***Research&Review Article***

**Without Changing the Format You Need to Put the English Title of Maximum 15 Words Here**[[1]](#footnote-1)

**Author Name-Surname, ORCID** 1 [](https://www.orcid.org/0000-0002-1901-6702) **Author Name-Surname, ORCID** 2 [](https://www.orcid.org/0000-0002-1901-6702)

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| --- |
| **Abstract** |
| You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit. You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit. You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit. You need to insert an English abstract into this section by taking into account exactly the same format. The abstract should not exceed 250-words and should be in font size 9, and in justified. If your translation does exceed the given limitation, you should arrange your wording to keep within the 250-word limit.  **Keywords:** Keyword 1, keyword 2, keyword 3 (keywords should not exceed 3- 5 words) |
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**1. INTRODUCTION**

Titles of the sections should be capitalized. Problem needs to be clearly stated in the introduction part. The introduction should be followed by method, findings, discussion and results respectively.

***Page Style:*** All the sections after this point should be written in Times New Roman font with size 11 and single-spaced. Articles that fail to comply with the publication rules will be returned to the authors without being sent to referees. Margins should be set as top & bottom: 2,5 cm and left & right 2,5 cm. The title should be followed by an abstract of 150-250 words and 3 to 5 keywords. Footnotes should be avoided and endnotes kept to a minimum. All pages should be numbered. References should follow American Psychological Association (APA) (Sixth Edition) style.

***Paper template*:** Author(s) might use this template for their paper(s) (click the icon to download, and edit the template).

***Tables and captions to illustrations*:** Tables must be typed out on the same document. Tables and figures should be numbered. The approximate position of tables and figures should be indicated in the paper. Captions should include keys to symbols.

***Figures*:** All diagrams and photographs are termed “Figures” and should be numbered consecutively. Figures should be given short descriptive captions.

**1.1. Second Level Subtitles Should Be in Lower Case**

All subtitles should be in lower case, bold and in accordance with the above format. As is here, in other sub-sections, the same format needs to be considered.

***1.1.1. Third level subtitles should be in lower case***

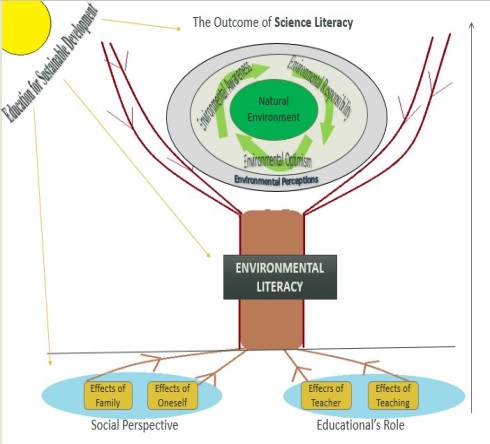
Symbols for variables, marks, labels, *etc.* must be identical in the text, equations, figures, tables, and nomenclature. Variables must be in *italic* style***.***

For tables and figures, see below.

Tables in the article should be like the following example in terms of format. It must reflect the content; the title of the table should be placed on the top, aligned to the left and bold.

**Table 1. Each word of the table subtitle should be in lower case (Font size:10)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | | **n** |  |
| **Class** | 1. | 47 | 30.3 |
| 2. | 60 | 38.7 |
| 3. | 48 | 31.0 |
| **Gender** | Female | 117 | 75.5 |
| Male | 38 | 24.5 |
| **Total** |  | 155 | 100 |



**Figure 1.** **Design of research**

Tables and Figures

• Please submit tables as editable text and not as images. • Place each table on a separate page at the end of your manuscript, after the reference list. • Place each figure on a separate page at the end of your manuscript, after any tables (or after the reference list, if there are no tables). • Margins depend on the size of the table but must be at least 1 inch (2.54 cm). • For tables and figures, use Times New Roman, font size 10 and single spacing. • Information necessary for understanding the table and/or figure, and definitions of abbreviations used must appear in a table or figure note. • Table and figure numbers should be typed as “Table 1” or “Figure 1”, and the headings should be in italics.

**2. METHOD**

In research or review articles, method should be placed here and the above mentioned principles should be considered.

**3. FINDINGS**

In research articles, findings should be given here and the above mentioned principles should be considered.

**4. DISCUSSION and CONCLUSION**

Discussion/conclusion should be written here, and above mentioned principles need to be taken into consideration.

*Acknowledgment*

Generally the last paragraph of the paper is the place to acknowledge people (dedications), places, and financing (you may state grant numbers and sponsors here).

**5. REFERENCES**

You should be prepared according to APA 6 – Citation Guide. The in-text references should be given in a way that accords with the language of the full text. For English manuscripts English referencing guidelines should be observed.

