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Academic Employments

2021 – · · · · **Prof.**, Department of Software Engineering, Faculty of Engineering and Natural Sciences, Bandirma Onyedi Eylul University, Balikesir, Turkey.

2017 – 2022 **Assoc. Prof.**, Department of Computer Education and Instructional Technology, Faculty of Education, Tokat Gaziosmanpasa University, Tokat, Turkey.

2014 – 2017 **Assist. Prof.**, Department of Computer Education and Instructional Technology, Faculty of Education, Tokat Gaziosmanpasa University, Tokat, Turkey.

2012 – 2013 **Visiting Scholar**, Ted Rogers School of Information Technology Management, Ryerson University, Toronto, ON, Canada.

2005 – 2013 **Research Assistant**, Department of Information Systems, Middle East Technical University, Ankara, Turkey.

Education

2009 – 2013 **Ph.D., Middle East Technical University**, Information Systems.
Dissertation title: *Organizational Adoption of Mobile Communication Technologies.* (GPA: 3.83/4)

2006 – 2009 **M.Sc., Middle East Technical University**, Information Systems.
Thesis title: *Technological Innovation Model for Public Sector*. (GPA: 3.44/4)

2002 – 2005 **B.Sc., Anadolu University**, Computer Education and Instructional Technology.
Distinguished Graduate. (GPA: 3.45/4)

Administrative Appointments

2023 – · · · · **Department Chair**, Department of Software Engineering, Faculty of Engineering and Natural Sciences, Bandirma Onyedi Eylul University.

Faculty Management Board Member, Faculty of Engineering and Natural Sciences, Bandirma Onyedi Eylul University.

2017 – 2020 **Member**, Educational Technology Commission, Tokat Gaziosmanpasa University.

2016 – 2019 **Department Chair**, Department of Computer Education and Instructional Technology, Faculty of Education, Tokat Gaziosmanpasa University.

Faculty Board Member, Faculty of Education, Tokat Gaziosmanpasa University.

2014 – 2020 **Director**, Distance Education Application and Research Center, Tokat Gaziosmanpasa University.

Awards

2023 **The World's Top 2% of Scientists**, Stanford University.

2022 **The World's Top 2% of Scientists**, Stanford University.

Awards (continued)

- **Academic Performance Award**, Bandirma Onyedi Eylul University.

- **The Most Influential Scientists in the World Award**, Bandirma Onyedi Eylul University.
- **The Global Scientist Excellence Award** (AD Scientific Index), Bandirma Onyedi Eylul University.

2021 **The World's Top 2% of Scientists**, Stanford University.

2020 **The World's Top 2% of Scientists**, Stanford University.

2010 **Best Paper Award**, International Future-Learning Conference on Innovations in Learning.

2009 **Best Paper Award**, European and Mediterranean Conference on Information Systems (EMCIS).

2005 **Distinguished Graduate**, Department of Computer Education and Instructional Technology, Anadolu University.

Publications

Journal Articles Indexed in SCI/SSCI

1. **Arpaci**, **I.** (2024). A multi-analytical SEM-ANN approach to investigate the social sustainability of AI chatbots based on cybersecurity and protection motivation theory. *IEEE Transactions on Engineering Management*, *71*, 1714–1725. doi:https://doi.org/10.1109/TEM.2023.3339578

2. **Arpaci**, **I.**, Aslan, O., & Kevser, M. (2024). Evaluating short and long term investment strategies: Development and validation of the investment strategies scale (ISS). *Financial Innovation*, *10*, 63. doi:https://doi.org/10.1186/s40854-023-00573-4

3. **Arpaci**, **I.**, Karatas, K., Gun, F., & Suer, S. (2024). Predicting teachers' sense of efficacy: A multimodal analysis integrating SEM, deep learning, and ANN. *Psychology in the Schools*. doi:https://doi.org/10.1002/pits.23222

4. Bahari, M., **Arpaci**, **I.**, Der, O., Akkoyun, F., & Ercetin, A. (2024). Driving agricultural transformation: Unraveling key factors shaping IOT adoption in smart farming with empirical insights. *Sustainability*, *16*(5), 2129. doi:https://doi.org/10.3390/su152115190

5. Gundogan, S., & **Arpaci**, **I.** (2024). Depression as a mediator between fear of COVID-19 and death anxiety. *Current Psychology*, *43*(14), 12990–12997. doi:https://doi.org/10.1007/s12144-022-03120-z

6. Yildiz, E., & **Arpaci**, **I.** (2024). Understanding pre-service mathematics teachers' intentions to use geogebra: The role of technological pedagogical content knowledge. *Education and Information Technologies*. doi:https://doi.org/10.1007/s10639-024-12614-1

7. Akkoyun, F., Çevik, Z. A., Özsoy, K., Ercetin, A., & **Arpaci**, **I.** (2023). Image processing approach to investigate the correlation between machining parameters and burr formation in micro-milling processes of selective laser melted AISI 316L. *Micromachines*, *14*(7), 1376. doi:https://doi.org/10.3390/mi14071376

8. Akkoyun, F., Ozcelik, A., **Arpaci**, **I.**, Ercetin, A., & Gucluer, S. (2023). A multi-flow production line for sorting of eggs using image processing. *Sensors*, *23*(1), 117. doi:https://doi.org/10.3390/s23010117

9. **Arpaci**, **I.** (2023a). Predicting problematic smartphone use based on early maladaptive schemas by using machine learning classification algorithms. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, *41*, 634–643. doi:https://doi.org/10.1007/s10942-022-00450-6

10. **Arpaci**, **I.** (2023b). Predictors of financial sustainability for cryptocurrencies: An empirical study using a hybrid SEM-ANN approach. *Technological Forecasting and Social Change*, *196*, 122858. doi:https://doi.org/10.1016/j.techfore.2023.122858

11 **Arpaci**, **I.**, & Aslan, O. (2023). Development of a scale to measure cybercrime-awareness on social media. *Journal of Computer Information Systems*, *63*(3), 695–705. doi:https://doi.org/10.1080/08874417.2022.2101160

12 **Arpaci**, **I.**, & Ates, E. (2023). Development of the cybercrime awareness scale (CAS): A validity and reliability study in a Turkish sample. *Online Information Review*, *47*(4), 633–643. doi:https://doi.org/10.1108/OIR-01-2022-0023

