

بسمه تعالی

رزومه پروفیسور سیده سوسن مرندی، مهر ۱۴۰۱

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شماره دورنگار: ۰۲۱-۸۸۰۴۸۰۳۸

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<https://scholar.google.com/citations?user=jrMQHyUAAAAJ&hl=en>

برخی فعالیت های علمی-اجرایی:

۱۳۹۰ تا کنون، عضو کارگروه زبان های خارجی شورای برنامه ریزی آموزش عالی (معاونت آموزشی وزارت علوم)

تابستان ۲۰۲۱ تا کنون، کمک سردبیر نشریه تخصصی JALTCALL (موضوع: آموزش زبان به کمک فناوری، چاپ ژاپن، اسکوپس)

سال ۱۳۹۶ تا کنون، عضو هیئت تحریریه نشریه علمی-پژوهشی افق های زبان، گروه انگلیسی دانشگاه الزهرا(س)

سال ۱۳۹۶ تا کنون، راهنمایی سه محقق پسادکتری (دو مورد پایان یافته اند و دیگری در جریان است)، گروه انگلیسی دانشگاه الزهرا(س)

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شهریور ۱۳۹۶ تا تیرماه ۱۴۰۰، مدیر گروه انگلیسی دانشگاه الزهرا (س)

مرداد ۱۳۹۷ تا آبان ۱۳۹۸، مشاور دیپلماسی علمی قائم مقام وزیر علوم در امور بین الملل

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۱۳۹۱ عضو کمیته سیاستگذاری آزمون ملی زبان انگلیسی

۱۳۹۱ عضو کمیته تدوین نقشه جامع دانشگاه الزهرا (س)

۱۳۹۱ تا فروردین ۱۳۹۵، مدیر دفتر همکاری های علمی بین المللی دانشگاه الزهرا (روابط بین الملل دانشگاه)

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۱۳۸۸ تا ۱۳۹۱، نائب رئیس انجمن آموزش زبان و ادبیات انگلیسی ایران (TELLSI)

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۱۳۷۵-۱۳۸۱ دکتری آموزش زبان انگلیسی، دانشگاه تهران (دانشجوی برتر)

۱۳۷۱-۱۳۷۵ کارشناسی ارشد آموزش زبان انگلیسی، دانشگاه تهران (دانشجوی برتر)

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- 2011, "Reading English in the computer lab," published in the *Iranian Journal of Applied Language Studies (IJALS)*, sole author.

- 2009, "Reading strategies in electronic environments: An emerging concern," published in the *Iranian EFL Journal*, first author, supervisor.
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تالیف (فصل) کتاب:

- Forthcoming, Chapter in *Handbook of Computer Assisted Language Learning*, edited by Glenn Stockwell, and to be published by Cambridge University Press. The chapter is entitled, "Technology-Enhanced Grammar Learning/Teaching."
- 2021, Chapter in *Research on Second Language Teachers*, edited by Zia Tajeddin and Behrooz Mahmoodi-Bakhtiari and published by Allameh Tabatabaie University. The chapter is entitled, "Technology in teacher education."
- 2019, Chapter in *Innovation in Language Learning and Teaching: The Case of the Middle East and North Africa* edited by Hayo Reinders et al. and published by Palgrave Macmillan. My chapter is entitled: "Preparing a Digital Future: CALL Teacher Education in Iran."
- 2015, Chapter 4 in *Handbook of Research on Individual Differences in Computer-Assisted Language Learning*, edited by Mehrak Rahimi, and published by IGI Global. Chapter 4 is entitled: "Individual differences among student teachers in taking an online corpus linguistics course."
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راهنمایی و مشاوره پایان نامه و رساله (گزیده):

An investigation of Differential Options Functioning: The case of the specialized english section of the Iranian national university entrance examination for foreign languages (supervisor), MA thesis by Elham Tarighi, 2022

Revisiting the academic writing construct in the Iranian context: The evaluation and validation of an Internet-source-based integrated writing test (supervisor), PhD dissertation by Katayoun Rezaei, 2022

