. (2019). Ensuring quality in early childhood education and care: the case of Turkey. In Rentzou, K. & Slutsky, R. (Eds.), *Early Childhood Education and Care Quality in Europe and the USA: Issues of Conceptualization, Measurement and Policy*. Routledge.
- Gol-Guven, M. (2016). İşitme engeli olan çocukların Türk İşaret Dili (TİD) edinimini destekleyici eğitim malzemeleri geliştirme çalışması [Developing materials for Deaf children to support Turkish Sign Language (TID) acquisition]. Arık, E. (Ed.), *Türk İşaret Dili Çalışmaları [Turkish Sign Language Studies]*. Koç Üniversitesi Yayınları, Turkey.
- Seven, Y. & **Gol-Guven, M.** (2016). Bir dil iki dünya: Sağır anne babanın işiten çocuğu olmak [One language two universes: Being a hearing child of Deaf parents]. Arık, E. (Ed.). *Türk İşaret Dili Çalışmaları [Turkish Sign Language Studies]*. Koç Üniversitesi Yayınları, Turkey.
- Roopnarine J. L., & **Gol-Guven, M.** (2015). Indian fathers: Traditional with changes on the horizon. In J. L. Roopnarine (Ed.), *Fathers across Cultures. The Importance, Roles, and Diverse Practices of Dads*. New York, NY: Bloomsbury Publishing.

BOOK REVIEW

Gol-Guven, M. (2010). Keeping the Baby in Mind: Infant Mental Health in Practice. Authors: Jane Barlow & P.O. Svanberg. *The International Journal of Emotional Education*, 2(1), 79.

PUBLISHED PRESENTATIONS

Pinar, M. & **Gol-Guven, M.** (2014). Barış Kültürü ve Mekan [The Culture of Peace and Environment]. Eğitimde Barış Kültürü ve Mekan Kurgusu İlişkisi Çalıştayı [The Workshop for the Relationship of Environment and Education within Peace Culture]. Balat Kültür Evi. İstanbul.

Pinar, M. & **Gol-Guven, M.** (2012). Barış Kültürünün Eğitim Ekolojisindeki Yeri [The Place of Peace Education in Ecology of Education], Özdemir, I. (Ed.). *Barış Kültürü ve Eğitimi Çalıştayı* [The Conference of Peace Culture and Education]. YEKÜV, İstanbul.

CHILDREN'S BOOK, THEATRE AND ANDROID/IPAD APPS

Gol-Guven, M. (2016). *İlk Isaret Dili Kitabım* [My First TID Book: Turkish Sign Language]. https://www.researchgate.net/publication/271384204_Ilk_Isaret_Dili_Kitabim_Turk_Isaret_Dili_TID

EDUCATIONAL MATERIALS (DEVELOPED)

Gol-Guven, M., Erbil, F., & Ozgunlu, M. (2020). İstanbul Municipality Early Childhood Centers Program (IBB Yuvamız İstanbul) for 3, 4, and 5-year olds.

Gol-Guven, M., Erbil, F., & Ozgunlu, M. (2020). IBB Yuvamız İstanbul Program: Teachers' Guidebook.

Gol-Guven, M., Alvan, G. (2020). IBB Yuvamız İstanbul: Program for Pre-Literacy Skills.

Gol-Guven, M., Şeker, V. (2020). IBB Yuvamız İstanbul: Program for Pre-Mathematics Skills.

Gol-Guven, M. (2020). TEGV Eğitici Temel Eğitimi [The Trainers' Guidebook of TEGV]. TEGV publication.

Gol-Guven, M. (2019). Öğretmen Akademisi Vakfı (ÖRAV) ve Ashoka Türkiye işbirliği ile Fark Yaratan Beceriler: Öğrenme Ortamında Sosyal Duygusal Öğrenme Eğitimi [The Teacher Academy Foundation (ÖRAV) and Ashoka Türkiye collaborated on the "Skills That Make a Difference: Social-Emotional Learning in the Learning Environment Training."]

Gol-Guven, M. & Metindoğan, A. (2011). Boğaziçi Üniversitesi Mezunlar Derneği, Merak Eden Çocuk Anaokulu Eğitim Müfredatı [Boğaziçi University Alumni Association, Curious Child Preschool Curriculum].

EDUCATIONAL MATERIALS (EDITED)

Bekman, S., Koc, A., Corapci, F., & **Gol-Guven, M.** (2008) (Eds.). *Okul Öncesi Veli ve Çocuk Eğitim Programı* [Educational Program for Children and Mothers in Early Childhood]. ACEV publications [Mother Child Education Foundation], İstanbul, Turkey.

Bekman, S., Koc, A., & **Gol-Guven, M.** (2015) (Eds.). *Okul Öncesi Eğitim Yaz Programı ve Öğretmen Rehber Kitabı* [Early Childhood Summer School Program-Mother Child Education Foundation]. ACEV publications [Mother Child Education Foundation], İstanbul, Turkey.