13 **Arpaci**, **I.**, & Bahari, M. (2023a). A complementary SEM and deep ANN approach to predict the adoption of cryptocurrencies from the perspective of cybersecurity. *Computers in Human Behavior*, *143*, 107678. doi:https://doi.org/10.1016/j.chb.2023.107678

14 **Arpaci**, **I.**, & Bahari, M. (2023b). Investigating the role of psychological needs in predicting the educational sustainability of metaverse using a deep learning-based hybrid SEM-ANN technique. *Interactive Learning Environments*. doi:https://doi.org/10.1080/10494820.2022.2164313

15 **Arpaci**, **I.**, Dogru, M. S., Kanj, H., Ali, N., & Bahari, M. (2023). An experimental study on the effectiveness of a STEAM-based learning module in science education. *Sustainability*, *15*(8), 6807. doi:https://doi.org/10.3390/su15086807

16 **Arpaci**, **I.**, Ghazisaeedi, M., Esmaeilzadeh, F., Barzegari, R., & Barzegari, S. (2023). Ranking the critical success factors for hospital information systems using a fuzzy analytical hierarchy process. *CIN: Computers, Informatics, Nursing*, *41*(10), 765–770. doi:https://doi.org/10.1097/CIN.0000000000001042

17 **Arpaci**, **I.**, Kaya, A., & Bahari, M. (2023). Investigating the influence of an Arduino-based educational game on the understanding of genetics among secondary school students. *Sustainability*, *15*(8), 6942. doi:https://doi.org/10.3390/su15086942

18 **Arpaci**, **I.**, Kilicarslan, S., Aslan, O., & Ozturk, I. (2023). Air pollution in marmara region before and during the COVID-19 outbreak. *Environmental Monitoring and Assessment*, *195*(6), 764. doi:https://doi.org/10.1007/s10661-023-11377-5

19 **Arpaci**, **I.**, Masrek, M. N., Al-Sharafi, M. A., & Al-Emran, M. (2023). Evaluating the actual use of cloud computing in higher education through information management factors: A cross-cultural comparison. *Education and Information Technologies*, *28*, 12089–12109. doi:https://doi.org/10.1007/s10639-023-11594-y

20 **Arpaci**, **I.**, Tak, P., & Shekhawat, H. (2023). The moderating role of exhibitionism in the relationship between psychological needs and selfie-posting behavior. *Current Psychology*, *42*, 3610–3616. doi:https://doi.org/10.1007/s12144-021-01732-5

21 Bahari, M., **Arpaci**, **I.**, Azmi, N. F. M., & Shuib, L. (2023). Predicting the intention to use learning analytics for academic advising in higher education. *Sustainability*, *15*(21), 15190. doi:https://doi.org/10.3390/su152115190

22 Dogru, M. S., Yüzbaşıoğlu, F., & **Arpaci**, **I.** (2023). The effect of interactive videos enhanced with pop-up questions on teacher candidates' learning performance in science. *Research in Science and Technological Education*. doi:https://doi.org/10.1080/02635143.2023.2272820

23 Al-Emran, M., Al-Nuaimi, M., **Arpaci**, **I.**, Al-Sharafi, M. A., & Jnr, B. A. (2023). Towards a wearable education: Understanding the determinants affecting students' adoption of wearable technologies using machine learning algorithms. *Education and Information Technologies*, *28*(3), 2727–2746. doi:https://doi.org/10.1007/s10639-022-11294-z

24 Huang, S., **Arpaci**, **I.**, Al-Emran, M., Kılıcarslan, S., & Al-Sharafi, M. A. (2023). A comparative analysis of classical machine learning and deep learning techniques for predicting lung cancer survivability. *Multimedia Tools and Applications*. doi:https://doi.org/10.1007/s11042-023-16349-y

25 Karatas, K., **Arpaci**, **I.**, & Yildirim, Y. (2023). Predicting the culturally responsive teacher roles with cultural intelligence and self-efficacy using machine learning classification algorithms. *Education and Urban Society*, *55*(6), 674–697. doi:https://doi.org/10.1177/00131245221087999

26 Karataş, K., **Arpaci**, **I.**, & Süer, S. (2023). Predicting academic self-efficacy based on self-directed learning and future time perspective. *Psychological Reports*. doi:https://doi.org/10.1177/00332941231191721

27 Muhametjanova, G., Adanır, G. A., & **Arpaci**, **I.** (2023). Investigation of gaming habits, personality traits, and internet gaming disorder among Kyrgyz adolescents. *International Journal of Mental Health and Addiction*, *21*(2), 869–877. doi:https://doi.org/10.1007/s11469-021-00628-6

28 Ooi, K.-B., Wei-Han Tan, G., Al-Emran, M., Al-Sharafi, M. A., **Arpaci**, **I.**, Zaidan, A., … Iranmanesh, M. (2023). The metaverse in engineering management: Overview, opportunities, challenges, and future research agenda. *IEEE Transactions on Engineering Management*. doi:https://doi.org/10.1109/TEM.2023.3307562

29 Al-Sharafi, M. A., Al-Emran, M., **Arpaci**, **I.**, A. Iahad, N., AlQudah, A. A., Iranmanesh, M., & Al-Qaysi, N. (2023). Generation Z use of artificial intelligence products and its impact on environmental sustainability: A cross-cultural comparison. *Computers in Human Behavior*, *143*, 107708. doi:https://doi.org/10.1016/j.chb.2023.107708

30 Al-Sharafi, M. A., Al-Emran, M., **Arpaci**, **I.**, Marques, G., Namoun, A., & Iahad, N. A. (2023). The impact of psychological, social, and quality factors on the continuous intention to use virtual meeting platforms during COVID-19 pandemic: A hybrid SEM-ANN approach. *International Journal of Human-Computer Interaction*, *39*(13), 2673–2685. doi:https://doi.org/10.1080/10447318.2022.2084036

31 **Arpaci**, **I.** (2022). Gender differences in the relationship between problematic internet use and nomophobia. *Current Psychology*, *41*(9), 6558–6567. doi:https://doi.org/10.1007/s12144-020-01160-x

