

Sebnem Cilesiz, PhD

Title Department Office Number Extension Email Address	Professor Educational Foundations and Leadership Picard Center 251 (337) 482 –6470 cilesiz@louisiana.edu
Education	PhD, Curriculum and Instruction, The University of Florida EdM, Technology in Education, Harvard University BS, Mathematics Education, Middle East Technical University
Teaching Philosophy	In my teaching, I strive to balance high expectations with caring. I build diversity in the course content and instructional methods; classroom activities include discussion, lecture, group work, debates, presentations, and films to enable everyone to participate and contribute. While I maintain professional relationships with students, I aim to relate to them and help them navigate any barriers that might impede their learning as well as paying special attention to social inequality. In all of my courses, I solicit and welcome both positive and critical comments and feedback. I try to be a role model for my graduate students by modeling a strong discipline and work ethic.
Bio	Dr. Cilesiz joined the faculty at UL Lafayette in 2013. Prior to that, she was an assistant professor at The Ohio State University. Before attending graduate school, she taught high school level mathematics. She currently teaches and advises students in all concentrations of the doctoral program in Educational Leadership.
Courses Taught	EDLD 505: Curriculum for Education Leaders EDLD 597: Directed Individual Study I EDLD 801: Writing for Research EDLD 803: Qualitative Methods in Educational Leadership EDLD 830: Foundations of Curriculum Theory EDLD 875: Critical Perspectives on Educational Leadership EDLD 880: Research Practicum in Educational Leadership EDLD 900: Doctoral Dissertation Seminar EDLD 999: Dissertation Research
Research Interests	qualitative research methodology, critical perspectives on educational policy and leadership, and social and cultural contexts of technology use
Teaching Experience	-High school mathematics -Graduate level courses in educational technology, cultural foundations, and qualitative research methodology (Ohio State U.)

Publications	<p>Cilesiz, S. & Greckhamer, T. (in press). Methodological socialization and identity: A bricolage study of pathways toward qualitative research in doctoral education. <i>Organizational Research Methods</i>. Advance online publication. (IF=5.71, #8/84 in Applied Psychology)</p> <ul style="list-style-type: none"> • Sponsored by <i>Academy of Management, Research Methods Division</i> and by <i>Consortium for the Advancement of Research Methods and Analysis (CARMA) Global Community</i> <p>Greckhamer, T. & Cilesiz, S. (in press). The extension of strategic management discourse into public education administration: A critical analysis, <i>Organization: The Critical Journal of Organization, Theory and Society</i>. Advance online publication. (IF=2.62, #106/226 in Management)</p> <p>Cilesiz, S. & Greckhamer, T. (2020). Qualitative Comparative Analysis in education research: Its current status and future potential. <i>Review of Research in Education</i>, 44(1) 332-369. (IF=4.67, #6/263 in Education)</p> <ul style="list-style-type: none"> • An official journal of the <i>American Educational Research Association</i> <p>Cilesiz, S. (2020). Making meaning through lived technological experiences. In E. Creely, J. Southcott, K. Carabott, & D. Lyons (Eds.), <i>Phenomenological Inquiry in Education: Theories, Practices, Provocations and Directions</i> (pp. 148-160). Routledge.</p> <p>Cilesiz, S. & Drotos, S. (2016). High poverty urban high school students' plans for higher education: Weaving their own safety nets. <i>Urban Education</i>, 51(1) 3-31. (IF=2.2, #70/263 in Education)</p> <p>Drotos, S. M. & Cilesiz, S. (2016). Shoes, dues, and other barriers to college attainment: Perspectives of students attending high poverty, urban high schools. <i>Education and Urban Society</i>, 48(3) 221-244. (IF=1.01, #201/263 in Education)</p> <ul style="list-style-type: none"> • Featured in the <i>London School of Economics</i> blog on US Policy <p>Cilesiz, S. (2016). Öğretim teknolojilerinde olgubilim arařtırmaları [Phenomenological research in educational technology]. In K. Çağiltay, & Y. Göktaş (Eds.), <i>Öğretim teknolojilerinin temelleri: Teoriler, arařtırmalar, eğilimler</i> (2nd ed) (pp. 395-406). Pegem/Akademi.</p>
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	<p>Cilesiz, S. (2015). Undergraduate students' experiences with recorded lectures: Towards a theory of acculturation. <i>Higher Education</i>, 69(3) 471-493. (IF=2.86, #33/263 in Education)</p>
Presentations	<p>Cilesiz, S. & Greckhamer, T. (accepted). Restructuring identities and power in public education: A critical discourse analysis, <i>American Educational Research Association Annual Meeting</i>, Orlando, FL: April 2021. [virtual conference]</p> <p>Cilesiz, S. & Greckhamer, T. (2020). The current status and future potential of Qualitative Comparative Analysis (QCA) in education research, <i>American Educational Research Association Annual Meeting</i>, San Francisco, CA: April 2020. [conference cancelled]</p> <p>Cilesiz, S. & Greckhamer, T. (2019). Qualitative research methods training—Journey on the beaten path? In symposium “Templates in qualitative research methods: How have we got here and how do we get out?” <i>Academy of Management Annual Meeting</i>, Boston, MA: August 2019.</p> <ul style="list-style-type: none"> • Finalist symposium for the <i>Emerald Best International Symposium Award</i> by Academy of Management, 2019 <p>Cilesiz, S. & Greckhamer, T. (2019). Buying into qualitative research, <i>American Educational Research Association Annual Meeting</i>, Toronto, ON: April 2019.</p> <p>Cilesiz, S. & Greckhamer, T. (2019). Discursive colonization of public school administration, <i>American Educational Research Association Annual Meeting</i>, Toronto, ON: April 2019.</p> <p>Migues, K. & Cilesiz, S. (2018). Should I stay or should I go? A qualitative study of experienced teachers' retention, <i>American Educational Research Association Annual Meeting</i>, New York, NY: April 2018.</p> <p>Guillory, A. & Cilesiz, S. (2018). Increasing institutional research capacity by supporting faculty research activity. <i>Universities of Louisiana Inaugural “For Our Future Conference”</i>: Hammond, LA: February 2018.</p> <p>Cilesiz, S. & Greckhamer, T. (2017). Novice researchers' conceptualization of research paradigms: Mapping the processes and outcomes of learning, <i>American Educational Research Association Annual Meeting</i>, San Antonio, TX: April 2017.</p>

