

**ACADEMIC
CURRICULUM VITAE**



1. Name - Surname: Gülsüm Aşıksoy

2. Title: Professor Doctor

3. Educational Background:

Degree	Department/Program	University	Year
Bachelor's	Physics Engineering	Ankara University	1995
Master's	Electrical and Electronic Engineering	Near East University	2011
PhD	Computer and Instructional Technology Education	Near East University	2016

4. Master's / PhD Thesis

4.1. Master's Thesis Title:

Diagnosis of Epilepsy Disorders Using Artificial Neural Networks: An Intelligent Automated System that can Diagnosis of Epilepsy Disorders Using Artificial Neural Networks (2011).

4.2. PhD Thesis /Medical Specialty Thesis Title :

The Effect of Flipped classroom Model adapted to the 5E model on Physics teaching (2016).

5. Academic Titles:

Date of Assistant Professorship: 29.08.2017

Date of Associate Proferssorship: 24.01.2020

Date of Professorship: 20.05.2025

6. Supervised Master's and PhD Theses:

6.1. Master's Theses

6.1.1. Zahraa Hashim (2025). High School Teachers' Awareness and Perceptions of Artificial Intelligence in Education in Iraq. Department of Computer and Instructional Technology, Institute of Educational Sciences Near East University.

6.1.2. Bassam Yousuf Jameel (2022). Social Anxiety of Students For e-learning Environments. Department of Computer and Instructional Technology, Institute of Educational Sciences Near East University.

6.1.3. Halil Baykurt (2019). Development and Evaluation of Mobile Applications for the Hearing Impaired. Department of Computer and Instructional Technologies Education, Institute of Educational Sciences, Near East University.

6.1.4. Cansı Çakırtaş (2019). Evaluation of the relationship between faculty members' individual innovation levels and their self-efficacy towards technology integration in higher education. Department of Computer and Instructional Technologies Education, Institute of Educational Sciences, Near East University.

6.2. PhD Theses

6.2.1. Hana Dler Ahmed (2021). The Effects of Gamified Flipped Learning Method on Student's Innovation Skills, Self-Efficacy towards Virtual Physics Lab Course and Perceptions. Department of Computer and Instructional Technology, Institute of Educational Sciences Near East University.

6.2.2. Umut Öksüz (2018). Investigation of the Effectiveness of the Modular Curriculum Designed for Environmental Education of 6th and 7th Grade Students in the North of Cyprus. Near East University Department of Environmental Education and Management, Institute of Educational Sciences, Near East University.

7. Publications.

7.1. Articles Published in International Peer-Reviewed Journals (SCI, SSCI, AHCI, ESCI, Scopus)

7.1.1. Asiksoy, G. (2025). Predicting Student Performance in a Blended Learning Course Using Machine Learning. Smart Infrastructures in the IoT Era, 1251-1263.
https://doi.org/10.1007/978-3-031-72509-8_98