Cognitive and metacognitive strategy use in reading: The case of Iranian EFL students' test

performance, PhD dissertation by Zahra Mosalli, 2022

An evaluation of the Language Assessment Literacy of Syrian English language teachers (supervisor), PhD dissertation by Doaa Soleman, 2021

Exploration and reconstruction of Iranian CALL teachers' professional identity: Developing a CALLTPI model (supervisor), PhD dissertation by Zahra Shafiee, 2021

To MOOC or not to MOOC: A CALL teacher education case study (second supervisor), PhD dissertation by Zahra Alishahi, 2021

The nature of Iranian EFL teachers' Language Assessment Literacy (LAL) and its promotion through Virtual Learning Teams (VLTs) (supervisor), PhD dissertation by Mitra Janatifar, 2018

Activating passive vocabulary through software application (supervisor), MA thesis by Jelveh Jamasbi, Sept. 2018

Interactivity and social presence: Two ingredients for creating an effective online learning community (supervisor), PhD dissertation by Mohammad Hossein Hariri Asl, 2018

Autonomous online education: Iranian language learners' perceptions and the effects on communicative competence (supervisor), PhD dissertation by Shirin Sadaghian, July 2017

On the construct validity of the Ministry of Health's language exam (1st supervisor), MA thesis by Leila Zohali, Sept. 2016

On the fairness of high-stakes English tests: Accessibility issues in the Foreign Languages University Entrance Exam in Iran (1st supervisor), MA thesis by Fateme Zabihi, Sept. 2016

Fairness in a validity argument: The case of the General English Section of the PhD Entrance Exam for Non-English majors in Iran (supervisor), PhD dissertation by Sheila Kheirzadeh, March 2016

The effect of argument mapping on Iranian EFL learners' critical thinking and its sub-skills, recall, comprehension, and retention (advisor), PhD dissertation by Maryam Eftekhari, February 2016

Integrating corpus technology into language teacher education by distance: A multiple case study (advisor), PhD dissertation by Alice Ebrahimi, October 2015

The effect of using SMS (text messaging) on Iranian EFL learners' written collocation production (supervisor), MA thesis by S. Motahare Heydarqolizade, Sept. 2015

Exploring the impact of technology/CALL practice, reflection and collaboration on EFL teachers' pedagogical knowledge of CALL: Developing the CALLPK Model (1st supervisor), PhD dissertation by Fatemeh Nami, May 2015

Investigating the effects of graphical word mapping strategy on the vocabulary learning of EFL students with different perceptual learning styles (supervisor), MA thesis by Somayeh Habibzadeh Ardebili, March 2015

A qualitative analysis of teaching first language culture (Persian) in a blended EFL class (supervisor), MA thesis by Mona Borhani, March 2015

Postulating a model for virtual EAP courses in Iranian universities (1st supervisor), PhD dissertation by Maryam Asoodar, Jan. 2015

The comparative effects of metalinguistic feedback and recast in Google Drive-integrated writing instruction versus face-to-face writing instruction on Iranian EFL learners' writing performance and writing apprehension (supervisor), MA thesis by Masumeh Sadat Seyyedrezaei, Jan. 2015

A socio-cultural study of the impact of computer-mediated corrective feedback on the development of EFL learners' grammatical knowledge (advisor), MA thesis by Fatemeh Mardian, Sept. 2014

The effect of using wikis on Iranian EFL learners' writing performance (supervisor), PhD dissertation by S. Dariush Ahmadi, Winter 2014

The promotion of electronic colonialism in Internet-mediated English education: The representation of Iran in four English educational websites (supervisor), PhD dissertation by Khadijeh Karimi Alavijeh, Sept. 2014

Computer-assisted ILP instruction: The effects of computer games on EFL learners' pragmatic production (supervisor), MA thesis by Mahsa Madani, Sept. 2014

The impact of text-messaging on grammar learning of Iranian English language learners (supervisor), MA thesis by Mona Hedjazi Moghari, March 2014

