Title: Only Initial Letters Capitalized, Times New Roman 12 pt, Bold

(The title of the study should not exceed 14 words)

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## Abstract

Please do not use any other sub-title for the abstract. However, it should include introduction, purpose, method, results and conclusion. The abstract should be between 150-250 words. The paper should follow “Times New Roman” 11-point size and be single-spaced.

**Keywords:** Word 1, Word 2, Word 3. (between 3- 5 words)

## Öz

“Öz” bölümüne lütfen alt başlık eklemeyiniz. Ancak “öz”de giriş, amaç, yöntem, bulgular ve sonuç bölümlerine ilişkin özet bilgilere yer veriniz. “Öz” 150-250 kelime aralığında olmalı, metin “Times New Roman” 11 punto ile ve tek satır aralığında yazılmalıdır.

**Anahtar Kelimeler:** Kelime 1, Kelime 2, Kelime 3. (3-5 kelime arası)

# Introduction (First Level of Heading)

The full text of the paper should be prepared in A4 size and indented 3 cm from the top and bottom, 3.5 cm from the left, and 2.5 cm from the right margin. In addition, the page header and footer indentation is 3 cm.

Full-text paper should be 10-15 pages including bibliography.

The full text of the paper should contain 1.5-line spacing and 6 pt space before each paragraph. No spaces should be left between paragraphs and the paragraph should begin without indentation.

The whole study should be written in Times New Roman font and 12 font size. In the study, it should be for the first-level headings, **Only First Letters Capitalized**, with 12 font size and bold, middle aligned; for the second-level headings, **Only First Letters Capitalized**, with 12 font size and bold, aligned to the left; for the third-level headings, ***Only First Letters Capitalized*,** with 12 font size, italic and bold, aligned 1.25 cm from the left.

Citation examples to be used in the study are given in this paragraph (Gencer, 2008; Metin, Yılmaz and Akgün, 2021). Multiple citations in parentheses should be in alphabetical order. When citing a work with six or more authors, only the surname of the first author should be given, and “et al.” (Johnson et al., 2010) should be written. Studies with three, four, and five authors should be listed as surnames of all authors when cited for the first time, and should be given as "et al." after the first author in subsequent publications.

If the citation is given in the text, not in parentheses, it should be given as “According to Bilir (2015)…” or “In the study of Metin, Yılmaz and Akgün (2021)…”. When a citation with three or more authors is mentioned for the first time in the text, all of the author's surnames are written, subsequent citations should be given as “Demir et al. (2010)”.

# Method (First Level of Heading)

Explanations on the design/model of the study, population-sample/study group/participants, data collection tool(s), data collection process, data analysis technique and process, and validity and reliability measures should be included.

## Population and Sample / Study Group / Participants (Second Level of Heading)

Depending on the method/design of the study, the appropriate title from the options above should be used. It should be described in detail how the participants from whom the data were collected were identified.

While giving numerical values in the study (if it is not a finding), it should be written in text form if it is less than 10 or at the beginning of the sentence (“Twelfth grades…”, “three data collection tools…”, “…the study with 40 students” etc.). Decimal notations in the findings should be expressed with “dot (.)”, it should be two digits after the separator, and if it starts with 0, 0 should not be included (such as 10.78, .80).

## Data Collection Tools

The purpose, properties, validity and reliability of each data collection tool should be explained in detail.

### *Xxxxx Form (Third Level of Heading)*

The text should continue from here.

### *Xxxxx Scale (Third Level of Heading)*

The text should continue from here.

## Data Collection Process

Detailed information on how the data was obtained should be given (time, duration, conditions of data collection, etc.). If an experimental study has been carried out, the procedures performed in the experimental group and control group should be explained.

## Data Analysis

If quantitative methods are used in the analysis of the data, the statistical methods used and for qualitative methods the analysis method performed should be explained. Detailed and systematic information on how the analysis was carried out should be presented.

**Validity and Reliability Measures/Trustworthiness**

If a qualitative design is used in the study, one of these titles can be preferred. Detailed information should be given about the validity and reliability/credibility precautions taken in the study.

## Role of the Researcher/Researchers

If a qualitative design was used in the research, information should be given about the role of the researcher.

## Ethical Issues

A statement should be made regarding compliance with the Research and Publication Ethics.

# Findings (First Level of Heading)

It continues from the previous section and is given with the First Level Heading.

In this section, the findings are presented in line with the aims of the research. Tables and graphs are used when necessary. In the section, just the findings are presented and explained, and the interpretation is made in the discussion section. In the presentation of the findings, sub-headings can be created by using Second Level headings in line with the sub-goals/questions of the research.

Tables in the study should be given as follows.

Table 1

Numerical Distribution of Examined Sections

| Departments | Anxiety | Self-Efficacy |
| --- | --- | --- |
| Mathematics  | 7 | 5 |
| Foreign Language | 2 | 3 |
| Fine Arts | 4 | 1 |
| Business  | 1 | 1 |
| Engineering | - | 1 |
| Total  | 15 | 11 |

Table headings and the text within the table should be 11 points and left aligned. The name of the table should be written in *italics*, with the *First Letters in Capital Letters* and on the line below. The table should not exceed the page boundaries. In case of non-compliance, the font size can be reduced to 8 points. Only the necessary lines of the table should have horizontal lines, no horizontal lines should be used in the intermediate lines and vertical lines should not be used in the entire table.

