**Book Review**

**Write the original title here**

**The Author of The Book**

|  |  |
| --- | --- |
| Citation of the original book | Surname. N. (Year). *The title of the book.* (Xth edt.). Publisher |
| Cite: | Surname. N. (20XX). [Book Review: *The title of the book*, Name and Surname of The Author of The Book]. *Anadolu University Journal of Education Faculty, X*(X), XX-XX. |

**Book Reviewer: Author[[1]](#footnote-1)**

**1. Review**

Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary. Write your evaluation by examining the book from different dimensions. You can use sub-headings when necessary.

**2. Conclusion**

Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book. Please indicate your views on the reviewed book.

|  |
| --- |
| Statement of Researchers(Do not fill out this part in the first submission. During the editing phase, we will add the information you provide on the title page to this section.) |
| Conflict statement:e.g. “The authors declare that they have no conflict of interest.” |
| Acknowledgements: |
| Funding: e.g. “This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.” |
| Presentation(s) or Awards at a meeting:e.g.This research extends a study presented at the International Symposium on Contemporary Education and Social Sciences (ISCESS 2018). |
| Author Biography |
| First Author,  |

**3. References**

Ahorsu, D. K., Lin, C. Y., Imani, V., Saffari, M., Griffiths, M. D., & Pakpour, A. H. (2020). The fear of COVID-19 scale: development and initial validation. International Journal of Mental Health and Addiction, 1537–1545. <https://doi.org/10.1007/s11469-020-00270-8>

Bozkus-Genc, G., & Yucesoy-Ozkan, S. (2023). Efficacy of a parent-implemented pivotal response treatment for children with autism spectrum disorder. Journal of Autism and Developmental Disorders, 54, 3992–4005. <https://doi.org/10.1007/s10803-023-06113-4>

Birgin, O., & Öztürk, F. N. (2021). Türkiye’de matematik eğitimi alanında matematiksel modelleme çalışmalarına ilişkin eğilimler (2010-2020): tematik içerik analizi [Research trends on mathematical modelling in mathematics education in Turkey (2010-2020): a thematic content analysis]. e-Uluslararası Eğitim Araştırmaları Dergisi, 12(5), 118-140. <https://doi.org/10.19160/e-ijer.937654>

Chang, K.-C., Chang, Y.-H., Yen, C.-F., Chen, J.-S., Chen, P.-J., Lin, C.-Y., Griffiths, M. D., Potenza, M. N., & Pakpour, A. H. (2022). A longitudinal study of the effects of problematic smartphone use on social functioning among people with schizophrenia: Mediating roles for sleep quality and self-stigma. Journal of Behavioral Addictions, 11(2), 567-576. <https://doi.org/10.1556/2006.2022.00012>

Çengelci-Köse, T., & Bursa, S. (2020). Sosyal bilgiler öğretmen adaylarının hukuk okuryazarlığına ilişkin algıları [PRE-SERVICE Social studies teachers’ perceptions of legal literacy]. Journal of Uludağ University Faculty of Education, 33(2), 372-388. <https://doi.org/10.19171/uefad.609049>

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behaviour. Plenum.

Gürsoy, P. (2019). Bir matematik öğretmeninin cebir öğretim sürecinden yansımalar: fark etme becerisi [Reflections from a mathematics teacher’s algebra teaching process: Noticing]. [Unpublished master’s thesis]. Trabzon University, Türkiye.

İncikabı, S. (2020). Matematiksel modelleme etkinliklerinin ilköğretim matematik öğretmen adaylarının matematiksel modelleme yeterliklerine ve öğretim deneyimlerine yansımalarının araştırılması [Investigation of reflections of mathematical modeling activities on the mathematical modeling efficacy and teaching experiences of prospective primary school mathematics teachers]. [Unpublished doctoral dissertation]. Kastamonu University, Türkiye.

Kartol, A., Üztemur, S., & Yaşar, P. (2023). ‘I cannot see ahead’: psychological distress, doomscrolling and dark future among adult survivors following Mw 7.7. and 7.6 earthquakes in Türkiye. BMC Public Health, 23(1), 2513. <https://doi.org/10.1186/s12889-023-17460-3>

Kartol, A., Üztemur, S., & Yaşar, P. (2024). Development and validation of the earthquake obsession scale. Death Studies, 1-9. <https://doi.org/10.1080/07481187.2024.2317177>

Lin, C. Y., Ratan, Z. A., & Pakpour, A. H. (2023). Collection of smartphone and internet addiction. BMC Psychiatry, 23(1), 1-3. <https://doi.org/10.1186/s12888-023-04915-5>

Liu, W., Chen, J.-S., Gan, W. Y., Poon, W. C., Tung, S. E. H., Lee, L. J., Xu, P., Chen, I.-H., Griffiths, M. D., & Lin, C. Y. (2022). Associations of problematic internet use and weight-related self-stigma, and nomophobia with physical activity: Findings from mainland China, Taiwan, and Malaysia. International Journal of Environmental Research and Public Health, 19, 12135. <https://doi.org/10.3390/ijerph191912135>

Organization for Economic Co-operation and Development. (2016). Supporting teacher professionalism, insights from TALIS 2013.Paris: OECD Publishing. <https://dx.doi.org/10.1787/9789264248601-en>

Shi, Z., Guan, J., Chen, H., Liu, C., Ma, J., & Zhou, Z. (2023). Teacher-student relationships and smartphone addiction: the roles of achievement goal orientation and psychological resilience. Current Psychology, 42(20), 17074-17086. <https://doi.org/10.1007/s12144-022-02902-9>

What will be the 10 most in-demanded jobs in 2020? (n. d.). <https://guthriejensen.com/blog/skills-future-2020-infographic/> 06.01.2020

Zeleke, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), Promoting mind–body health in schools: Interventions for mental health professionals (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

1. Corresponding author, University, Country, e-mail. [↑](#footnote-ref-1)