**In-text citations**

Use *and* in in-text citations between authors’ names, instead of an ampersand (&). Ex:

Ismajli, and Krasniqi’s (2018) research … (no apostrophe in parenthesis)

(Ismajli, & Krasniqi, 2018, p. 85)

(Ulukaya, Yildirim, & Eke, 2017, pp. 132–133)

For details please refer in the table below

**Order of citations**

Citations should be arranged in alphabetical order.

Ex: (Unveren-Bilgic & Argun, 2018; Gunduz & Kutluca, 2019; Kus, Gunes, Basarmak, & Yakar, 2017)

**Secondary sources**

A secondary source (one quoted from another source) should be cited as follows: (Torgerson, 1958, pp. 1–8 as cited in Baykul, 2000)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of citation** | **In-text citation** | **Subsequent in-text**  **citations** | **First citation in parentheses** | **Subsequent citations in**  **parentheses** |
| **One author** | Magos (2019) | Magos (2019) | (Magos, 2019) | (Magos, 2019) |
| **Two authors** | Gynne and Persson (2018) | Gynne and Persson (2018) | (Gynne & Persson, 2018) | (Gynne & Persson, 2018) |
| **Three authors** | Yakinci, Gurbuz, and Yetis (2018) | Yakinci et al. (2018) | (Yakinci, Gurbuz, & Yetis, 2018) | (Yakıncı et al., 2018) |
| **Four authors** | Ozdemir, Aslay, Akar, and Baran (2016) | Ozdemir et al. (2016) | (Ozdemir, Aslay, Akar, & Baran, 2016) | (Özdemir et al., 2016) |
| **Five authors** | Nolan, Darcin, Nurmedov, Yulmaz, and Dilbaz (2015) | Nolan et al. (2015) | (Nolan, Darcin, Nurmedov, Yulmaz, & Dilbaz, 2015) | (Nolan et al., 2015) |
| **Six and more**  **authors** | Bigatti et al. (2012) | Bigatti et al. (2012) | (Bigatti et al., 2012) | (Bigatti et al., 2012) |
| **Abbreviation of institutions (for commonly used**  **ones)** | National Council of Teachers of Mathematics (NCTM, 1995) | NCTM (1995) | (National Council of Teachers of Mathematics [NCTM], 1995) | (NCTM, 1995) |

**Books**

**Book in Turkish**

Karasar, N. (2011). Bilimsel arastırma yontemi. [Scientific research method]. Ankara: Nobel Yayın Dağıtım. [Ankara: Nobel Publishing House].

**Book Translated into Turkish**

Morgan, C. T. (1993). *Psikolojiye giriş* [English name of “Psikolojiye giriş”] (S. Karakaş, Trans.) Ankara, Turkey: Meteksan.

**Edited Book**

Saygili, G. (Ed.). (2015). *İlkokulda kullanılan strateji, yöntem ve teknikler* [English name of “İlkokulda kullanılan strateji, yöntem ve teknikler” ]. Ankara, Turkey: Pegem Akademi.

Flavell, J. H. (1987). *Metacognitive aspects of problem solving*, In L. Resnick (Ed.), The  
nature of intelligence (pp.231-235), Hillsdale, NJ: Lawrence Erlbaum Associates.

**Turkish Book with Multiple Authors**

Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri (5.Baskı)* [English name of “Sosyal bilimlerde nitel araştırma yöntemleri”]. Ankara, Turkey: Seçkin Yayıncılık.

**Book in English**

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistic*. Boston: Pearson.

Bulliet, R.W., Crossley, P.K., Headrick, D.R., Hirsch, S.W., Johnson, L.L., & Northrup, D. (2011). *The earth and its peoples: A global history (5th ed.).* Boston, MA: Wadsworth.

**Chapter in a Book**

**Book Chapter in Edited Book**

Cobb, P., Wood, T., & Yackel, E. (1990). Classrooms as learning environments for teachers and researchers. In R.B. Davis, C.A. Maher, & N. Noddings (Eds.), Constructivist views on the teaching and learning of mathematics (125-146). Reston, VA: National Council of Teacher of Mathematics.

**Book Chapter in an Edited Book in Turkish**

Zembat, İ. Ö. (2010). Ölçme, temel bileşenleri ve sık karşılaşılan kavram yanılgıları [English name of “Ölçme, temel bileşenleri ve sık karşılaşılan kavram yanılgıları” ]. In E. Bingölbali & M. F. Özmantar (Ed.), *İlköğretim öğrencilerinin matematiksel zorlukları ve çözüm önerileri* [English name of “*İlköğretim öğrencilerinin matematiksel zorlukları ve çözüm önerileri”*] (pp. 127–154). Ankara, Turkey: Pegem Akademi Yayınevi.