- 7.1.2. Asiksoy, G.** (2025). Nurses' assessment of artificial intelligence chatbots for health literacy education. *Journal of Education and Health Promotion*, 14(1). https://doi.org/10.4103/jehp.jehp_1195_24
- 7.1.2. Islek, D., & Asiksoy, G.** (2025). Technologies used for visually impaired individuals in the museum environment: a systematic review. *Artificial Intelligence of Things (AIoT)*, 179-192. <https://doi.org/10.1016/B978-0-443-26482-5.00017-1>
- 7.1.3. Shirgir, B., Aşır, S., Asiksoy, G., Dimililer, K.** (2025). Integration of Artificial Intelligence with Environmental Biosensors. In: Gökçekeş, H., Kassem, Y. (eds) *Climate Change and Natural Resources*. NRSEM 2023. Environmental Earth Sciences. Springer, Cham. https://doi.org/10.1007/978-3-031-72479-4_35
- 7.1.3. Asiksoy, G.** (2024). An Investigation of University Students' Attitudes towards Artificial Intelligence Ethics. *International Journal of Engineering Pedagogy (iJEP)* 14 (8), 2192-4880. <https://doi.org/10.3991/ijep.v14i8.50769>
- 7.1.5. Toros, E., Asiksoy, G., & Sürücü, L.** (2024). Refreshment students' perceived usefulness and attitudes towards using technology: a moderated mediation model. *Humanities and Social Sciences Communications*, 11(1), 1-10. <https://doi.org/10.1057/s41599-024-02839-3>
- 7.1.6. İşlek, D., & Asiksoy, G.** (2024). Evaluation of the effectiveness of museum education in virtual environment with 360° videos. *Revista Romaneasca pentru Educatie Multidimensionala*, 16(1), 113-137. <https://doi.org/10.18662/rrem/16.1/814>
- 7.1.7. Asiksoy, G., & İşlek, D.** (2024). Classifying Engineering Students Performance in Online Education with Machine Learning: Affective, Cognitive, and Behavioral Aspects. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 15(2), 23-45. <https://doi.org/10.18662/brain/15.2/562>
- 7.1.8. Aşıksoy, G., İşlek, D., & Gökçekeş, H.** (2024). Assessing University Students' Water Resource Awareness and Behaviors. In *International conference on water Problems in Mediterranean countries* (pp. 41-50). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-65960-7_4
- 7.1.9. Islek, D., & Asiksoy, G.** (2024). Technologies used for visually impaired individuals in the museum environment: a systematic review. *Artificial Intelligence of Things (AIoT): Current and Future Trends*, 179.
- 7.1.10. Asiksoy, G.** (2023). Empirical Studies on the Metaverse-Based Education: A Systematic Review. *International Journal of Engineering Pedagogy*, 13(3), 120-133. <https://doi.org/10.3991/ijep.v13i3.36227>

- 7.1.11. Asiksoy, G.** (2023). Effects of Virtual Lab Experiences on Students' Achievement and Perceptions of Learning Physics. *International Journal of Online & Biomedical Engineering*, 19(11), 31–41. <https://doi.org/10.3991/ijoe.v19i11.39049>
- 7.1.12. Ahmed, H. D., & Asiksoy, G.** (2021). The Effects of Gamified Flipped Learning Method on Student's Innovation Skills, Self-Efficacy towards Virtual Physics Lab Course and Perceptions. *Sustainability*, 13(18), 10163. <https://doi.org/10.3390/su131810163>
- 7.1.13. Alyazji, Q., & Asiksoy, G.** (2021). Evaluating Mechanical Ventilators Using Multi Criteria Decision Making Techniques. *International Journal of Online & Biomedical Engineering*, 17(7). <https://doi.org/10.3991/ijoe.v17i07.21769>
- 7.1.14. Aşıksoy, G., & Canbolat, S.** (2021). The Effects of the Gamified Flipped Learning Method on Petroleum Engineering Students' Pre-Class Online Behaviour Engagement and Achievement. *ijep*, 11(5), 19-36. DOI: <https://doi.org/10.3991/ijep.v11i5.21957>
- 7.1.15. Aşıksoy, G.** (2019). Computer-Based Concept Mapping as a Method for Enhancing the Effectiveness of Concept Learning in Technology-Enhanced Learning. *Sustainability*, 11(4), 1005. <https://doi.org/10.3390/su11041005>
- 7.1.16. Aşıksoy, G., Isa N. A., & Gökçekuş, H.** (20120). The role of mass media and level of education in spreading environmental sustainability awareness in developing countries. *Desalination and Water Treatment*, 177, 237-241. <https://doi.org/10.5004/dwt.2020.24833>
- 7.1.17. Gündüz Ş., Aşıksoy, G., & Öksüz, U.** (2018). Modular Curriculum Designed for the Environmental Education of 6th And 7th Grade Students in the North Cyprus. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(6), 2133-2143. <https://doi.org/10.29333/ejmste/85312>
- 7.1.18. Aşıksoy, G.** (2018). The effects of the gamified flipped classroom environment (GFCE) on students' motivation, learning achievements and perception in a physics course. *Quality & Quantity*, 52(1), 129-145. <https://link.springer.com/article/10.1007/s11135-017-0597-1>
- 7.1.19. Aşıksoy, G.** (2018). Clicker Supported Team-Based Learning Environment: A Qualitative Study. *International Journal of Online Engineering*, 14(9), 98-109. <https://doi.org/10.3991/ijoe.v14i09.8734>
- 7.1.20. Islek, D., & Asiksoy, G.** (2019). The Studies Conducted Regarding Virtual Museum Area: A Content Analysis Research. *World Journal on Educational Technology: Current Issues*, 11(1), 87-93. <https://un-pub.eu/ojs/index.php/wjet/article/view/4012>