- Gol-Guven, M. & Sucuka, N. (2015). *Okul Oncesi Egitim Yaz Programi Ogretmen Rehber Kitabı* [Early Childhood Summer School Program's Teachers' Guide Book]. ACEV publications [Mother Child Education Foundation], Istanbul, Turkey.
- Milli Eğitim Bakanlığı, Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü Projesi (2017): Orta ve Ağır Zihinsel Engeli ve Otizm Spektrum Bozukluğu olan Öğrenciler için Program Geliştirme (İletişim Becerileri, Sosyal Beceriler ve Beslenme, Sağlık ve Güvenlik Becerileri)
- Milli Eğitim Bakanlığı, Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü Projesi (2018): Özel Yetenekli Öğrenciler için Okulöncesi Program Geliştirme

EDITORIAL in Reports and Programs

- Erkman, F., **Gol-Guven, M.** & Ertenü, B. (2019). (Eds). Sosyal ve Duygusal Öğrenme Becerileri: Yeni Sanayi Devriminin Eşiğinde İş ve Yaşam Yetkinliklerinin Anahtarı [Social and Emotional Learning Skills: Key to Work and Life Competencies on the Verge of the New Industrial Revolution]. TÜSiAD Report. TÜSiAD- T/2019-11/609.
- Gol-Guven, M.** & Pinar, M. (2010) (Eds.). *Yaşam Becerileri Egitim Programı* [Lions Quest Social and Emotional Development for Children and Adolescents], Bogazici Universitesi Matbaasi. Istanbul, Turkey.

EDITORIAL

Journal of Childhood, Education and Society, Associate Editor, Turkey, <https://www.jces.com/index.php/jces/about/editorialTeam>

Ph.D. THESIS ADVISORY Completed

- Erbil, F. (2024). Designing a Teacher Learning Community to Support for Early Childhood Practitioners' Wellbeing and Social Emotional Learning. Bogazici University, Institute for Graduate Studies in Social Sciences, Learning Sciences Ph.D. Program. Advisor: Mine Gol-Guven
- Kaplan, Z. (2026). Conceptualization and Development of Teacher's Social and Emotional Identity to Support their Classroom Practices. Bogazici University, Institute for Graduate Studies in Social Sciences, Learning Sciences Ph.D. Program. Advisor: Mine Gol-Guven
- Alvan, G. (2026). Understanding and Supporting Children's Relational Agency within Play in Early Childhood Education. Bogazici University, Institute for Graduate Studies in Social Sciences, Learning Sciences Ph.D. Program. Advisor: Mine Gol-Guven

Masters' THESIS ADVISORY Completed

- Seven, Y. (2014). *A Woman Coordinator in an Early Childhood Education Center: A Case Study on Defining Leadership based on Feminine Perspective*. Bogazici University, Institute for Graduate Studies in Social Sciences, Primary Education Program.
- Cabi Zengin, N. (2016). *The Relationship between Teachers' Power Perception, Teachers' Definition of Child, and Child-Teacher Interaction*. Bogazici University, Institute for Graduate Studies in Social Sciences, Primary Education Program.

- Sapmaz, H. (2020). *Understanding Play from Children's Perspectives: A Phenomenological Study*. Bogazici University, Institute for Graduate Studies in Social Sciences, Early Childhood Education Program.
- Dogan, H. (2021). *Using Mindfulness to Support Children's Social and Emotional Learning in a Kindergarten: A Teacher's Perspective*. Bogazici University, Institute for Graduate Studies in Social Sciences, Early Childhood Education Program.
- Sahin, G. (2022). *Investigation of Mothers' Play Beliefs in the Relationship between Mothers' Life Satisfaction and Children's Wellbeing*. Bogazici University, Institute for Graduate Studies in Social Sciences, Early Childhood Education Program.
- Bayindir, F. Y. (2022). *The Relationship among Mother's Parental Attitude, Child Temperament and Mother-Child Play Behaviors*. Bogazici University, Institute for Graduate Studies in Social Sciences, Early Childhood Education Program.
- Isbitiren, L. (2022). *The Relationship between Parenting Styles of Mothers and Emotion Regulation Skills of Children*. Bogazici University, Institute for Graduate Studies in Social Sciences, Early Childhood Education Program.
- Atas, B. (2022). *Investigation of Families' Leisure Activities and Use of Green Space during the COVID-19 Pandemic Restrictions*. Bogazici University, Institute for Graduate Studies in Social Sciences, Early Childhood Education Program.
- Kilic, H. (2022). *An Analysis of Children's Picture Books in Turkey from the Perspective of Humanistic Conception of Education*. Yeditepe University, Graduate School of Educational Sciences, Guidance and Counseling Program.
- Oguzhan, E. E. (2023). *A Scale Development for Social and Emotional Learning Skills of Middle School Children*. Bogazici University, Institute for Graduate Studies in Science and Engineering. Co advisor with Serkan Arikan.