32 **Arpaci**, **I.**, & Gundogan, S. (2022). Mediating role of psychological resilience in the relationship between mindfulness and nomophobia. *British Journal of Guidance & Counselling*, *50*(5), 782–790. doi:https://doi.org/10.1080/03069885.2020.1856330

33 **Arpaci**, **I.**, Karatas, K., Baloglu, M., & Haktanir, A. (2022). COVID-19 phobia in the United States: Validation of the COVID-19 phobia scale (C19P-SE). *Death Studies*, *46*(3), 553–559. doi:https://doi.org/10.1080/07481187.2020.1848945

34 **Arpaci**, **I.**, Karatas, K., Kiran, F., Kusci, I., & Topcu, A. (2022). Mediating role of positivity in the relationship between state anxiety and problematic social media use during the COVID-19 pandemic. *Death Studies*, *46*(10), 2287–2297. doi:https://doi.org/10.1080/07481187.2021.1923588

35 **Arpaci**, **I.**, Karatas, K., Kusci, I., & Al-Emran, M. (2022). Understanding the social sustainability of the metaverse by integrating UTAUT2 and big five personality traits: A hybrid SEM-ANN approach. *Technology in Society*, *71*, 102120. doi:https://doi.org/10.1016/j.techsoc.2022.102120

36 **Arpaci**, **I.**, & Sevinc, K. (2022). Development of the cybersecurity scale (CS-S): Evidence of validity and reliability. *Information Development*, *38*(2), 218–226. doi:https://doi.org/10.1177/0266666921997512

37 Ghazisaeedi, M., Mahmoodi, H., **Arpaci**, **I.**, Mehrdar, S., & Barzegari, S. (2022). Validity, reliability, and optimal cut-off scores of the WHO-5, PHQ-9, and PHQ-2 to screen depression among university students in Iran. *International Journal of Mental Health and Addiction*, *20*(3), 1824–1833. doi:https://doi.org/10.1007/s11469-021-00483-5

38 Al-Sharafi, M. A., Al-Emran, M., Iranmanesh, M., Al-Qaysi, N., Iahad, N. A., & **Arpaci**, **I.** (2022). Understanding the impact of knowledge management factors on the sustainable use of AI-based chatbots for educational purposes using a hybrid SEM-ANN approach. *Interactive Learning Environments*. doi:https://doi.org/10.1080/10494820.2022.2075014

39 Xie, Y., **Arpaci**, **I.**, Xiao, Y., Meng, F., & Xie, R. (2022). Reliability and validity of the Chinese version of the COVID-19 phobia scale. *BMC Psychology*, *10*, 314. doi:https://doi.org/10.1186/s40359-022-01013-1

40 **Arpaci**, **I.** (2021c). Relationships between early maladaptive schemas and smartphone addiction: The moderating role of mindfulness. *International Journal of Mental Health and Addiction*, *19*(3), 778–792. doi:https://doi.org/10.1007/s11469-019-00186-y

41 **Arpaci**, **I.**, Huang, S., Al-Emran, M., Al-Kabi, M. N., & Peng, M. (2021). Predicting the COVID-19 infection with fourteen clinical features using machine learning classification algorithms. *Multimedia Tools and Applications*, *80*(8), 11943–11957. doi:https://doi.org/10.1007/s11042-020-10340-7

42 Barzegari, S., **Arpaci**, **I.**, Ranjbar, A. Z., Afrooz, E., & Ghazisaeedi, M. (2021). Persian version of the smartphone addiction inventory (SPAI-PV): Psychometric evidence of validity and reliability. *International Journal of Mental Health and Addiction*. doi:https://doi.org/10.1007/s11469-021-00666-0

43 Karatas, K., & **Arpaci**, **I.** (2021a). The mediating role of tolerance in the relationship between cultural intelligence and xenophobia. *Asia Pacific Education Review*, *22*(1), 119–127. doi:https://doi.org/10.1007/s12564-021-09675-z

44 Alshurideh, M., Al Kurdi, B., Salloum, S. A., **Arpaci**, **I.**, & Al-Emran, M. (2020). Predicting the actual use of m-learning systems: A comparative approach using PLS-SEM and machine learning algorithms. *Interactive Learning Environments*. doi:https://doi.org/10.1080/10494820.2020.1826982

45 **Arpaci**, **I.** (2020b). What drives students' online self-disclosure behaviour on social media? a hybrid SEM and artificial intelligence approach. *International Journal of Mobile Communications*, *18*(2), 229–241. doi:https://doi.org/10.1504/IJMC.2020.105847

46 **Arpaci**, **I.**, Abdeljawad, T., Baloglu, M., Kesici, S., Mahariq, I. et al. (2020). Mediating effect of internet addiction on the relationship between individualism and cyberbullying: Cross-sectional questionnaire study. *Journal of Medical Internet Research*, *22*(5), e16210. doi:https://doi.org/10.2196/16210

47 **Arpaci**, **I.**, Alshehabi, S., Al-Emran, M., Khasawneh, M., Mahariq, I., Abdeljawad, T., & Hassanien, A. E. (2020). Analysis of Twitter data using evolutionary clustering during the COVID-19 pandemic. *Computers, Materials & Continua*, *65*(1), 193–204. doi:https://doi.org/10.32604/cmc.2020.011489

48 **Arpaci**, **I.**, & Basol, G. (2020). The impact of preservice teachers' cognitive and technological perceptions on their continuous intention to use flipped classroom. *Education and Information Technologies*, *25*(5), 3503–3514. doi:https://doi.org/10.1007/s10639-020-10104-8

49 **Arpaci**, **I.**, Al-Emran, M., & Al-Sharafi, M. A. (2020). The impact of knowledge management practices on the acceptance of massive open online courses (MOOCs) by engineering students: A cross-cultural comparison. *Telematics and Informatics*, *54*, 101468. doi:https://doi.org/10.1016/j.tele.2020.101468

50 **Arpaci**, **I.**, & Esgi, N. (2020). Psychometric properties of the Turkish version of the smartphone addiction inventory (SPAI). *Current Psychology*, *39*(6), 2246–2251. doi:https://doi.org/10.1007/s12144-018-9913-8

51 **Arpaci**, **I.**, Karatas, K., & Baloglu, M. (2020). The development and initial tests for the psychometric properties of the COVID-19 phobia scale (C19P-S). *Personality and Individual Differences*, *164*, 110108. doi:https://doi.org/10.1016/j.paid.2020.110108

