

NERMIN KARADEMİR

PhD, AFHEA
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Education

Ph.D. in Education

2020 – 2025

Faculty of Education, University of Cambridge, Cambridge, UK

Supervisor: Prof. Karen Coats, Advisor: Prof. Sara Hennessy

Examiners: Prof. Natalia Kucirkova and Dr. Emma Cooper

Thesis: Children's Meaning-Making with Narrative Apps in Early Years: Investigating the Interplay Between Young Readers, Teachers, and App Design

Research Areas:

Children's Media, Early Childhood Education, EdTech, Artificial Intelligence, Children's Safety and Wellbeing, Multimodality, Human-Computer Interaction, Child-Centred Design

M.A. in Early Years Education

2018 – 2019

Institute of Education, Department of Learning and Leadership, Early Years Education, UCL, London

B.A. in Early Childhood Education

2011 – 2016

Faculty of Education, Department of Primary Education, Bogazici University, Istanbul

Publications

Karademir, N. (2026). Analysing design features of children's apps through an intersectional pedagogical lens. *Early Years*, 46(2), 276-293. <https://doi.org/10.1080/09575146.2025.2607088>

Karademir, N. (2026). Teacher roles in early years digital shared reading contexts. *Education 3-13*. <https://doi.org/10.1080/03004279.2026.2619734>

Karademir, N. (2026). Yapay Zeka Destekli Anlatı Sistemlerinde Çocukluk, Etik ve Bilgi Üretimi. *Artuklu Humanities*, 20, 52-64. <https://doi.org/10.46628/ahu.1777111>

Karademir, N. (2025). Sweet Treats and Cultural Commentary in the Studio Ghibli's Spirited Away and Kiki's Delivery Service. In S. Planka & C. Löwe (Eds.). *Cultural Perspectives on Sweets in Children's Literature and Media* (1st ed.). Routledge. <https://doi.org/10.4324/9781003570035>

Karademir, N. (2025). Fundamental British values in early years education: Insights from policy and practice. *Anadolu Türk Eğitim Dergisi*, 7(2), 195-212. <https://doi.org/10.29329/ated.2025.1388.3>

Karademir, N. (2025). Children's digital literature and multimodal reading practices [Guest-edited curated article collection]. *Cambridge Journal of Education*. <https://www.tandfonline.com/journals/ccje20/collections/Childrens-digital-literature>

Holmes, W., Mouta, A., ... **Karademir, N.**, ... Yeo, B. (2025). Critical studies of artificial intelligence and education: Putting a stake in the ground. *SSRN*. <http://dx.doi.org/10.2139/ssrn.5391793>

Karademir, N. (2024). Children's meaning-making with narrative apps in early years: investigating the interplay between young readers, teachers, and app design [Apollo - University of Cambridge Repository]. <https://doi.org/10.17863/CAM.120273>

Karademir, N. (Accepted). Digital Technology Narratives in Contemporary Children's Literature. *Bookbird*.

Presentations (Selection since 2023)

Artificial Intelligence in Academia *(Invited Talk)*

Marmara University, Department of Primary Education, Online [12 May 2026]

Publishing During PhD *(Invited Talk)*

Cambridge Educational Dialogue Research Group (CEDiR), Online [4 December 2025]

Examining the Efficacy of Intelligent Virtual Tutors in Early Childhood Literacy: A Multimodal Social Semiotics Perspective

Thirty Second International Conference on Learning, Granada, Spain [7-10 July 2025]

Enhancing Personalised Learning through AI in Early Childhood Education: Benefits and Key Considerations *(Invited Talk)*

AI and Education Community, Faculty of Education, Cambridge [31 March 2025]

Digital Children's Literature and Safeguarding *(Invited Talk)*

Homerton Education Technology Society (HETS), Cambridge [25 February 2025]

Reading beyond words: A multimodal social semiotics approach to children's digital reading and agency in early years settings

ConferenceCES 2024: Cha(lle)nging Childhoods: Reimagine Childhood in Uncertainty and Inequality, Istanbul, Turkey [27-29 June 2024].

An Evaluation of the Intelligent Virtual Tutors in Early Literacy Education

Learning Analytics in Practice (LAP 24), Online [19 June 2024].

Reading-as-design: Young children as co-designers of the texts

#YouthMediaLife Conference 2024: Interdisciplinary perspectives on digital practices, Vienna, Austria [25-28 April 2024].

Children's Transmedia: Crafting Enriching Stories While Safeguarding Young Minds

Centre for Research in Children's Literature at Cambridge (CRCLC), PhD-led Seminar Series [16 November 2023].

Navigating the (Im)materiality of iPads through Digital Children's Literature and Media

Centre for Research in Children's Literature at Cambridge (CRCLC) Spatiality Club, facilitated by Julia Wang [9 November 2023].