Masters' THESIS ADVISORY Ongoing

- Kahraman, Z. *Investigation of Experiencing Discrimination in Turkish Early Childhood Education Teachers through the Lens of Transformative Social Emotional Learning*.
- Kızıl Aktert, H. A. *Children's Everyday Experiences of Inclusive and Equity-based Practices in Early Childhood Education Classrooms*.
- Turhan, B. *Play as a Negotiated Space: An Examination of the Teacher's Pedagogical Dilemmas and Child Resistance in the Continuum of Play*.

FUNDED RESEARCH

Project Coordinator

- Scientific Research Projects supported by Bogazici University. Research Title: Quality in Early Childhood Education Settings. Project Code: 07D101. Dates: March 2007-December 2009.
- DPT SODES Projects. Five in 5: Early Childhood and Early Skills (ECEB) Program Implementation in Mardin, Turkey. Project Code: 783. Dates: December 2010-December 2011.
- Scientific Research Projects supported by Bogazici University. Research Title: Developing Materials to Teach TID for Deaf children. Project Code: 5326. Dates: May 2010 - May 2013.

Scientific Research Projects supported by Bogazici University. Research Title: The Relationship between Designing Schools and School Climate. Project Code: 07D01P1. Dates: July 2017-December 2019.

The Evaluation of Lions Quest Program from 1st to 8th Grade. The head of the evaluation team, responsible for the research design, data collection and analysis, and the final report writing. Both qualitative and quantitative data was collected.

The Evaluation of Lions Quest Program from 1st to 4th Grade: Experimental Design. 4 schools are involved (2 experiment, 2 control). School Climate, Student Behavior, Students, Parents, and Teachers' Perceptions of the School, and Conflict Resolution Strategies of students were assessed. The head of the evaluation team, responsible for the research design, data collection and analysis, and the final report writing.

Supporting First Year Primary School Students' Social and Emotional Development through Collaborative Play and Art Activities, funded by Istanbul Ministry of Education Department, International Play Association (IPA) and Bernard Van Leer Foundation.

Projects (Other Roles)

International Learning and Innovation in Teacher Education (ILITE). Teacher Identity in Europe EuroCulture. Lifelong Learning Program Erasmus Intensive Program (IP), Sweden, Denmark, Lithuania, Germany, the Netherlands, Turkey, England. Role: Trainer. Dates: March 2012.

From Peaceful School to Peaceful Community: Democratic Citizenship Education Project [Barışçıl Okuldan Toplumsal Barışa: Demokratik Yurttaş Eğitimi], European Union Projects. Roles: Researcher, Program Developer, Trainer, Supervisor. Dates: January 2014-June 2015.

Access to Play in Crisis funded by International Play Association (IPA) involving six countries (Turkey, India, Nepal, Lebanon, Thailand, Japan). Data gathering in the neighborhoods of Istanbul where children experience prejudice, violence and economic hardship. Dates: July 2016- July 2017

Building Bridges: Promoting Social Inclusion and Well-Being for the Families of Children with Special Needs (PSI-WELL). European Union Projects, Erasmus Plus, Romania, Lithuania, Portugal, Spain, Croatia, Turkey. Roles: Program Developer, Researcher. Dates: September 2016-September 2019.

Sosyal ve Duygusal Öğrenme Becerileri: Yeni Sanayi Devriminin Eşiğinde İş ve Yaşam Yetkinliklerinin Anahtarı. [Social and Emotional Learning Skills: Key to Work and Life Competencies on the Verge of the New Industrial Revolution]. TÜSİAD. TÜSİAD-T/2019-11/609.

Erasmus + Blended Intensive Program (BIP). International Perspectives on Children's Play.

CONFERENCE & CONGRESS

ConferenceCES, **Challenging and Changing Childhoods: Reimagine Childhood in Uncertainty and Inequality**, Istanbul, Turkey (27-29 June, 2024). Conference Co-chair.

International Play Association **Triennial World Conference XXII**, Glasgow Caledonian University, Glasgow, Scotland, UK. (6-9 June, 2023). International Advisory Group Member.

Building Bridges: **Promoting Social Inclusion and Well-Being for the Families of Children with Special Needs, PSI-WELL Meeting in Istanbul** (6-8 September 2018). Researchers and program developers of 5 countries were hosted.

The Academic Pedagogic Association, **Trends and challenges in contemporary education** (PROEDU 2018), Scientific Committee, Cluj-Napoca-Romania, 26-27 October 2018.

5th ENSEC Conference, **Social and Emotional Learning and Culture**, Scientific Committee, Lisbon-Portugal, (01-04 July 2015)

19th International Play Association (IPA) Conference, **Access to Play**, Organizing and Scientific Committee, Istanbul-Turkey (20-23 May 2014)

International Conference Organization: **European Networking for Socio-Emotional Competence in Children and Young Persons (ENSEC)** Bi-Annual Conference Chair, Turkey, 9-12 September 2009, Conference Local Chair