Figures should be given as follows:

Figure 1. Types of rectangles

Figure and its number should be italicized and middle-aligned below the figure in an ordinary sentence order (e.g., *Figure 1.* Figure title). The title and the text inside the figure should be 11 points.

# Discussion, Conclusion and Recommendations (First Level of Heading)

It continues from the previous section and is given with the First Level Heading. Subheadings can be created using Second Level Headings.

In this section, the findings are discussed by making connections with the literature. It should be explained why the findings differ from the literature. The possible causes of the findings are interpreted based on the evidence. Instead of over-generalizations, explanations based on the findings are included. The results are tried to be discussed from several perspectives. Possible sources of error of the study are also taken into account in the discussion. A non-sharp narrative language is preferred in the discussion. The discussion takes place in the order of research quesitons.

At the end of this section, the conclusion reached is highlighted and recommendations (consequences) are explained. It is crucial to ensure that suggestions/conclusions are based on research findings.

**References (First Level of Heading)**

Bibliography should be prepared in accordance with APA 6 citation principles. In-text citations should be given in accordance with the language of the full text. The principles and procedures of giving references in Turkish for the full text in Turkish, and the procedures and principles of giving references in English for the full text in English should be taken into account.

References are given in alphabetical order.

“&” sign is used for all references. If a Digital Object Identifier (DOI) number is assigned to the article, it is added to the end of the resource with the url link and with the notation <https://doi.org/00000000000>

If the same author has two research with the same date, the end of the date is sorted in lowercase letters.

Authors can use the following examples to create “References”.

**Periodicals**

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A. & Harlow, T. (1993). There’s more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, *65*(2), 1190-1204. <https://doi/org/10.1080/12312321212>

Yöndem, Z. D. & Tokinan, B. Ö. (2007). Ergenlerde zorbalığın anne baba ve akran ilişkileri açısından incelenmesi. *Ege Eğitim Dergisi*, *8*(2), 53-68.

**Book**

Mitchell, T. R. & Larson, J. R. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

Kepçeoğlu, M. (1996). *Psikolojik danışma ve rehberlik.* (10th ed.). Ankara: Özdemir Ofset.

**A Chapter from the Edited Book**

Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H. L. Pick Jr., P. van den Broek & D. C. Knill (Eds.), *Cognition:* *Conceptual and methodological issue* (pp. 51-84). Washington, DC: AmericanPsychological Association.

Erdamar, G. (2019). Yaşam boyu öğrenme*.* In Ö. Demirel (Ed.), *Eğitimde yeni yönelimler* (7th ed., pp. 219-237). Ankara: Pegem Akademi.

**Translation Book**

Damasio, A. R. (1999). *Descartes’in yanılgısı.* (B. Atlamaz, Trans.). İstanbul: Varlık Yayınları.

**Master’s Thesis/Dissertations**

Uysal, Ş. (2013). *Türkiye’de eğitim yönetimi, teftişi, planlaması ve ekonomisi alanındaki doktora tezlerinin incelenmesi*. (Dissertation). Retrieved from <https://tez.yok.gov.tr>

Wilfley, D. E. (1989). *Interpersonal analyses of bulimia: Normal-weight and obese.* (Doctoral dissertation). Retrieved from https://........

**Proceedings and Poster Proceedings**

Aladağ, M. (2008, June). *Counseling practicum and supervision in counselor education in Turkey*. Paper presented at the IV. International Interdisciplinary Conference on Clinical Supervision, Buffalo, New York, USA.

Graf, S., Viola, S. R. & Kinshuk, T. L. (2006). Representative characteristics of Felder-Silverman learning styles: An empirical model. In K. Demetrios, G. Sampson, J. M. Spector & P. Isaias (Eds.), *Proceedings of the IADIS International Conference on Cognition and Exploratory Learning in Digital Age* (pp. 235-242). Barcelona: IADIS.

Sert, G., Kurtoğlu, M., Akıncı, A. & Seferoğlu, S. S. (2012). Öğretmenlerin teknoloji kullanma durumlarını inceleyen araştırmalara bir bakış: Bir içerik analizi çalışması. In M. Akgül, U. Çağlayan, E. Derman, A. Özgit, Ş. Güven & K. Kahraman (Eds.), *XIV. Akademik Bilişim Konferansı Bildirileri* (pp. 351-357). Uşak: Uşak Üniversitesi.

**Information Retrieved from the Internet**

Yılmaz, A. (2012, January). *Eğitimde yeni gelişmeler*. Retrieved from <http://www.egitim.org.tr/makale.html>

Organization for Economic Cooperation and Development [OECD]. (2016). *PISA 2015 results* *(Volume I)*: *Excellence and equity in education*. Paris: PISA, OECD Publishing. Retrieved from <http://dx.doi.org/10.1787/9789264266490-en>

**Documents Published by a Governmental Authority**

Ministry of National Education [MoNE]. (2011)*. Sample group mentoring activities*. Retrieved from <http://www.meb.gov.tr/orn.pdf>

Primary Education and Education Law. (1961). *T. C. Official Gazette,* 10705, 12 January 1961.