**Periodicals**

**Articles**

Demir, O., & Duruhan, K. (2015). Psikolojik danışma ve rehberlik programında örtük program algısı (İnönü Üniversitesi örneği): Bir durum çalışması [Psychological counseling and guidance programs perception of hidden curriculum (Inonu University example): A case study]. *Journal of Computer and Education Research, 3*(6), 32–60.

Ahmad, M. & Aziz, F. (2019). Relationship between emotional intelligence and exam anxiety of higher secondary students. *International e-Journal of Educational Studies (IEJES)*, 3 (6), 97-108. DOI: 10.31458/iejes.543549

Fedosejeva, J., Boce, A., Romanova, M., Ilisko, Dz., & Ivanova, O. (2018). Education for sustainable development: The choice of pedagogical approaches and methods for the implementation of pedagogical tasks in the anthropocene age. *Journal of Teacher Education for Sustainability*, *20*(1), 157-179. DOI: 10.2478/ jtes-2018-0010

**Journal article with DOl, more than seven authors**

Cobb, P., Wood, T., Yackel, E., Nicholls, J., Wheatley, G., Trigatti, B. & Perlwitz, M. (1991). Assessment of a problem-centered second-grade mathematics project. *Journal for Research in Mathematics Education*, 22(1), 3-29. DOI: 10.2307/749551

**Doctoral Dissertations and Master’s Theses**

**Doctoral’s Thesis, from a Commercial Database**

Blackburn, C. A. S. (2009). The effect of brain-based instruction techniques on the reading skills of elementary school students (Doctoral dissertation, Walden University, College of Education, Minnesota). Available from ProOuest Dissertations and Theses database. (UMI No. 3359879).

**Doctoral Dissertation, from the Web**

Thomas, P. B. (2001). The Implication of brain research in preparing young children to enter school ready to learn (Doctoral dissertation, The Florida Agricultural and Mechanical University College of Education, Florida, USA). http://search.proquest.com.

**Doctoral Dissertation, Abstracted in DAI**

Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. *Dissertation Abstracts International: Section B. Sciences and Engineering*, *65(*10), 5428.

**Doctoral Dissertations and Master’s Theses in Turkish**

Kutluca, T. (2009). İkinci dereceden fonksiyonlar konusu için tasarlanan bilgisayar destekli öğrenme ortamının değerlendirilmesi [Evaluation of a computer assisted learning environment designed for the subject of quadratic functions]. Doktora Tezi. Karadeniz Teknik Üniversitesi, Fen Bilimleri Enstitüsü, Trabzon. [Doctoral dissertation, Karadeniz Technical University, Graduate School of Educational Sciences, Trabzon]. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Say, K. (2015). *Örgütsel yaratıcılık ve merak duygusu arasındaki ilişkinin ortaokul öğretmenlerinin görüşlerine gore incelenmesi (Ankara ili örneği)* [An examination of the relationship between organizational creativity and curiosity according to the teachers' opinions in primary schools (Ankara sample)] (Master’s thesis, Hacettepe University, Ankara, Turkey). Re- trieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Yılmaz, A. (2012). Psikolojik danışma sürecindeki danışan değişkenlerin incelenmesi. (Yayımlanmamış yüksek lisans tezi). YÖK Ulusal Tez Merkezi veri tabanından elde edildi. (Tez no: 123456)

**Meetings and Symposia**

**Symposium**

Contributor, A. A., Contributor, B. B., Contributor, C. C., & Contributor, D. D. (Year, Month). Title of contribution. In E. E. Chairperson (Chair), *Title of symposium.* Symposium conducted at the meeting of Organization Name, Location.

**Paper Presentation or Poster Session**

Presenter, A. A. (Year, Month). *Title of paper or poster.* Paper or poster session presented at the meeting of Organization Name, Location.

**Symposium Contribution**

McDonough, A., Cheeseman, J., & Ferguson, S. (2012, July). Striving to maksimize children’s learning of mass measurement. 12th International Congress on Mathematical Education, Seoul, Korea.

**Presentation in Turkish**

Kutluca, T., Laçin, S. & Tuncel, C. (2017, October). Lise öğrencilerinin matematik öğretimine yönelik metafor algilari [The metaphorical perceptions of high school students towards math teaching]. Paper presented at the International Social Sciences and Education Conferences, Antalya, Turkey.

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   ***To cite this article:***Surname, First name (Year). Manuscript name. *International e-Journal of Educational Studies (IEJES).* Volume (Issue), pp-pp.

   1 *Title,* *Affiliation, e-mail adress, Country*

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   *Corresponding Author e-mail adress:* [↑](#footnote-ref-1)