PRESENTATIONS

- Gol-Guven, M. (2025, October). Panel: Erken Çocuklukta Kayıp Parçaları Birleştirmek. Sosyal ve Duygusal Öğrenmenin Dönüştürücü Gücü. 9. Uluslararası Okul Öncesi Eğitim Kongresi, Uludağ University, Bursa-Türkiye.
- Gol-Guven, M. (2025, June). The role of play in supporting Roma children: Community centers in disadvantaged neighborhoods of Istanbul. Uluslararası Oyun Kongresi, İstanbul, Türkiye.
- Alvan, G., & **Gol-Guven, M.** (2025, June). Who's got the power?: Children's power dynamics in play. Uluslararası Oyun Kongresi, İstanbul, Türkiye.
- Kaplan, Z., & **Gol-Guven, M.** (2024, September). Exploring the relationship of teacher's identity and social emotional learning (SEL) in early childhood educators. 9th ENSEC Conference: Social Emotional Learning for Lifetime Achievement, University of Patras, Chania, Greece.
- Alvan, G., & **Gol-Guven, M.** (2024, September). Exploring the nature of children's conflicts and decision making in free play: Where do teachers stand? 9th ENSEC Conference: Social Emotional Learning for Lifetime Achievement, University of Patras, Chania, Greece.
- Zhulamanova, I., **Gol Guven, M.**, Paz-Albo, J., Rentzou, K., Slutsky, R., & Tuul, M. (2024, June). *Cultural variations in understanding teacher's role in children's play*. ConferenceCES, Challenging and Changing Childhoods: Reimagine Childhood in Uncertainty and Inequality, Istanbul Kültür University, Istanbul, Turkey.
- Erbil, F., & **Gol-Guven, M.** (2024, June). *Preschool teachers' experiences in Istanbul's ECE Centers*. ConferenceCES, Challenging and Changing Childhoods: Reimagine Childhood in Uncertainty and Inequality, Istanbul Kültür University, Istanbul, Turkey.
- Kaplan, Z., & **Gol-Guven, M.** (2024, June). *Preschool teachers' demographics and its relation to teacher's social and emotional competence and student-teacher relationship*. ConferenceCES, Challenging and Changing Childhoods: Reimagine Childhood in Uncertainty and Inequality, Istanbul Kültür University, Istanbul, Turkey.
- Alvan, G., & **Gol-Guven, M.** (2024, June). *Tired of being a human, I will be a ship!: Children's choice and control in free play*. ConferenceCES, Challenging and Changing Childhoods:

- Reimagine Childhood in Uncertainty and Inequality, Istanbul Kültür University, Istanbul, Turkey.
- Gol-Guven, M., & Kaplan, Z. (2023, October). *İBB Yuvamız İstanbul Çocuk Etkinlik Merkezleri Öğretim Programının Değerlendirilmesi (The Evaluation of the İBB Yuvamız Istanbul Child Activity Center)*. 8. Uluslararası Okul Öncesi Eğitim Kongresi, Karamanoğlu Mehmetbey University, Karaman-Turkey.
- Gol-Guven, M., & Alvan, G. (2023, October). *Erken Çocuklukta Erken Müdahale Programı Olarak Grup İçinde Bireysel Eğitim Programı (GİBEP) Özellikleri ve Program Etkililiği (The Early Childhood Education Program as an Intervention: Individualized Education in Groups)*, 7.Ulusal Disiplinlerarası Erken Çocuklukta Müdahale Kongresi (UDEMKO2023), Anadolu University, Eskişehir-Turkey.
- Gol-Guven, M., Kaplan, Z., Erbil, F., & Alvan, G. (2023, September). *Eğitimciler için sosyal duygusal öğrenme ölçeğinin (Edusel-TR) Türkçeye uyarlanması ve öğretmenlerin SDÖ yetkinliklerinin demografik verilere göre incelenmesi (The adaptation of social and emotional learning (SEL) scale for educators to Turkish and the examination of teachers' SEL competencies based on some demographics)*, EDUCONGRESS, Ankara University, Turkey.
- Gol-Guven, M., Rentzou, K., Slustky, R., Paz-Albo Prieto, J., Tuul, M., & Kragh-Müller, G. (2023, June). *Teachers' approaches to play to guide children's social interactions*. International Play Association Triennial World Conference XXII, Glasgow Caledonian University, Glasgow, Scotland, UK.
- Bayındır, F. Y. & **Gol-Guven, M.** (2023, June). *Mother-Child Play Explained By Mothers' Parenting Attitude And Children's Temperament*. International Play Association Triennial World Conference XXII, Glasgow Caledonian University, Glasgow, Scotland, UK.
- Erbil, F., & **Gol-Guven, M.** (2023, June). *Öğretmen Esenliği ve İhtiyaçları Perspektifinden Okul Öncesi Öğretmenlerinin Sosyal Duygusal Öğrenmesi (Social and emotional Learning of the early childhood education teachers from the perspective of teachers' wellbeing and teachers' needs)*. Xth International Eurasian Educational Research Congress, TED University, Ankara, Turkey.
- Erbil, F. Ozgunlu, M. & **Gol-Guven, M.** (2019, October). *Sosyal ve duygusal öğrenme (SDÖ) becerilerinin okul öncesi eğitim programındaki (OÖEP) yeri (How social and emotional learning skills (SEL) were placed in the Turkish national preschool curriculum)*, 6th International Early Childhood Education Congress, Kafkas Üniversitesi, Kars-Turkey.
- Casey, T., Chatterjee, S., Assi, M. & **Gol-Guven, M.** (2017, September). *Unleashing the power of play in situations of crisis*, 20th Triennial International Play Association (IPA) Conference, Calgary, Canada.
- Gol-Guven, M. (2017, September). *Oyun temelli deneyimlerin sınıf ortamı, öğrencilerin davranışları, okul algıları ve çatışma dönüştürücü becerilerine etkisi (The effects of play-based experiences on classroom environment, students' behaviors, school perceptions, and conflict resolutions skills)*, 5. Uluslararası Okul Öncesi Eğitim Kongresi at Gazi Üniversitesi, Ankara, Turkey.
- Gol-Guven, M. (2015, September). *The effectiveness of the Lions Quest Program: Skills for Growing on school climate, students' behaviors, perceptions of school, and conflict*