7.1.21. Aşıksoy, G., & Islek, D. (2017). The Impact of the Virtual Laboratory on Students' Attitudes in a General Physics Laboratory. *International Journal of Online Engineering*, 13(4), 20-28. <https://doi.org/10.3991/ijoe.v13i04.6811>

7.1.22. Aşıksoy, G., & Ozdamli, F. (2017). The Flipped Classroom Approach Based on the 5E Learning Cycle Model-5ELFA. *Croatian Journal of Education*, 19(4), 1131-1166. <https://doi.org/10.15516/cje.v19i4.2564>

7.1.23. Aşıksoy, G., & Özdamlı, F. (2016). Flipped Classroom adapted to the ARCS Model of Motivation and Applied to a Physics Course. *Eurasia Journal of Mathematics, Science & Technology Education*, 12(6), 1589-1603. <https://doi.org/10.12973/eurasia.2016.1251a>

7.1.23. Tezer M., & Aşıksoy, G. (2015). Engineering students' self-efficacy related to physics learning. *Journal of Baltic Science Education*, 14(3), 311-326. <https://www.ceeol.com/search/article-detail?id=1022430>

7.2. Articles Published in Other International Peer-Reviewed Journals

7.2.1. Ahmed, H. D., & Asiksoy, G. (2018). Flipped classroom in language studies: A content analysis of recent articles. *Near East University Online Journal of Education*, 1(1), 11-19. <https://dergipark.org.tr/en/pub/neuje/issue/42721/515508>

7.2.2. Aşıksoy, G. (2018). ELT students' attitudes and awareness towards the use of WEB 2.0 technologies for language learning. *Journal of Language and Linguistic Studies*, 14(2), 240-251. <https://dergipark.org.tr/en/pub/jlls/issue/43364/527969>

7.2.3. Asiksoy, G., & Ozdamli, F. (2017). An Overview to Research on Education Technology Based on Constructivist Learning Approach. *Cypriot Journal of Educational Sciences*, 12(3), 133-147. <https://eric.ed.gov/?id=EJ1162561>

7.2.4. Ozdamli, F., & Aşıksoy, G. (2016). Flipped classroom approach. *World Journal on Educational Technology*, 8(2), 98-105. <https://eric.ed.gov/?id=EJ1141886>

7.2.5. Hursen, C., & Aşıksoy, G. (2015). The effect of simulation methods in teaching physics on students' academic success. *World Journal on Educational Technology*, 7(1), 87-98. <https://un-pub.eu/ojs/index.php/wjet/article/view/26>

7.3. Papers Presented at International Scientific Conferences and Published in Conference Proceedings

7.3.1. Shirgir, B., Asir, S., **Asiksoy, G.** & Dimililer, K. (2023, December). Integration of Artificial Intelligence with Environmental Biosensors. In 6th International Conference on Natural Resources and Sustainable Environmental Management (NRSEM-2023) 14-16 December 2023, Nicosia, North Cyprus.

7.3.2. Aşıksoy, G., İlek, D. & Gökçekuş, H. (2023, December). Assessing University Students' Water Resource Awareness. In 3rd International Conference on Water Problems in Mediterranean Countries (WPMC-2023). 14-16 December 2023, Nicosia, North Cyprus.

