

## ANKARA UNIVERSITY FACULTY OF EDUCATIONAL SCIENCES JOURNAL OF SPECIAL EDUCATION WRITING RULES

Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi [Ankara University Faculty of Educational Sciences Journal of Special Education], is a peer-reviewed scientific journal which is published quadrennially. In the journal; review articles, research studies in which quantitative, qualitative, and mixed methods are used in the field of special education are published. The journal is open to access online for free.

In order to guide the authors, information regarding the uploading of the articles to the DergiPark system in Ankara University Faculty of Educational Sciences Journal of Special Education and the steps followed in the evaluation and publication processes of the articles are given below. In addition, the basic conditions to be sought in the studies to be published in the journal are also listed.

### The Uploading Process of Articles to DergiPark System

1. Prepare your works in [Turkish template](#) format if the writing language is Turkish, and in [English template](#) format if the writing language is English and send it to <https://dergipark.org.tr/en/pub/ozelegitimdergisi> by clicking the "**Full Text**" button.
2. No information about the authors (*Name, title, institution, e-mail address, orcid no*); if any, *project number, supporting institution and project name; the contribution of the authors to the works with in more than one author (determining the study subject, research design, data collection, data analysis and reporting of the study); declaration of conflict of interest, and if any, names of people or institutions for thanking* should not be included in the "**Full Text**" file in which the article is written (*Only ethics committee name, decision number and date information should be included in the introduction of the method*). This information should be included in the file titled "[Title Page](#)". Upload this "Article Information" Word document to the DergiPark system as an additional file by clicking the "**Upload an attachment**" button.
3. Upload the scanned copy of the copyright transfer form signed by each author to the DergiPark system by clicking the "**Copyright Form**" button.
4. Upload the scanned copy of the ethics committee approval form to the DergiPark system as an additional file by clicking the "**Upload an additional file**" button (see [Ethics Committee Approval](#)).

### Review and Publication Process of Articles

1. The Editorial Board of Ankara University Faculty of Educational Sciences Journal of Special Education first conducts the "**Editorial Preliminary Review**" process for the articles in Turkish or English, that are sent to the journal for evaluation to be published. At this stage, firstly, the format suitability of the manuscript (number of words, compliance with the template, referencing, etc.), the plagiarism rate (iThenticate) and other necessary documents (ethics committee approval, copyright transfer form, etc.) are examined. After examining its suitability, a "Section Editor" is assigned to the work in connection with its subject. If the study is not suitable, the author(s) are requested to make the necessary arrangements. When the requested corrections, if any, are completed, the "Section Editor" is appointed, if the corrections are not made, the work is returned to the author.
2. With the assignment of the Section Editor, the "**Pre-Review**" process is initiated. The Section Editor reads the study and examines its relevance to the scope of the journal and its scientific value. Out-of-date, non-important or non-scientific studies are rejected by the "**Section Editor**" during the pre-review process. The Section Editor can request review by sharing the work with the "**Measurement and Evaluation Editor**" when needed (e.g., finding complex statistical operations). Then, in line with the Section Editor's reviews (plus the opinions of the Measurement and Evaluation Editor, if any), revisions from the author are requested and the study is sent to the author(s). The Section Editor examines whether the Corresponding Author has made the requested corrections and decide to refer the revised manuscript to peer review. If the corrections requested by the Section Editor have not been made, the manuscript is rejected and returned to the author(s).
3. The Section Editor determines the candidate reviewers for the manuscript and direct the names to the Editor to be appointed. The Editor appoints **two (2) reviewers** among the nominee reviewers forwarded by the Section Editor. The Section Editor initiates the **1<sup>st</sup> Round Review process** by directing the manuscript to the designated reviewers. There are reviewer forms for research, review and single-subject studies for Ankara University Faculty of Educational Sciences Journal of Special Education. Reviewers evaluate the *Title, Abstract, Introduction, Method, Results, Discussion and Conclusion* sections, if any, in line with these evaluation forms; they also make a *General Evaluation* of the manuscript by examining

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the *Format and Expression* characteristics of the manuscript. Peer-reviews are generally based on originality, method used, compliance with ethical rules, consistent presentation of findings and results, and review of the literature. As a result of the evaluation process carried out by the reviewers, the evaluation forms are completed and three decisions can be made to be forwarded to the author(s): the manuscript *a) is accepted to be published, b) is rejected, c) needs minor or major revisions.*

The reports prepared by the reviewers in the 1<sup>st</sup> round of evaluation are reviewed by the Section Editor, and a detailed report is requested from the reviewer(s) who gave the decision for the manuscript to be rejected, if any. The Section Editor sends **the 1<sup>st</sup> Round Evaluation Report** to the author(s) by adding their own opinions as well as the reports from the reviewers and requests the author(s) to revise the manuscripts:

\*the corrections of minor revisions due in **30 days**,

\*the corrections of major revisions due in **3 months**.

The corresponding author uploads the revision file and the valid arguments for the rejection decision, if any, to the system within the given time decision. After the study is revised, the **2<sup>nd</sup> Round/Additional Review** process is initiated. The Section Editor then conducts **the Editorial Post Reading** process for the manuscripts that are accepted to be published. During this process, the Section Editor examines the manuscript in terms of style, and journal rules. The manuscript, which is rejected by the reviewer(s) during the peer-review process, is rejected and returned to the author after the editorial Board makes the final decision of rejection.