- resolution skills*, presented at the 25th European Early Childhood Education Association (EECERA) Annual Conference at Universitat Autònoma de Barcelona, Spain.
- Gol-Guven, M. (2015, May). *Play and school: Are they the realities of children's lives that cannot go together/get along well?*, AERO's 2015 Annual Conference, Long Island University/POST, New York, USA.
- Gol-Guven, M. (2014, May). *The effects of collaborative and participatory games on the first grade students' transitions to school*, 19th IPA World Conference 2014, Istanbul, Turkey.
- Gol-Guven, M. (2014, April). *The case study on the effects of Lions Quest (Yaşam Becerileri) Program*, International Congress on Early Childhood Intervention (ICECI), Antalya, Turkey.
- Gol-Guven, M. (2013, September). *Teachers' ideas of a program for developing children's socio-emotional skills*, presented at European Conference on Educational Research (ECER), Bahcesehir Universitesi, Istanbul, Turkey.
- Gol-Guven, M., Korkmaz, F. & Tasci, S.S. (2011, October). *The development of TID materials for Deaf children under 6*, presented at Sign 5 Conference, Gazi Universitesi, Ankara, Turkey. (Presented in TID)
- Gol-Guven, M. (2010, September). *What is child? Teachers' conceptualizations of "child" and "childhood"*, presented at the 20th EECERA (European Early Childhood Education Research Association) Annual Conference, Birmingham, England.
- Gol-Guven, M. (2009, September). *Promoting social and emotional competence in children: CSEFEL Model*, presented at the Second ENSEC (European Networking for Socio-Emotional Competence in Children and Young Persons Conference, Izmir, Turkey.
- Gol-Guven, M. (2008, October). *Advocacy for women; with women: Is arranging child care only women's problem?*, presented at the 9th ISSA (International Step by Step Association) Annual Conference, Budapest, Hungary
- Gol-Guven, M. (2008, October). *Democracy in Early Childhood Years: Why and How*, presented at the 9th ISSA (International Step by Step Association) Annual Conference, Budapest, Hungary
- Gol-Guven, M. (2008, September). *Positivist and Post-Positivist Approaches in Early Childhood Education*, presented at the 18th EECERA (European Early Childhood Education Research Association) Annual Conference, Stavanger, Norway.
- Gol-Guven, M. (2008, January). *Cultural varieties in a playgroup: How mothers and children interact during play*, presented at the 17th International Play Association (IPA) World Conference, Hong Kong.
- Gol-Guven, M. (2007, August). *Mothers' scaffolding with their toddlers*, presented at the 17th European Early Childhood Education and Research Association (EECERA) Annual Conference, Prague, Czech Republic.
- Johnson, J. E., Ersay, E., **Gol-Guven, M.**, Aldemir, J., & Graves, S. L. (2006, June). *Teacher educators' epistemological beliefs about art and science learning in early childhood*, presented at the 36th Annual Meeting of the Jean Piaget Society, Baltimore, MD.
- Gol-Guven, M. & Johnson, J. E. (2006, May). *Mother's ideas about toddler play and development through cultural lens*, presented at the 32nd Annual Meeting the Association for the study of Play, Brock University, St. Catharines, Ontario, Canada.

- Gol-Guven, M. (2003, April). *Parents' and teachers' expectations of early childhood programs in Turkey*, presented at the annual conference of Association for Childhood Education International, Phoenix, AZ.
- Gol-Guven, M., Guven, D., McGrew, K. T., Keogh, M. D., & Pfister, C. C. (2003, March). *Traveling Through Team Teaching: A Case Study to Use in Teacher Education*, presented at Eighteenth Annual Graduate Exhibition, Pennsylvania University, University Park, PA.
- Gol-Guven, M., & Krishnakumar, A. (2002, November). *Evaluation of the Quality of Early Childhood Classrooms in Turkey*, presented at the annual meeting of the National Association for the Education of Young Children, New York, NY.
- Gol-Guven, M., Guven, D., McGrew, K. T., Keogh, M. D., & Pfister, C. C. (2002, October). *Traveling through team teaching, Creating Multimedia Case Studies for Teacher Education*. Teaching Tools 2002 Conference, Syracuse University, Syracuse, NY.
- Gol-Guven, M., Guven, D., McGrew, K. T., Keogh, M. D., & Pfister, C. C. (2002, June). *Traveling through team teaching, Multimedia Case Studies for Teacher Education*. School of Education, Syracuse University, Syracuse, NY.
- Gol-Guven, M. (2000, April). The perception of childcare responsibilities among Turkish college students. *Graduate Students' Research Presentations*. Human Development College, Syracuse University, Syracuse, NY.