52 **Arpaci**, **I.**, & Kocadag Unver, T. (2020). Moderating role of gender in the relationship between big five personality traits and smartphone addiction. *Psychiatric Quarterly*, *91*(2), 577–585. doi:https://doi.org/10.1007/s11126-020-09718-5

53 Baloglu, M., Sahin, R., & **Arpaci**, **I.** (2020). A review of recent research in problematic internet use: Gender and cultural differences. *Current Opinion in Psychology*, *36*, 124–129. doi:https://doi.org/10.1016/j.copsyc.2020.05.008

54 Al-Emran, M., **Arpaci**, **I.**, & Salloum, S. A. (2020). An empirical examination of continuous intention to use m-learning: An integrated model. *Education and Information Technologies*, *25*(4), 2899–2918. doi:https://doi.org/10.1007/s10639-019-10094-2

55 Al-Emran, M., Al-Maroof, R., Al-Sharafi, M. A., & **Arpaci**, **I.** (2020). What impacts learning with wearables? an integrated theoretical model. *Interactive learning environments*. doi:https://doi.org/10.1080/10494820.2020.1753216

56 **Arpaci**, **I.** (2019a). A hybrid modeling approach for predicting the educational use of mobile cloud computing services in higher education. *Computers in Human Behavior*, *90*, 181–187. doi:https://doi.org/10.1016/j.chb.2018.09.005

57 **Arpaci**, **I.** (2019c). Culture and nomophobia: The role of vertical versus horizontal collectivism in predicting nomophobia. *Information Development*, *35*(1), 96–106. doi:https://doi.org/10.1177/0266666917730119

58 **Arpaci**, **I.**, Baloglu, M., & Kesici, S. (2019). A multi-group analysis of the effects of individual differences in mindfulness on nomophobia. *Information Development*, *35*(2), 333–341. doi:https://doi.org/10.1177/0266666917745350

59 **Arpaci**, **I.**, Baloglu, M., & Kesici, S. (2018). The relationship among individual differences in individualism-collectivism, extraversion, and self-presentation. *Personality and Individual Differences*, *121*, 89–92. doi:https://doi.org/10.1016/j.paid.2017.09.034

60 **Arpaci**, **I.**, Kesici, Ş., & Baloğlu, M. (2018). Individualism and internet addiction: The mediating role of psychological needs. *Internet Research*. doi:https://doi.org/10.1108/IntR-11-2016-0353

61 **Arpaci**, **I.**, Yalcin, S. B., Baloglu, M., & Kesici, S. (2018). The moderating effect of gender in the relationship between narcissism and selfie-posting behavior. *Personality and Individual Differences*, *134*, 71–74. doi:https://doi.org/10.1016/j.paid.2018.06.006

62 **Arpaci**, **I.** (2017a). Antecedents and consequences of cloud computing adoption in education to achieve knowledge management. *Computers in Human Behavior*, *70*, 382–390. doi:https://doi.org/10.1016/j.chb.2017.01.024

63 **Arpaci**, **I.**, Baloglu, M., Kozan, H. I. O., & Kesici, S. (2017). Individual differences in the relationship between attachment and nomophobia among college students: The mediating role of mindfulness. *Journal of Medical Internet Research*, *19*(12), e8847. doi:https://doi.org/10.2196/jmir.8847

64 **Arpaci**, **I.** (2016d). Understanding and predicting students' intention to use mobile cloud storage services. *Computers in Human Behavior*, *58*, 150–157. doi:https://doi.org/10.1016/j.chb.2015.12.067

65 **Arpaci**, **I.**, & Baloğlu, M. (2016). The impact of cultural collectivism on knowledge sharing among information technology majoring undergraduates. *Computers in Human Behavior*, *56*, 65–71. doi:https://doi.org/10.1016/j.chb.2015.11.031

66 **Arpaci**, **I.** (2015a). A comparative study of the effects of cultural differences on the adoption of mobile learning. *British Journal of Educational Technology*, *46*(5), 699–712. doi:https://doi.org/10.1111/bjet.12160

67 **Arpaci**, **I.**, Kilicer, K., & Bardakci, S. (2015). Effects of security and privacy concerns on educational use of cloud services. *Computers in Human Behavior*, *45*(5), 93–98. doi:https://doi.org/10.1016/j.chb.2014.11.075

68 **Arpaci**, **I.**, Yardimci Cetin, Y., & Turetken, O. (2015a). A cross-cultural analysis of smartphone adoption by Canadian and Turkish organizations. *Journal of Global Information Technology Management*, *18*(3), 214–238. doi:https://doi.org/10.1080/1097198X.2015.1080052

69 **Arpaci**, **I.**, Yardimci Cetin, Y., & Turetken, O. (2015b). Impact of perceived security on organizational adoption of smartphones. *Cyberpsychology, Behavior, and Social Networking*, *18*(10), 602–608. doi:https://doi.org/10.1089/cyber.2015.0243

International Publications in Refereed Journals (ESCI, ERIC, EI, Scopus)

1 Almheiri, E., Al-Emran, M., Al-Sharafi, M. A., & **Arpaci**, **I.** (2024). Drivers of smartwatch use and its effect on environmental sustainability: Evidence from SEM-ANN approach. Asia-Pacific Journal of Business Administration.

2 Kuşci, İ., & **Arpaci**, **I.** (2023). Validation of the Turkish version of the questionnaire of Internet use motives (MUI). Journal of Learning and Teaching in Digital Age. doi:https://doi.org/10.53850/joltida.1221877

3 Senocak, E., & **Arpaci**, **I.** (2023). A bibliometric analysis on nanoscience and nanotechnology education research. Journal of the Turkish Chemical Society Section C: Chemical Education. doi:https://doi.org/10.37995/jotcsc.1202851

4 Barzegari, S., **Arpaci**, **I.**, Hasani, A., Zabihi, A., & Nazari, R. (2022). Psychometric properties of the Persian COVID-19 phobia scale. Journal of Nursing and Midwifery Sciences, 9(3), 205-210. doi:https://doi.org/10.4103/jnms.jnms_52_21