	<p>Cilesiz, S. (2016). Learning from technology histories of preservice teachers, <i>American Educational Research Association Annual Meeting</i>, Washington, DC: April 2016.</p> <p>Cilesiz, S. & Gaebel, M. K. (2015). Parents' approaches to parental engagement in adolescence, <i>American Educational Research Association Annual Meeting</i>, Chicago, IL: April 2015.</p> <p>Greckhamer, T. & Cilesiz, S. (2015). A discourse analysis of strategic management in public education, <i>American Educational Research Association Annual Meeting</i>, Chicago, IL: April 2015.</p> <p>Cilesiz, S. (Symposium Organizer), Dewees, S., Phippen, R., Dickinson, F., Mathews, R., Stokes, E., Barnhart, R. (2015). Representing qualitative research paradigms through music, geography, and dance, <i>Mid-South Educational Research Association Annual Meeting</i>, Lafayette, LA: November 2015.</p> <p>Greckhamer, T. & Cilesiz, S. (2015). Challenges in discourse analysis research: Theoretical review and methodological recommendations, <i>Western Academy of Management Conference</i>, Kauai, HI: March 2015.</p> <p>Cilesiz, S. (2015). Undergraduate students' experiences with recorded lectures. <i>University of Louisiana Engaged Student Learning Retention Summit</i>: Lafayette, LA: March 2015.</p>
Grants	N/A
Conferences Attended	N/A
Professional Memberships	AERA (Div B: Curriculum Studies, Div D: Measurement and Research Methodologies, SIG Qualitative Research, SIG Instructional Technology)
Awards	<p>Patrick Rutherford/Board of Regents Support Fund (BORSF) Professorship in Education, University of Louisiana at Lafayette, 2019-present</p> <p>Joan D. & Alexander S. Haig/ Board of Regents Support Fund (BORSF) Professorship in Education, University of Louisiana at Lafayette, 2015-2018</p>
Additional Skills	<p>Languages: Turkish & German</p> <p>Certified Online Teacher at UL Lafayette, Office of Distance Learning</p>
Dissertation	A Phenomenological Investigation of Adolescents' Experiences of Educational Uses of Computers at Internet Cafés, University of Florida, 2006
Other Professional Experience	Curriculum & multimedia instructional materials design

<p>Service</p>	<p>Consulting Editor: Educational Technology Research and Development</p> <p>Reviewer: American Educational Research Journal, Urban Education, International Journal of Qualitative Studies in Education, Higher Education, Educational Administration Quarterly, Educational Studies, Critical Studies in Education, Journal of Adolescent Research, Journal of Educational Computing Research, International Journal of Disability Development & Education, The High School Journal, Organizational Research Methods, Organization Studies, Small Group Research</p> <p>Co-chair: AERA Division D Outstanding Dissertation Award Committee</p> <p>Member: AERA Outstanding Book Award Selection Committee AERA Division D International Committee</p>
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