INVITED TALKS

- Casey, T., Ekine, A., **Gol-Guven, M.**, Gray Smith, M., Lee, C., & Stoliar, M. (8 June 2023). International Panel on Children's Play. International Play Association Triennial World Conference XXII, Glasgow Caledonian University, Glasgow, Scotland, UK.
- Gol-Guven, M., Yıldırım, D., Erbil M., & Bayındır F. Y. (15 November 2019). Çocuk Tiyatrosunda Metin Oluşturma ve Sahneleme (Ayı Olmayan Ayı adlı oyunun çalışma serüveni). Direklerarası Çocuk Tiyatroları Zirvesi. Direklerarası Seyircileri. Özger Arnas Salonu. Boğaziçi Üniversitesi, İstanbul-Turkey.
- Erkman, F. & **Gol-Guven, M.** (6 November 2019). Sosyal ve Duygusal Öğrenme Becerileri: Yeni Sanayi Devriminin Eşiğinde İş ve Yaşam Yetkinliklerinin Anahtarı. Rapor Tanıtımı Toplantısı. İstanbul.
- Erkman, F. & **Gol-Guven, M.** (3 November 2019). Sosyal ve Duygusal Öğrenme: Tanımı, Önemi, Uygulamalar. Eğitimde Gelecek Konferansı. Boğaziçi Üniversitesi, İstanbul_Turkey.
- Erkman, F., **Gol-Guven, M.**, Yesildag, C., Yoleri M., & Kacar (3 November 2019). TÜSİAD İşbirliği ile Sosyal Duygusal Beceriler Paneli
- Bekata Mardin, N., **Gol-Guven, M.**, & Vartanyan, A. (29 September 2019). Barış Eğitimi. Demokratik vatandaşlık ve demokratik değerlerin eğitim yoluyla desteklenmesi Çalıştayı. ERG, Friedrich Naumann Vakfı.
- Gol-Guven, M. (19 March 2019). Çocukların Bakış Açısından Çocuk ve Tiyatro. 3. Tiyatro Zirvesi: Günümüz çocukları için oyunun hazırlanması. Direklerarası Seyircileri. Sahne Beşiktaş, İstanbul.
- Gol-Guven, M. (19-21 February 2019). Keynote Speaker. Setting up a positive emotional climate in a school: why is it important and how can it be done? 1st International Congress on