5 Bircan, M. A., **Arpaci**, **I.**, & Akman, E. (2022). Validity and reliability study for the Turkish adaptation of the e-learning readiness scale. Pedagogical Perspective, 1(2) 89-98. doi:https://doi.org/10.29329/pedper.2022.493.2

6 Karatas, K., & **Arpaci**, **I.** (2022). The mediating role of cultural intelligence in the relationship between social justice and global citizenship. Critical Questions in Education, 13(1), 25-39. Retrieved from https://academyedstudies.files.wordpress.com/2022/01/karatas-arpaci-final.pdf

7 Masrek, M. N., Razali, M. H., **Arpaci**, **I.**, & Truong, C. D. (2022). The impact of threats appraisal on security strategies of computer users: A survey. International Journal of Emerging Technology and Advanced Engineering, 12(6), 63-72. doi:https://doi.org/10.46338/ijetae0622_10

8 Arpaci, I., Karatas, K., Baloglu, M., & Kesici, S. (2021). A cross-cultural analysis of the influence of psychological needs and cultural individualism on problematic Internet use. International Archives of Addiction Research and Medicine, 7(1), 033. doi:https://doi.org/10.23937/2474-3631/1510033

9 **Arpaci**, **I.**, Alshehabi, S., Mahariq, I., & Topcu, A. E. (2021). An evolutionary clustering analysis of social media content and global infection rates during the COVID-19 pandemic. Journal of Information & Knowledge Management, 20(3), 2150038. doi:https://doi.org/10.1142/S0219649221500386

10 **Arpaci**, **I.**, Seong, M., & Karataş, K. (2021). Pandemic awareness scale (PAS): Evidence of validity and reliability in a Turkish sample during the COVID-19 pandemic. Trends in Psychology. doi:https://doi.org/10.1007/s43076-021-00113-y

11 Karatas, K., & **Arpaci**, **I.** (2021b). The role of self-directed learning, metacognition, and 21st century skills predicting the readiness for online learning. Contemporary Educational Technology, 13(3), ep300. doi:https://doi.org/10.30935/cedtech/10786

12 **Arpaci**, **I.** (2020a). The influence of social interactions and subjective norms on social media postings. Journal of Information & Knowledge Management, 19(3), 2050023. doi:https://doi.org/10.1142/S0219649220500239

13. **Arpaci**, **I.**, Durdu, P. O., & Mutlu, A. (2019). The role of self-efficacy and perceived enjoyment in predicting computer engineering students' continuous use intention of scratch. International Journal of E-Adoption (IJEA), 11(2), 1-12. doi:https://doi.org/10.4018/IJEA.2019070101

14. Ozteke Kozan, H. I., Baloglu, M., Kesici, S., & **Arpaci**, **I.** (2019). The role of personality and psychological needs on the problematic Internet use and problematic social media use. Addicta: The Turkish Journal on Addictions, 6(2), 203-219. doi:https://doi.org/10.15805/addicta.2019.6.2.0029

15. **Arpaci**, **I.** (2018). An investigation of the relationship between university students' innovativeness profile and their academic success in the project development course. Journal of Entrepreneurship and Innovation Management, 7(2), 79-95. Retrieved from https://dergipark.org.tr/tr/pub/jeim/issue/52607/692543

16. Kilicer, K., Bardakci, S., & **Arpaci**, **I.** (2018). Investigation of emerging technology usage characteristics as predictors of innovativeness. Contemporary Educational Technology, 9(3), 225-245. doi:https://doi.org/10.30935/cet.444100

17. **Arpaci**, **I.** (2017d). The role of self-efficacy in predicting use of distance education tools and learning management systems. Turkish Online Journal of Distance Education, 18(1), 52-62. doi:https://doi.org/10.17718/tojde.285715

18. **Arpaci**, **I.** (2016a). An investigation of the relationship between cultural orientations and collaborative learning and its implications on higher education. Sakarya University Journal of Education, 6(2), 209-221. doi:https://doi.org/10.19126/suje.22570

19. Seyfi, M., & **Arpaci**, **I.** (2016). The relationship between appearance concerns and selfie sharing on social media. Connectist: Istanbul University Journal of Communication Sciences, 51(2), 143-154. doi:https://doi.org/10.17064/iuifd.289386

20. **Arpaci**, **I.** (2015b). A qualitative study on the adoption of bring your own device (BYOD) practice. International Journal of E-Adoption (IJEA), 7(2), 1-14. doi:https://doi.org/10.4018/IJEA.2015070101

21. **Arpaci**, **I.** (2015c). A study on the adoption of scratch by pre-service information technology teachers. Istanbul Journal of Open and Distance Education, 1(2), 77-86.

22. **Arpaci**, **I.** (2015e). Student assessment of teaching effectiveness in entrepreneurship course at the faculty of education. Sakarya University Journal of Education Faculty, 30, 138-154.

23. **Arpaci**, **I.**, Yardimci, Y. C., Ozkan, S., & Turetken, O. (2012). Organizational adoption of information technologies: A literature review. International Journal of ebusiness and egovernment Studies, 4(2), 37-50.

24. **Arpaci**, **I.** (2011b). Innovation policy and technological innovation in the public organizations. METU Studies in Development, 38(2), 111-123.

25. **Arpaci**, **I.**, & Gurbuz, T. (2011). Innovation in learning: Innovative tools and techniques for learning. International Journal of E-Adoption (IJEA), 3(1), 29-37. doi:https://doi.org/10.4018/jea.2011010104

26. **Arpaci**, **I.** (2010). E-government and technological innovation in Turkey: Case studies on governmental organizations. Transforming Government: People, Process and Policy, 4(1), 37-53. doi:https://doi.org/10.1108/17506161011028795

Book Chapters

1. Barzegari, S., **Arpaci**, **I.**, & Mahmoudvand, Z. (2022). Spatial accessibility to hospitals based on GIS: An empirical study in Ardabil. In M. Al-Emran & K. (Shaalan (Eds.), *Recent innovations in artificial intelligence and smart applications. Studies in computational intelligence, vol 1061. Springer, Cham* (pp. 361–369). doi:https://doi.org/10.1007/978-3-031-14748-7_20

2. Bennani, K. S., & **Arpaci**, **I.** (2022). Factors influencing individual and organizational adoption of cryptocurrencies. In S. Goutte, K. Guesmi, & S. Saadi (Eds.), *Cryptofinance: A new currency for a new economy* (pp. 147–169). doi:https://doi.org/10.1142/12353

3. Hancerliogullari Koksalmis, G., & **Arpaci**, **I.** (2022). Predicting the intention to use bitcoin: An extension of technology acceptance model (TAM) with perceived risk theory. In M. Al-Emran & K. (Shaalan (Eds.), *Recent innovations in artificial intelligence and smart applications. Studies in computational intelligence, vol 1061. Springer, Cham* (pp. 105–120). doi:https://doi.org/10.1007/978-3-031-14748-7_6

4. **Arpaci**, **I.** (2021a). Infrastructures: Sustainable technologies. In T. Cura (Ed.), *Bilişim sistemleri. (m: Information systems, 4e)*. Nobel.