The effect of critical thinking ability of Iranian upper-intermediate EFL learners on their performance on an integrated writing task (supervisor), MA thesis by Sara Abolmasoumi, March 2013

The effectiveness of text messages (SMS) as an out-of-class instructional tool to support collocation learning of Iranian EFL learners (supervisor), MA thesis by Nasim Movahedifar, March 2013

The effect of hybrid learning on Iranian EFL learners' autonomy in vocabulary learning (supervisor), MA thesis by Idee Edalati Shams, Jan. 2013

Fairness in high-stakes TEFL tests: Accessibility issues in the MA TEFL entrance exam in Iran (supervisor), MA thesis by Bitā Sanginaan, June 2012

An exploratory study on decision-making behaviors of Iranian EFL raters while holistically assessing writing tasks (supervisor), MA thesis by Fereshteh Ostovar, Sept. 2011

A comparative study of e-portfolios, portfolios and conventional EFL writing classes (supervisor), MA thesis by Maryam Pezeshki, Sept. 2010

The impact of strategy-based instruction via electronic portfolio assessment on the reading proficiency of Iranian upper-intermediate EFL learners (supervisor), MA thesis by Leila Mamasani, August 2010

A DIF analysis of the University Entrance Examination in terms of academic background (supervisor), MA thesis by Roghayeh Mehrazmay, June 2010

Assessing dimensions of vocabulary knowledge of EFL learners at different levels of reading proficiency (supervisor), MA thesis by Forough Babamaleki, March 2010

Culture in online communication: Netiquette applications and implementations in the TEFL community (supervisor), MA thesis by Sara Farshadnia, May 2010

The impact of web-based reading lessons on EFL students' reading comprehension, motivation and autonomy (supervisor), MA thesis by Parinaz Imamikia, March 2010

On the construct validity of the University of Tehran English Proficiency Test (1st supervisor), MA thesis by Maryam Kashani Nazari, February 2010

The effects of asynchronous CMC training on teaching writing to Iranian EFL students (supervisor), MA thesis by Samira Abdolhosseini Roozbahani, Sept. 2009

The effect of web-based writing lessons on the cohesion, coherence, and persuasiveness of Iranian EFL learners' essays (supervisor), MA thesis by Fatemeh Nami, Oct. 2009

Performance differences in diagnostic writing test based on test mode, computer familiarity and computer anxiety (supervisor), MA thesis by Maryam Asoodar, March 2009

The impact of the high-stakes test of Konkoor on the congruity of students' preferred learning styles with EFL teachers employed teaching styles and the effect of this on students' learnacy (supervisor), MA thesis by Nahid Roshani, Sept. 2008

The effect of using weblogs in writing classes on Iranian EFL university students' writing proficiency (supervisor), MA thesis by Maliheh Fayyazi, Sept. 2007

A comparison of the impact of the traditional and alternative modes of assessment on Iranian high school learners' achievement in a grammar learning situation (supervisor), MA thesis by Azadeh Bozorgi, March 2007

An investigation of metacognitive awareness of hypertext reading strategies of Iranian EFL learners (supervisor), MA thesis by Shabnam Mokhtarnia, February 2007

Comparing a web-based and paper-and-pencil-based test of reading skills (advisor), MA thesis by Fatemeh Hedayati, January 2005

The impact of the Internet on the reading comprehension of Iranian EFL students (supervisor), MA thesis by Elham Hamidi, October 2004

داوری برای نشریات بین المللی معتبر (گزیده):

Asia Pacific Journal of Education (CAPE)
Computer Assisted Language Learning
Computers and Education
Educational Research for Policy and Practice
International Journal of Virtual and Personal Learning Environments (IJVPLE)
Interactive Learning Environments
International Journal of Applied Linguistics
JALT CALL
Language Testing
ReCALL
Reflective Practice
Sage Open

داوری برای نشریات معتبر داخلی (گزیده):

Iranian Journal of Language Issues
Iranian Journal of Language Teaching Research
Journal of Educational Measurement and Evaluation Studies
Journal of English Studies
Language Horizons
Studies in Second Language Learning and Teaching
Teaching of English Language and Literature
Zaban Pazhuhi (Journal of Language Research)

سایر فعالیت های علمی (گزیده):

۱۴۰۱، تأسیس اولین آزمایشگاه آموزش زبان به کمک فناوری در کشور و منطقه، با قابلیت‌هایی همچون آموزش به کمک واقعیت مجازی، واقعیت افزوده، بازی‌وارسازی، و امثالهم.