- Emotional Intelligence: Emotional Intelligence – Education, Inclusion and Development, Braganca-Portugal. <http://siie2019.ipb.pt/?lang=en>
- Gol-Guven. M. (8 December 2018). Çocuk ve Oyun: Çocuk Oyununa Yetişkin Müdahalesi [Children and Play: Adults' Intervening of Children's Play]. Çocuk Dünyasına Yolculuklar. Halis Kurtçu Kültür Merkezi. Kadıköy Belediyesi.
- Gol-Guven. M. (4 December 2018). Boğaziçi Üniversitesi ve Sarıyer Belediyesi İşbirliği ile Açık Ders. Çocuk ve Oyun: Çocuk Oyununa Yetişkin Müdahalesi [Children and Play: Adults' Intervening of Children's Play].
- Gol-Guven. M. (24 October 2018). Yetişkinin Çocuk Oyununa Müdahalesi, Vakıfbank Eğitim Birimi, Vakıfbank Genel Müdürlük, Ümraniye-İstanbul.
- Gol-Guven, M. (16 July 2018). Çocuklarla Oyun Oynamanın Doğruları ve Yanlışları, İki Anne Bir Mutfak, <https://www.youtube.com/watch?v=rGPkMhSK-fl>
- Gol-Guven. M. (6 March 2018). Space Design and Children's Play. Altinbas University. Istanbul.
- Gol-Guven, M. (21 December 2017). Boğaziçi Üniversitesi ve Beşiktaş Belediyesi İşbirliği ile Açık Ders. Çocuk ve Oyun: Çocuk Oyununa Yetişkin Müdahalesi [Children and Play: Adults' Intervening of Children's Play]. https://www.youtube.com/watch?v=YRcj_XRp7qY
<http://haberler.boun.edu.tr/tr/haber/yetiskinler-cocugunun-oyun-seruvenine-mudahale-ettiginde-buyu-bozuluyor>
- Gol-Guven, M. (9 December 2017). BÜSOS İnsan Hakları Günleri, İlk ve Orta Öğretim Kurumlarında Eğitim [Human Rights Day: Education in Primary and Secondary Schools]. Moderatör.
- Gol-Guven, M. (25 November 2017). Nirun Şahingiray 3. Uluslararası Forumu, Eğitimi Yeniden Hayal Etmek, Neredeyiz? Nereye Gitmeyi Hayal Ediyoruz? [Re-imagining Education: How Will We Pursue Our Dreams?]. Panel Konuşmacısı.
<https://www.youtube.com/watch?v=kiyxUaMgaLk>
- Gol-Guven, M. (24 November 2017). Erken Çocukluk Eğitiminde Önemli bir Nokta: Değerlendirmede Çeşitlilik [An Important Point in Early Childhood Education: Variety in Evaluation]. Boğaziçi Üniversitesi Öğretmenler Günü Paneli [Bogazici University Teachers' Day Panel].
- Gol-Guven, M., & Babur, F. N. (10 November 2017). Köprüler Oluşturmak: Özel Eğitime İhtiyaç Duyan Çocukların Ailelerinde Stres Ve Başa Çıkma Yöntemleri: PSI-WELL Erasmus Plus Projesi [Building Bridges: Promoting Social Inclusion and Well-Being for the Families of Children with Special Needs]. Eğitim Fakültesi Paylaşım Toplantıları [Faculty of Education Brown Bag Series]. Boğaziçi University, İstanbul Turkey.
- Gol, Guven, M. (26 August 2016). İlişkileri Anlama, Güven ve Bağ Geliştirme. TED Okulları, Acarkent.
- Gol-Guven. M. (21 May 2016). Güven Ortamı Oluşturma, Çocuklarla Olumlu Bağ, İlişki Kurma ve Geliştirme. Kıbrıs Türk Öğretmenler Sendikası. KKTC.
- Gol, Guven, M. (26 January 2016). Yetişkinin Çocuk Oyununa Müdahalesi [Adults' Interferences to Children's Play]. Eğitim Fakültesi Paylaşım Toplantıları [Faculty of Education Brown Bag Series]. Boğaziçi University, İstanbul Turkey.
- Gol-Guven, M. (11 January 2015). Zor Zamanlarda Oyun. Çocuklar için Barış Çağrısı [Play Rights in Crisis. Peace for Children]. Boğaziçi University, İstanbul Turkey.

- Gol-Guven, M. (11 April 2015). Play and Classroom Culture. 6th Annual Play Mini Conference, State College, Pennsylvania, USA.
- Gol-Guven, M. (20 March 2015). Evaluating School - Based Interventions: The Lions Quest Program by the David B. Falk College of Sport and Human Dynamics Research Center, Syracuse University, USA.
- Gol-Guven, M. (10 June 2014). Oyun ve Eğitim: Çocuğun Hayatındaki Bağdaşamayan İki Gerçeklik mi? [Play and Education: The Two Contradicting Realities in Children's Lives]. 3. İstanbul Çocuk ve Gençlik Sanat Bineali [Third Bienal of Arts of Children and Youth], İstanbul, Turkey.
- Pinar, M. & **Gol-Guven, M.** (3 May 2014). Barış Eğitimi ve Mekan, Eğitimde Barış Kültürü ve Mekan Kurgusu İlişkisi [Peace Education and Space: The Relationship between Peace Culture and Space]. Türkiye Soroptimist Kulüpleri Federasyonu Çalıştayı, Fener-Balat, İstanbul.
- Gol-Guven, M. (16 April 2014). SBS Değil SBG: Çocuklarla Sevgi, Bağ ve Güven İlişkisi Geliştirme [Developing Affection, Attachment and Trust with Children], Öğretmen Akademisi Vakfı [the Academia of Teachers Association], İstanbul, Turkey.
<https://www.youtube.com/watch?v=Y3HzbUF2Z-I>
- Gol-Guven, M. (21 January 2014). İlkokul 1.Sınıf Öğrencilerinin Geçiş Süreçlerini Kolaylaştırıcı İşbirliği ve Katılımcılığı Destekleyen Oyun Temelli Deneyimlerin Etkileri [Supporting First Year Primary School Students' Social and Emotional Development through Collaborative Play and Art Activities], Sabancı Üniversitesi, Eğitim Reformu Girişimi, İstanbul. <https://www.youtube.com/watch?v=azm7DxHfqSs>
- Gol-Guven, M., & Pinar, M. (18 June 2013). Şiddetsiz İletişim ve Empati. İLKİYAR Yatılımı Bölge Okulları Öğretmenleri Seminerler Dizisi. Boğaziçi Üniversitesi.
- Gol-Guven, M. (24 Mayıs 2013). OkulDA Oyun, Okul DA Oyun. Boğaziçi Üniversitesi 150. Yıl Etkinlikleri, Çocuğun Oyun Oynama Hakkı Sempozyumu, Boğaziçi Üniversitesi.
- Gol-Guven, M. (23 September 2012). Okula Başlarken Çocuğuma Nasıl Yardımcı Olabilirim? [How do I help my child starting school?], Bakırköy Belediyesi Yunus Emre Kültür Merkezi.
- Gol-Guven, M. (15-16 October 2010). Developing educational program and materials for deaf children under 6, Türk İşaret Sistemi Hazırlık Çalıştayı, Türk Dil Kurumu, Ankara.
- Gol-Guven, M. (30 June 2010). Çocuk davranışlarını anlamak: Öğretmenler için öneriler. İLKİYAR Yatılımı Bölge Okulları Öğretmenleri Seminerler Dizisi. Boğaziçi Üniversitesi.
- Gol-Guven, M. (20 February 2010). Erken Çocukluk Döneminde Sosyal ve Duygusal Gelişimi Destekleyici Programlar ve Yöntemler [Supportive programs and methods for social and emotional development in early years.] Önleyici Rehberlikte Okul Öncesinin Önemi Panel ve Çalıştayları, YÖRET, İstek Okulları, İstanbul.
- Gol-Guven, M. (27-28 March 2009). Moderator at the International Conference on Equity and Respect for Diversity in Early Childhood Education in the Context of Children's Rights organized by the Support of Women (KEDV-Kadin Emegini Degerlendirme Vakfi). İstanbul Teknik Üniversitesi Sosyal Tesisleri. İstanbul, Turkey.
- Gol-Guven, M. (17-18 November 2007). The importance of early years education for the children with hearing impairments. The Conference of Educational Practices for Hearing Impaired People, Türk Sanayi Odası, İstanbul, Turkey