5. **Arpaci**, **I.** (2021b). Predicting adoption of visual programming languages: An extension of the technology acceptance model. In M. Al-Emran & K. Shaalan (Eds.), *Recent advances in technology acceptance models and theories* (pp. 41–55). doi:https://doi.org/10.1007/978-3-030-64987-6

6. **Arpaci**, **I.**, Al-Emran, M., Al-Sharafi, M. A., & Shaalan, K. (2021). A novel approach for predicting the adoption of smartwatches using machine learning algorithms. In M. Al-Emran, K. Shaalan, & A. Hassanien (Eds.), *Recent advances in intelligent systems and smart applications* (pp. 185–195). doi:https://doi.org/10.1007/978-3-030-47411-9_10

7. Baloglu, M., Karatas, K., & **Arpaci**, **I.** (2021). Psychological and socio-economic effects of the COVID-19 pandemic on Turkish population. In **I. Arpaci**, M. Al-Emran, M. A. Al-Sharafi, & G. Marques (Eds.), *Emerging technologies during the era of COVID-19 pandemic* (pp. 245–258). doi:https://doi.org/10.1007/978-3-030-67716-9_15

8. Al-Emran, M., & **Arpaci**, **I.** (2021). Intelligent systems and novel coronavirus (COVID-19): A bibliometric analysis. In **I. Arpaci**, M. Al-Emran, M. A. Al-Sharafi, & G. Marques (Eds.), *Emerging technologies during the era of COVID-19 pandemic* (pp. 59–67). doi:https://doi.org/10.1007/978-3-030-67716-9_5

9. Al-Emran, M., Malik, S. I., **Arpaci**, **I.**, & Mathew, R. (2021). Comparison of e-learning, m-learning, and game-based learning applications for introductory programming courses: An empirical evaluation using the TAM. In M. Al-Emran & K. Shaalan (Eds.), *Recent advances in technology acceptance models and theories* (pp. 293–309). doi:https://doi.org/10.1007/978-3-030-64987-6

10. Al-Maroof, R. A., **Arpaci**, **I.**, Al-Emran, M., Salloum, S. A., & Shaalan, K. (2021). Examining the acceptance of whatsapp stickers through machine learning algorithms. In M. Al-Emran, K. Shaalan, & A. Hassanien (Eds.), *Recent advances in intelligent systems and smart applications* (pp. 209–221). doi:https://doi.org/10.1007/978-3-030-64987-6

11. **Arpaci**, **I.** (2019b). A theoretical framework for it consumerization: Factors influencing the adoption of BYOD. In E. C. Idemudia (Ed.), *Handbook of research on technology integration in the global world* (pp. 114–129). doi:https://doi.org/10.4018/978-1-5225-6367-9.ch006

12. **Arpaci**, **I.** (2017b). Design and development of educational multimedia: The software development process for mobile learning. In M. Khosrow-Pour (Ed.), *Blended learning: Concepts, methodologies, tools, and applications* (pp. 366–384). doi:https://doi.org/10.4018/978-1-5225-0783-3.ch018

13. **Arpaci**, **I.** (2016c). Design and development of educational multimedia: The software development process for mobile learning. In J. Holland (Ed.), *Handbook of research on wearable and mobile technologies in education* (pp. 272–285). doi:https://doi.org/10.4018/978-1-60960-489-9.ch08

14. Yarlıkaş, S., Arpacı, İ., & Afacan, G. (2015). User acceptance of egovernment services: Analysis of users' satisfaction level based on technology acceptance model. In *Public affairs and administration: Concepts, methodologies, tools, and applications* (pp. 1684–1697). doi:https://doi.org/10.4018/978-1-4666-8358-7

15. **Arpaci**, **I.**, & Gurbuz, T. (2013). Innovation in learning: Innovative tools and techniques for learning. In S. K. Sharma (Ed.), *Adoption of virtual technologies for business, educational, and governmental advancements* (pp. 117–125). doi:https://doi.org/10.4018/978-1-4666-2053-7.ch009

16. Yarlikas, S., **Arpaci**, **I.**, & Afacan, G. (2013). User acceptance of egovernment services: Analysis of users' satisfaction level based on technology acceptance model. In I. Yetkiner, M. Pamukcu, & E. Erdil (Eds.), *Industrial dynamics, innovation policy, and economic growth through technological advancements* (pp. 348–362). doi:https://doi.org/10.4018/978-1-4666-1978-4.ch018

17. **Arpaci**, **I.** (2011a). E-Turkey: Turkey's way to the information society. In D. Piaggesi, K. Sund, & W. Castelnovo (Eds.), *Global strategy and practice of e-governance: Examples from around the world* (pp. 272–285). doi:https://doi.org/10.4018/978-1-60960-489-9.ch015

Books

1. **Arpaci**, **I.**, Al-Emran, M., Al-Sharafi, M. A., & Marques, G. (2021). *Emerging technologies during the era of COVID-19 pandemic*. Springer. Retrieved from https://doi.org/10.1007/978-3-030-67716-9

2. Yildiz, E., & **Arpaci**, **I.** (2021). *Matematik eğitiminde yenilikçi teknolojiler*. Nobel.

3. **Arpaci**, **I.**, & Arifoglu, A. (2010). *Technological innovation model for public sector: Management of innovation in the public organizations*. Lambert Academic Publishing.