- ۱۴۰۱، تولید نسخه اول نرم افزار آکادمی VR الزهرا (س)، با قابلیت آموزش به کمک واقعیت مجازی.
- ۱۳۹۸، ایجاد رشته-گرایش جدید "آموزش زبان به کمک فناوری" برای اولین بار در ایران و منطقه، در مقطع کارشناسی ارشد (اولین گرایش زیرمجموعه رشته آموزش زبان انگلیسی در کشور)
- اسفند ۱۳۹۸: اتمام طرح پژوهشی برای سازمان سنجش آموزش کشور، تحت عنوان: "بررسی روایی سازه زیربنایی آزمون ملی ورودی دکترای رشته آموزش زبان انگلیسی با استفاده از رویکرد روایی مبتنی بر استدلال"
- Building a validity argument for the underlying construct of the national PhD entrance exam of Teaching English as a Foreign Language (TEFL)
- ۱۳۹۷، ارائه اولین مدرسه زمستانی "آموزش زبان به کمک فناوری (CALL)" برای اساتید و دانشجویان تحصیلات تکمیلی آموزش زبان (ارائه به زبان فارسی، برای تمامی زبان ها) به مدت یک هفته
- ۱۳۹۶، ارائه اولین مدرسه تابستانی "آزمون سازی زبان" (به زبان فارسی) برای اساتید زبان عربی به مدت یک هفته
- ۱۳۹۳، ۱۳۹۴، ۱۳۹۵، ۱۳۹۶، ۱۳۹۸، و ۱۳۹۹ پژوهشگر برتر گروه انگلیسی دانشگاه الزهرا (س)
- ۱۳۹۰، تدریس اولین کلاس مجازی "آموزش زبان به کمک فناوری (CALL)" در ایران
- ۱۳۸۹، راه اندازی اولین کلاس درس دو واحدی "آموزش زبان به کمک فناوری (CALL)" در مقطع کارشناسی ارشد در ایران
- ۱۳۸۹، دبیر علمی هشتمین کنفرانس علمی انجمن آموزش زبان و ادبیات ایران، با موضوع (آموزش زبان به کمک فناوری)
- ۱۳۸۹-۱۳۸۶، یکی از مدیران و برگزارکنندگان دوره آموزشی بین المللی "دهکده دیجیتال برخط" (Electronic Village Online)، متعلق به TESOL
- ۱۳۸۷، دریافت بورسیه هزینه سفر به کنفرانس جهانی WorldCALL 2008 در ژاپن به علت فعالیت های مرتبط به آموزش زبان به کمک فناوری
- ۱۳۸۶، راه اندازی اولین کلاس درسی دو واحدی "آموزش زبان به کمک فناوری (CALL)" در مقطع دکتری در ایران

۱۳۷۹، تالیف محتوای نرم افزار آموزشی (انگلیسی در منزل) برای فراگیری زبان با رایانه، به صورت مشترک با خواهرم، سیده سپیده مرنندی (این نرم افزار آموزشی در اولین جشنواره ملی محصولات چند رسانه ای کشور از دست وزیر آموزش و پرورش جایزه برده است).