Gol-Guven, M. (27-28 October 2007). Classroom atmosphere and culture in early childhood education. Ya-Pa Teachers Seminars, Irmak Okulları, Istanbul, Turkey.

Gol-Guven, M. (27-28 October 2007). Challenging behaviors in children. Ya-Pa Teachers Seminars, Irmak Okulları, Istanbul, Turkey.

Gol-Guven, M. (6 May 2007). Formation of quality standards in pre-service and in-service teacher education and training for early childhood education field. Bahcesehir Koleji, Istanbul, Turkey.

Gol-Guven, M. (6 May 2007). Classroom management techniques for early childhood education classrooms. Bahcesehir Koleji, Istanbul, Turkey.

Gol-Guven, M. (March 2007). Anne Çocuk Eğitim Vakfı (ACEV-Mother Child Education Foundation). Day-long seminar series on Classroom Management and Behavioral Modifications for Challenging Behaviors. Diyarbakir, Turkey.

Gol-Guven, M. (May 2002). Quality and parents' expectations of preschool programs. In B. Guncer (Chair), New Construction in Colleges of Education and the Place of Early Childhood Teachers in the Process. Early Childhood Education in 21.st Century Symposium, Hacettepe University, Ankara, Turkey.

ADMINISTRATIVE POSITIONS

Peace Education Application and Research Center, the head of the center, 2016-2023.

Primary Education Department, Preschool Education Program, the head of the department, 2022-2023; 2016-2019.

Primary Education Department, Early Childhood Education Masters' Program, the head of the program, 2022-2023; 2016-2019.

ORGANIZATION MEMBERSHIPS

Member of European Networking for Socio-Emotional Competence in Children and Young Persons (ENSEC) since 2007

Member of International Play Association (IPA) since 2008

COURSES TAUGHT in the past

PRED 120 Learning Academic Skills

PRED 218 Practicum I

PRED 211 Curriculum I

PRED 212 Curriculum II

PRED 324 Practicum II

PRED 317 Measurement and Evaluation in Preschool Education

PRED 318 Assessment and Evaluation in Early Childhood Education

PRED 380 Understanding and Guiding Children Behavior

ED 382.05 Classroom Management

PRED 413.02 Practice Teaching in Preschool Education I

PRED 414.01 Practice Teaching in Preschool Education II

PRED 422.01 Practice Teaching Seminar

PRED 424.01 Reflective Teaching

PRED 418 Management in Social and Educational Settings

PRED 490 Quality in Early Childhood Settings

Master's level

PRED 502 Qualitative Research (partnered with Devrim Guven & Engin Ader)

PRED 521 Policies, Trends and Issues in Early Childhood Education

PRED 524 Field Experience

PRED 58A Socio-Emotional Learning in Early Years

PRED 586 Children's Play in Early Years

COURSES since 2015

PRED 212 Curriculum Development

PRED 310 Special Education in Early and Primary Years

PRED 321 Children's Literature

PRED 333 Data Processing and Statistics in Education

PRED 413.02 Practice Teaching in Preschool Education I

PRED 414.01 Practice Teaching in Preschool Education II

PRED 422.01 Practice Teaching Seminar

PRED 424.01 Reflective Teaching

Master's level

PRED 521 Policies, Trends and Issues in Early Childhood Education

PRED 58A Socio-Emotional Learning in Early Years

PRED 586 Children's Play in Early Years

Ph. D. level

LS 681 Social and Emotional Learning in Childhood

LS 628 Design of Learning Environments in Early Childhood Education