Conference Proceedings

1. Barzegari, S., **Arpaci**, **I.**, & Shaalan, K. (2022). Determining factors affecting nurses' acceptance of a hospital information system using a modified technology acceptance model 3. In M. Al-Emran, M. A. Al-Sharafi, & K. Shaalan (Eds.), *International conference on information systems and intelligent applications. lecture notes in networks and systems, vol 550*. Springer. doi:https://doi.org/10.1007/978-3-031-16865-9_35

2. Al-Emran, M., **Arpaci**, **I.**, & Al-Sharafi, M. A. (2022). Development and initial testing of google meet use scale (GMU-S) in educational activities during and beyond the COVID-19 pandemic. In M. Al-Emran, M. A. Al-Sharafi, & K. Shaalan (Eds.), *International conference on information systems and intelligent applications. lecture notes in networks and systems, vol 550*. Springer. doi:https://doi.org/10.1007/978-3-031-16865-9_60

3. Mehdinezhad, H., **Arpaci**, **I.**, Rahmani, M., Vahidafshar, T., & Barzegari, S. (2022). Psychometric properties and validation of the Persian version of the health information technology usability evaluation scale. In M. Al-Emran, M. A. Al-Sharafi, & K. Shaalan (Eds.), *International conference on information systems and intelligent applications. lecture notes in networks and systems, vol 550*. Springer. doi:https://doi.org/10.1007/978-3-031-16865-9_36

4. **Arpaci**, **I.**, Barzegari, S., & Askarian, F. (2021). Adoption of picture archiving and communication system (PACS) by healthcare professionals. In *International conference on emerging technologies and intelligent systems* (pp. 807–813). Springer. doi:https://doi.org/10.1007/978-3-030-85990-9_63

5. **Arpaci**, **I.**, Barzegari, S., Mahmoodi, H., Afrooz, E., & Ranjbar, A. Z. (2021). Psychometric characteristics of the Iranian smartphone addiction inventory short form (SPAI-SF). In *International conference on emerging technologies and intelligent systems* (pp. 633–641). Springer. doi:https://doi.org/10.1007/978-3-030-85990-9_51

6. Seong, M., & **Arpaci**, **I.** (2021). Pandemic awareness scale (PAS) development and evidence of validity and reliability. In *The Korean society of psychiatric nursing conference*. The Korean Society of Psychiatric.

7. **Arpaci**, **I.**, & Eldemir, S. (2019a). An investigation of the relationship between nomophobia and smartphone addiction. In *13th international computer and instructional technologies symposium*. ICITS, Kırşehir, Turkey.

8. **Arpaci**, **I.**, & Eldemir, S. (2019b). An investigation of the relationships between mindfulness, personality characteristics and nomophobia. In *13th international computer and instructional technologies symposium*. ICITS, Kırşehir, Turkey.

9. **Arpaci**, **I.**, Cobanoglu, L., & Oner, I. E. (2018). An investigation of the relationship between school administrators' technology leadership competencies and project submissions. In *13th international congress on educational administration*. UEYK, Sivas, Turkey.

10. **Arpaci**, **I.**, Esgi, N., & Ünver Kocadağ, T. (2018). An investigation of the relationship between smartphone addiction and five factor personality traits. In *12th international computer and instructional technologies symposium*. ICITS, Izmir, Turkey.

11. **Arpaci**, **I.**, & Öner, I. E. (2018). The relationship between the socio-cultural orientations and technological pedagogical and content knowledge (TPACK) competencies. In *13th international congress on educational administration*. UEYK, Sivas, Turkey.

12. **Arpaci**, **I.** (2017c). Factors predicting the use of smartphones for information management in education. In *11th international computer and instructional technologies symposium*. ICITS, Malatya, Turkey.

13. **Arpaci**, **I.**, Baloglu, M., Ozteke Kozan, H. I., & Kesici, S. (2017). Individual differences in the relationship between attachment and nomophobia: The mediating role of mindfulness. In *2nd international academic research congress*. INES, Alanya, Turkey.

14. **Arpaci**, **I.**, & Özdağ, M. E. (2017). Designing a prerequisite knowledge level determination algorithm for intelligent tutoring systems. In *11th international computer and instructional technologies symposium*. ICITS, Malatya, Turkey.

15. **Arpaci**, **I.** (2016b). Classical and contemporary learning paradigms, theories, and models: A systematic review. In *10th international computer and instructional technologies symposium*. ICITS, Rize, Turkey.

16. **Arpaci**, **I.** (2016e). Understanding the antecedents and determinants of educational use of knowledge management systems. In *International conference on innovative teaching and technology in higher education*, Istanbul, Turkey.

17. **Arpaci**, **I.** (2015d). Acceptance of scratch among pre-service information technology teachers. In *Digital life environment congress*. DLE, Istanbul, Turkey.

18. Mahariq, I., **Arpaci**, **I.**, & Kuzuoglu, M. (2015). Analysis of scattering from perfect electric conducting cylinders by spectral element method. In *IEEE computational electromagnetics international workshop (CEM)* (pp. 1–2). IEEE. doi:https://doi.org/10.1109/CEM.2015.7237421

19. **Arpaci**, **I.** (2014). Using tablets to enhance teaching and learning: Advantages, limitations, and suggested solutions. In *8th international computer and instructional technologies symposium*. ICITS, Edirne, Turkey.

20. **Arpaci**, **I.**, Yardimci, Y. C., & Turetken, O. (2013). The impact of cultural differences on smartphone adoption by organizations. In *Third international conference on innovative computing technology (intech 2013)* (pp. 421–423). IEEE. London, UK.

21. **Arpaci**, **I.**, Yardimci, Y. C., & Turetken, O. (2012). Organizational adoption of mobile communication technologies. In *9th European, Mediterranean and Middle Eastern conference on information systems*. EMCIS, Munich, Germany.

22. **Arpaci**, **I.**, & Ates, H. (2010). Organizational and cultural challenges of egovernment. In *2nd international conference on egovernment and egovernance*, Antalya, Turkey.

23. **Arpaci**, **I.**, Gürbüz, T., & Yarlıkaş, S. (2010). New technologies in elearning: Creative tools of web 2.0 and semantic web. In *3rd international future-learning conference on innovations in learning for the future 2010: E-learning*, Istanbul, Turkey.

24. **Arpaci**, **I.**, & Uzun, Y. (2010). The innovation portfolio: Strategies, concepts and methodologies. In *2nd international eurasia business and economic society conference*. EBES, Istanbul, Turkey.