سابقه تدریس:

تدریس در دانشگاه الزهرا (س):

کلاس های متعدد در مقاطع کارشناسی، کارشناسی ارشد و دکتری، از قبیل: درس آموزش زبان به کمک فناوری (ارشد و دکتری)، روش تحقیق (ارشد و دکتری)، آزمون سازی زبان (ارشد و دکتری)، روش تحقیق کمی و کیفی در آموزش زبان در عصر دیجیتال (ارشد)، تهیه و تدوین مطالب درسی چند رسانه ای (ارشد)، کاربرد فناوری در سنجش زبان (ارشد)، رویکردهای انتقادی به آموزش زبان به کمک فناوری (ارشد)، نقد روش های آموزش زبان (ارشد)، نرم افزار SPSS (ارشد)، تدریس مهارت های زبان (ارشد)، برنامه ریزی درسی (ارشد)، مقاله نویسی (کارشناسی و کارشناسی ارشد)، شعر انگلیسی (کارشناسی)، خواندن و درک مفاهیم (کارشناسی)، ...

تدریس در سایر دانشگاه ها:

دانشگاه تهران: برنامه ریزی درسی، ارشد؛ نگارش پیشرفته، ارشد؛ تدریس عملی، ارشد؛ مقاله نویسی، ارشد؛ اصول و روش تدریس، ارشد

دانشگاه علامه طباطبائی: روش تحقیق، ارشد؛ سمینار، ارشد؛ مبانی و شیوه های آموزش زبان فارسی مبتنی بر فناوری های نوین، دکتری

دانشگاه صنعتی شریف: روش تحقیق، ارشد؛ سمینار، ارشد؛ آموزش زبان به کمک فناوری، ارشد

دانشگاه تربیت مدرس: آموزش زبان به کمک فناوری (دکتری)

دانشگاه شهید بهشتی: مبانی و شیوه های آموزش زبان فارسی مبتنی بر فناوری های نوین، دکتری

میزان تسلط به زبان ها:

فارسی و انگلیسی: تسلط کامل

فرانسه: تسلط پیشرفته

عربی: دانش ابتدائی

موضوعات علمی/پژوهشی مورد علاقه:

آموزش زبان به کمک فناوری (معروف به CALL) و توسعه آن در سطح کشور و به زبان های مختلف، بومی سازی آموزش زبان (هم به صورت نظری و هم به شکل عملی)، آزمون سازی زبان

مشارکت در دوره های آموزشی (گزیده):

۱۴۰۱، دوره آموزشی Adobe Premium Pro، به منظور تولید فیلم های آموزشی و محتوای دیجیتال

از ۱۳۹۰ تا ۱۴۰۱، مشارکت در کلاس های آموزشی زبان فرانسه

۱۳۹۵ و ۱۳۹۶، مشارکت در کارگاه های آموزشی آمار چندین متغیری (Multivariate Statistical Analyses) برگزار شده در دانشگاه الزهرا (س)، به مدت بیست هفته

۱۳۹۶، مشارکت در کارگاه های آموزشی (IRT) Item Response Theory برگزار شده در دانشگاه الزهرا (س)، به مدت ده هفته

مشارکت در کلاس های متعدد مجازی مرتبط به "آموزش زبان به کمک فناوری" (CALL) در "دهکده دیجیتال برخط" (Electronic Village Online)، در سال های ۲۰۰۵ تا ۲۰۱۰

۱۳۸۶، مشارکت در کارگاه های آموزشی (IRT) Item Response Theory برگزار شده در سازمان سنجش آموزش کشور، به مدت شش هفته

۱۳۸۴، مشارکت در کارگاه آموزشی پژوهش کیفی

۱۳۸۴، مشارکت در کارگاه آموزشی نرم افزار QSR Nudist

ترم پائیزی ۱۳۸۳، تدریس در کلاس درسی دو واحدی مجازی "آموزش زبان به کمک فناوری (CALL)" در دانشگاه St. Michael's College در آمریکا به عنوان دستیار آموزشی (TA)

ترم تابستانی ۱۳۸۳، مشارکت در کلاس درسی دو واحدی مجازی "آموزش زبان به کمک فناوری (CALL)"
در دانشگاه St. Michael's College در آمریکا به عنوان فراگیر