7.3.3. Aşıksoy, G. & İlek, D. (2023, September). Evaluation of the effectiveness of museum education in virtual environment with 360° videos. In 19th LUMEN International Scientific Conference, Rethinking Social Action. Core Values in Practice September 21st-23rd, 2023, Iasi, Romania & online worldwide.

7.3.4. Mirzaei, O., **Aşıksoy, G.,** & Kibarar, A. G. (2020, August). Evaluation of the Management and Prevention of Covid-19 Pandemic in Most Infected Countries via Fuzzy PROMETHEE Approach. In International Conference on Theory and Applications of Fuzzy Systems and Soft Computing (pp. 89-94). Springer, Cham. https://doi.org/10.1007/978-3-030-64058-3_11

7.3.5. Canbolat, S., **Aşıksoy, G.,** & Gökçekuş, H. (2019). The effects of the gamified flipped classroom method on students' pre-class online behaviour engagement and achievement: natural gas engineering course case. 2nd International Conference on Environment: Survival and Sustainability, 7-11 October 2019, Nicosia, North Cyprus.

7.3.6. Aşıksoy, G., Amirabbas, A., & Gökçekuş, H. (2019). Food Security, Environmental Education, and Education for Sustainability: A Review of the Notions and the Literature. 2nd International Conference on Environment: Survival and Sustainability, 7-11 October 2019, Nicosia, North Cyprus.

7.3.7. Ozsahin, D.U, **Aşıksoy, G.,** Uzun, B., & Gökçekuş, H. (2019). Evaluation of the Learning Models using Multi-Criteria Decision Making Theory. 2nd International Conference on Environment: Survival and Sustainability, 7-11 October 2019, Nicosia, North Cyprus. https://link.springer.com/chapter/10.1007/978-3-030-64765-0_13

7.3.8. Aşıksoy, G. (2018). Eğitimde Oyunlaştırma: Ters-Yüz Sınıflar Örneği. Globets an International Conference on Education, Technology and Science, 6-9 May 2018, Belgrade, Serbia.

7.3.9. Islek, D., & **Aşıksoy, G.** (2017). A Content Analysis of Research in the Virtual Museum Area. 6th International Conference on Education, 20 June-01 July, 2017, Zagreb Croatia. <https://eric.ed.gov/?id=EJ1205376>

7.3.10. **Aşıksoy, G.,** & Islek, D. (2017). The Effect of the Virtual Laboratory on Students' Attitude Towards the Physics Lab Course. 4th Global Conference on Psychology Researches 16-18 March 2017, Lara, Antalya.

7.3.11. Uzunboylu, H., & **Aşıksoy, G.** (2014). Research in Physics Education: A Study of Content Analysis. Procedia-Social and Behavioral Sciences 136, 425-437. <https://doi.org/10.1016/j.sbspro.2014.05.353>

7.3.12. Khashman A., & **Aşıksoy G.** (2010). Identification of Noisy Poultry Portion Images Using a Neural Network. 9th WSEAS International Conference on Artificial Intelligence, Knowledge Engineering, and Databases (AIKED'09), University of Cambridge, UK, 20-22 February 2010.

7.3.13. Khashman A., **Aşıksoy G.,** & Fikretler H. (2009). Intelligent Portion Identification System for Poultry Processing Plant. Proceedings of the 1st WSEAS International Conference on Manufacturing Engineering, quality and Production Systems, MEQAPS '09 1, pp.130 Brasov, Romania, 24-26 Sep 2009 Brasov, Romania, 24-26 Sep 2009.

7.4. National/international Books or Book Chapters

7.4.1. **Aşıksoy, G.,** Uzun, B., & Uzun Ozsahin, D. (2021). Evaluation of the Learning Models Using Multi-Criteria Decision-Making Theory. In Application of Multi-Criteria Decision Analysis in Environmental and Civil Engineering (pp. 113-125). Springer, Cham.