25 **Arpaci**, **I.**, Yarlıkaş, S., & Afacan, G. (2010). User acceptance of e-government services: Analysis of users' satisfaction level based on technology acceptance model. In *4th international conference on industrial dynamics, innovation policy and growth*, Izmir, Turkey.

26 **Arpaci**, **I.** (2009a). Egovernment and service innovation: Challenges and drivers. In *International conference on egovernment: Sharing experiences*, Antalya, Turkey.

27 **Arpaci**, **I.** (2009b). Managing public innovation: Toward developing a new model for public organizations. In *4th Mediterranean conference on information systems*. MCIS, Athens, Greece.

28 **Arpaci**, **I.**, & Arifoglu, A. (2009). E-transformation and technological innovation in Turkey. In *European and Mediterranean conference on information systems*. EMCIS, Izmir, Turkey.

29 **Arpaci**, **I.**, & Gürbüz, T. (2009a). Innovative learning environments for new approaches in education. In *3rd international computer and instructional technologies symposium*. ICITS, Trabzon, Turkey.

30 **Arpaci**, **I.**, & Gürbüz, T. (2009b). The changing role of universities as a catalyst for innovation. In *International conference on changing universities: Governance, relevance, performance*. ICITS, Istanbul, Turkey.

Projects

2022 – 2023 **Researcher**, Developing secondary school mathematics teachers' technological pedagogical content knowledge, TUBITAK 4004 - Education in Nature and Science Camps/Schools (Project Number: 222B111).

2019 – 2020 **Manager**, Design, development, and implementation of distance education non-thesis master's programs for teachers, Education and Research Infrastructure Support and Development Program Project (Project Number: 2019/73). Tokat Gaziosmanpasa University.

2016 – 2017 **Manager**, Distance Education Financial Information System (FI) Module, Tokat Gaziosmanpasa University Scientific Research Project Grant (Project Number: 2016/04).

2019 – 2012 **Researcher**, METU Integrated Information Systems (IIS) Project, Middle East Technical University.

2006 – 2008 **Developer**, Design and development of the courseware for Informatics Online (The first online M.Sc. degree program in Turkey), Middle East Technical University.

2003 – 2014 **Developer**, Launch and Design of the Information Management Program (The first online associate degree program in Turkey), Anadolu University, Open Education Faculty.

2002 – 2005 **Developer**, Distance Education Software Project (Design and development of tutorials and practice software), Anadolu University, Open Education Faculty.

Miscellaneous Experience

Teaching Experience

Autumn
- **C**omputer Networking
- **S**oftware Requirements and Analysis
- **S**cientific Research Methods

Spring
- **D**atabase Concepts and Applications
- **P**roblem Solving and Algorithms
- **F**undamentals of Software Engineering

Miscellaneous Experience (continued)

Supervised Theses

2021
- **M.Sc. Thesis**, "Development of cybercrime awareness scale (CAS): Validity and reliability study " by Ersin Ates.
- **M.Sc. Thesis**, "Development of the cybersecurity scale (CS-S): Evidence of validity and reliability" by Kadir Sevinc.
- **M.Sc. Thesis**, "Investigation of the relationships between psychological needs, mindfulness and nomophobia" by Sümeyye Eldemir.

Grants and Achievements

2013 – 2014
- **Research Grant**, Ted Rogers School of Management Internal Research Grant for project titled "Organizational adoption of mobile communication technologies."

2012 – 2013
- **Scholarship**, Higher Education Council of Turkey Doctoral Research Scholarship.

Professional Memberships

2023 – · · · ·
- **Editorial Board Member**, Computer Systems Science and Engineering (SCI, Q1, IF:4.397).

2021
- **Editor**, Emerging technologies during the era of COVID-19 pandemic, Springer.

2021 – · · · ·
- **Associate Editor**, Frontiers in Education - Digital Education (ESCI).

2020 – · · · ·
- **Editorial Board Member**, Contemporary Educational Technology (Eric, Scopus).

2019 – · · · ·
- **Scientific Board Member**, International Conference on Emerging Technologies and Intelligent Systems (ICETIS).
- **Scientific Board Member**, International Conference on Telecommunication Systems and Networks.

2018 – · · · ·
- **Editorial Board Member**, Knowledge Management and E-Learning (ESCI, Scopus).
- **Editorial Board Member**, Information Management.

2017
- **Editor**, Turkish Journal of Electrical Engineering and Computer Sciences (SCI-E).

2014 – · · · ·
- **Scientific Board Member**, International Computer and Instructional Technologies Symposium (ICITS).

2009
- **Member**, The Institute of Electrical and Electronics Engineers (IEEE).

Talks, Panalist and Referee

2022
- **Speaker**, TUBITAK Science Talks, Problematic Technology Use.
- **Referee**, TEKNOFEST Technology Competitions.
- **Referee**, TUBITAK 4007 Projects.

2021
- **Referee**, TUBITAK 4004 Projects.

2020
- **Project Panelist**, TUBITAK 1071 Projects.
- **Consultant**, TUBITAK 1005 Projects.

2019
- **Referee**, TUBITAK 1501 TEYDEB Projects.
- **Referee and Committee**, Tokat Teknopark, Hackathon, Smart Agriculture Software.
- **Referee**, Ministry of Education, Tokat is Coding Project.

2017
- **Project Panelist**, TUBITAK 1003 Projects.

2016
- **Consultant**, TUBITAK Social Sciences and Humanities Research Grant Committee.
- **Referee**, Ministry of Education, A Software Story Project.
- **Project Panelist**, TUBITAK 1001 Projects in Educational Technology Panel.

Certification

2022
- **Certificate**. Higher Education Institutions Foreign Language Test (YÖKDİL) Score 92.5.

Miscellaneous Experience (continued)

2020 **Certificate**. OKA Project Cycle Management PCM.

2019 **Certificate**. TRIZ Problem-Solving and Design Thinking.

2018 **Certificate**. Certificate in Entrepreneurship.

Certificate. KOSGEB Entrepreneurship Certificate.

2015 **Certificate**. TUBITAK Project Development in Engineering and Natural Sciences.

2014 **Certificate**. Nvivo 10 Qualitative Data Analysis.

2003 **Certificate**. System Programming in C.