The Ecology of Digital Narrative Apps and Dialogic Balance in Shared Reading Events, Cambridge Educational Dialogue Research Group Annual Review, Cambridge [19 June 2023]

Children's Engagement with Digital Narrative Apps: A Human-Computer Interaction Approach, *Kaleidoscope Conference*, Cambridge [1-2 June 2023]

Teaching, Research and Work Experience (Selection since 2020)

Supervisor (College Teaching Officer), University of Cambridge

Oct 2023-June 2026

Delivered undergraduate supervisions and small-group teaching across multiple Tripos papers, supporting students from the Faculty of Education and affiliated colleges. Supervisions focused on developing academic writing, critical thinking, and engagement with theoretical and empirical literature in education. Responsibilities included delivering structured supervision sessions aligned with Tripos paper objectives, providing formative feedback on essays, facilitating critical discussion of key readings, and offering targeted explanations of complex theoretical concepts.

Tripes papers supervised:

- Learning and Human Development (2024-2026) – Moderator: Prof. Helen Demetriou
- Formal and Informal Contexts of Learning (2023-2026) – Moderator: Prof. Helen Demetriou
- Education, Creativity and Culture (2023-2024) – Moderator: Dr. Tyler Denmead
- Emergence of Educational Thinking and Systems (2023-2024) – Moderator: Dr. Sonia Ilie
- Play, Creativities and Imagination (2023-2025) – Moderator: Prof. Helen Demetriou

Also supervised one Tripos dissertation (2024-2025), providing guidance on research design, literature review development, analytical framing, and academic writing.

Dissertation: *Exploring the Role of AI Technologies in the Development of Self-Regulated Learning: Perspectives from Early Childhood Education* (Distinction)

Student: Brianna Kwami

Research Consultant, Open University

Dec 2025-May 2026

Supported data analysis and report writing for a large-scale survey on children's reading in Jersey (Channel Islands), analysing responses from over 4,000 students across Key Stage 2 and 3. Co-produced comprehensive reports and an executive summary integrating quantitative and qualitative findings. Collaborated closely with Prof. Teresa Cremin and presented project progress to Government of Jersey stakeholders through regular review meetings.

Member, FERSA (Faculty of Education Research Students' Association)

Oct 2022-Oct 2023

Contributed to the organisation of the International Kaleidoscope Conference and the planning of the Oxford–Cambridge Exchange programme, an annual academic exchange between the Education Faculties of the University of Oxford and the University of Cambridge.

Graduate Researcher at the Cambridge Hub, Impact Labs

2020-2021

Worked as a graduate researcher within the Cambridge Hub Social Innovation Programme over a 14-week project. Collaborated with two teammates to support Capikooa, a Cambridge-based sustainability-focused children's toy company, in measuring social impact and analysing customer feedback on its products. Produced and presented a report outlining the company's social impact, along with recommendations to inform product development and strengthen marketing strategy based on key customer profiles.

Professional Services

Peer Reviewer: British Journal of Educational Technology, Cambridge Journal of Education

Advisory Board Member: HundrED (Spotlight on Wellbeing in Schools, 2024)

Fellowships, Awards and Achievements

Associate Fellowship (AFHEA), Advance Higher Education (UK Higher Education Academy), 2026

Emerging Scholar Awards, The Learner Research Network, 2025 & 2026

Lord Frederick Cavendish Fund, Lucy Cavendish College, University of Cambridge, 2024

Certificate of Recognition, HundrED, 2024

Research and Travel Fund, Lucy Cavendish College, University of Cambridge, 2023

Making the Most of Cambridge Award, Lucy Cavendish College, University of Cambridge, 2022

Master's And PhD Scholarship, Ministry of National Education, Turkey, 2016

Certificate of Proficiency in Oil Painting, Department of Fine Arts, Bogazici University, Turkey, 2015

Project Award, The Scientific and Technological Research Council of Turkey (TUBITAK), 2007

Project no: 200602653

Miscellaneous

Software: ELAN, ATLAS-Ti, Epistemic Network Analysis (ENA; Intermediate), ScholarOne (Intermediate)

Languages: Turkish (native), English (professional working ability)

Member Organisations: Cambridge Educational Dialogue Research Group (CEDiR)

Centre for Research in Children's Literature at Cambridge (CRCLC)

Advance Higher Education (formerly UK Higher Education Academy)

European Digital Education Hub (EDEH)

British Educational Research Academy (BERA)

United Kingdom Literacy Association (UKLA)

Helen Hamlyn Centre for Pedagogy (HHCP), UCL

AI & Education Community, Cambridge

AI in Education at Oxford (AIEOU)