7.4.2. Kaşot, N., & **Aşıksoy, G.** (2019). İlkokulda Fen Öğretimi. Ankara, Işık Kitabevi, ISBN: 978-605-2234-73-0

7.4.3. **Aşıksoy, G.,** & Sekeroglu B. (2013). Diagnosis of Epilepsy Disorders using Artificial Neural Networks. Lambert Academic Publishing, ISBN: 978-3659291555

7.4.4. **Aşıksoy, G.,** & Özdamli, F. (2017). Fizik Öğretiminde 5E Öğrenme Modeline Uyarlanmış Ters-yüz Sınıflar. Lambert Academic Publishing, ISBN 978-620-2-07636-4.

7.4.5. **Aşıksoy, G.,** & Sorakin. Y. (2018). The Effects of Clicker-aided Flipped Classroom Model on Learning Achievement, Physics Anxiety and Students' Perceptions. International Online Journal of Education and Teaching, 5(2), 334-346. <https://eric.ed.gov/?id=EJ1258994>

7.5. Articles Published in National Peer-Reviewed Journals

7.5.1. Ahmed, H. D., & **Asiksoy, G.** (2018). Flipped classroom in language studies: A content analysis of recent articles. Near East University Online Journal of Education, 1(1), 11-19.

8. Art and Design Activities

9. Projects

9.1. "Virtual and Augmented Reality-Based Application Platform for Stroke Treatment" funded by the TÜBİTAK Industrial R&D Projects Support Program (Project No: 3241088), Academic Advisor (2024 - ongoing)

9.2. "Virtual Reality-Based Endovascular Aneurysm Occlusion Training", funded by the TÜBİTAK Industrial R&D Projects Support Program (Project No: 3230616), Academic Advisor (2023-ongoing)

9.3. "The Effect of the Flipped Classroom Method in Physics Teaching", supported within the scope of Near East University, Center of Excellence Scientific Research Projects, (Proje No: CE045-2015) Researcher (2015-2016).

10. Administrative Responsibilities

10.1. Near East University, Head of the Department of Artificial Intelligence Engineering (2025-Present)

10.2 Near East University, Flipped Learning Coordinator (2017- Present)

10.3. Near East University, Physics Courses Coordinator (2018 – 2025 August)

10.4. Near East University, Educational Technologies Coordinator (2017 – 2025 August)

10.5. Near East University, Member of the Center for Social Research and Development (2022 - Present)

11. Memberships in Scientific and Professional Organizations

The Union of Chambers of Turkish Engineers and Architects (UCTEA)

Chamber of Physics Engineers – Ankara, Turkey

12. Awards

12.1. Best Reviewer award.at 24th IEEE International Conference on Advanced Learning Technologies (ICALT 2024).

12.2. Awarded with the Publication Award at the Near East University Science Awards in 2018.

12.3. Awarded with the DESAM Researcher Award at the Near East University in 2016.

13. Undergraduate and Graduate Courses Taught in the Last Two Years

Academic Year	Semester	Course Name	Weekly Hours		Number of Students
			Theoretical	Practical	
22024-25	Güz	CET713 Artificial Intelligence Applications in Education (PhD course)	3	-	2
		BSM602 Introduction to Artificial Intelligence (PhD course)	3		2
		FPH101 General Physics-I	3	-	12
		FPH102 General Physics-II	3		32
		PHY302 Radiology Physics	3	-	9
		SEC218 Introduction to Astronomy and Astrophysics	3	-	21
	Bahar	BSM605 Data Science and Artificial Intelligence (Doktora)	3	-	2
		BSM602 Introduction to Artificial Intelligence (Doktora)	3	-	1
		AIE304 Learning in Humans	3	-	15
		FPH102 General Physics-II	3	-	31
2025 - 2026	Güz	AIE511 Natural Language Processing (Master Course)	3		18
		COM 662 Natural Language Processing (PhD course)	3		4
		AIE303 NLP	3		12
		Seminar	3		3
		Thesis	3		2
		AIE511 Natural Language Processing (Master Course)	3		18
	Bahar				