4. The post-reading process is initiated by the Section Editor for the manuscript that has been decided to be published. At this stage, the Section Editor re-reads the manuscript and requests the author(s) to make the necessary corrections and upload the literal translation of the article (with the translation certificate) to the system. After the author revises the work, the Section Editor checks whether the necessary corrections have been completed and the harmony of the Turkish/English translation is achieved, and then they direct the work to the **Foreign/English Language Editor** to check the English style. The authors from foreign countries are not required to upload a Turkish translation of their manuscript to the system. Their manuscript (that is accepted to be published) will be published only in English.
  - a. If the manuscript is uploaded to the DergiPark system in Turkish, at this stage, the author/(s) whose native language is Turkish upload the full English text of their work to the DergiPark system with a document obtained from a certified editing service company,
  - b. If the manuscript has been uploaded to the Dergipark system with a document from a company that provides certified editing services, and the written language is English, at this stage, the author/(s) whose native language is Turkish, translate the full text of their work into Turkish and upload it to the DergiPark system,
  - c. If the manuscript has been uploaded to the DergiPark system with a document from a company providing certified editing services and the written language is in English, at this stage, the Turkish translation is not requested for the author(s) whose native language is not Turkish. If the study is accepted, it will only be published in English.

The Section Editor requests revisions from the author(s) when necessary. The work that is not revised by the author(s) at all stages of the post-reading process is rejected and returned to the author(s). When the necessary corrections are completed in the manuscript, the Section Editor takes the decision of "accept" and directs the work to the page-setting/layout from the DergiPark system.

5. The layout editor examines the manuscript in accordance with the Writing Rules of Journal of Special Education and makes the format arrangements, and when necessary, uploads the necessary arrangements to be made by the authors to the system, the PDF file of the manuscript and a blank Proofreading Table, where the corrections will be processed by the author(s), are uploaded to the system for revision. The author(s) makes the requested corrections and uploads the Proofreading Table to the system, where the corrections are listed within 15 days. The manuscript that is not revised is rejected and returned to the

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author(s). The manuscript, which has been revised and its layout is completed, is published in Early Pub Issues by obtaining its DOI number.

6. Articles that have been published after all processes have been completed are sorted in two categories as Research and Review, and in order of their publication dates/appearance in early pub issues they are attained volumes and issues.
7. No fee is paid for the articles decided to be published.
8. The author(s) are responsible for the views advocated in the studies and the accuracy of the references.
9. The numbering of the journal is continued by adding to each other every year.

**Main Requirements for The Articles to be Published in The Journal**

1. The study should deal with the subjects (<https://dergipark.org.tr/en/pub/ozelegitimdergisi/aim-and-scope>) that are suitable for the scope of Ankara University Faculty of Educational Sciences Journal of Special Education.
2. Studies submitted to the journal should not have been published elsewhere before or should not be currently under review elsewhere.
3. Studies must be written in accordance with the journal's writing rules and [Turkish](#) or [English](#) template.
4. The similarity rate should not exceed 10% in the plagiarism check performed through the iThenticate program. The maximum similarity rate will be accepted up to 10%, not all from one or two sources. Studies with the similarity rate between 10-15% will be sent back to the authors and correction will be requested. Studies with a similarity rate of over 15% will be rejected.
5. The Ethics Committee Decision for the study must have been taken.

**Turkish and English General Format Guide**

General format features for the studies to be published in the journal are given below.

<b>Turkish and English Page Format</b>	The text should be prepared in a <i>single column</i> and <i>justified</i> on A4 size paper; leaving <i>2.5 cm</i> from the bottom, sides, and from the top.
<b>Turkish and English Font</b>	All the text must be written in <i>10-point Times New Roman</i> . For the title, authorship and affiliation, tables and figures see the related sections.
<b>Turkish and English Paragraph Structure</b>	Indent section on the paragraph tab; <i>On the first line</i> , 1.25 cm (one tab) space (except English and Turkish abstracts), On the spacing segment, you should choose 6 nk <i>before</i> and 0 nk <i>after</i> , in text one line spacing must be chosen.
<b>Turkish and English Word Limit</b>	The length of the prepared manuscripts should be a minimum of 6000 and a maximum of 8000 words for both Turkish and English full text, including the bibliography. Turkish and English full text should be consistent with each other.
<b>Turkish and English Title</b>	The title of the manuscript should not exceed 12 words. The title must be written in <i>bold 14 point Times New Roman</i> with line spacing being <i>one</i> and it must be <i>centered</i> . If the manuscript has been presented somewhere else or it has been produced from a project or a thesis/dissertation, it must be stated with an annotation mark (*) at the end of the title, and necessary explanations should be given as annotation. However, this information should be given in the template titled <a href="#">Title Page</a> , it should NOT BE GIVEN IN THE ARTICLE.
<b>Author Names</b>	The first letters of the author's names and surnames should be capitalized in 10 point Times New Roman. However, this information should be given in the template titled <a href="#">Title Page</a> , it should NOT BE GIVEN IN THE ARTICLE. Names and surnames of the authors, their e-mails, <a href="#">ORCID</a> ids in both English and Turkish Abstracts should be given as an annotation. Annotations must be <i>9-point Times New Roman</i> and the <i>corresponding author</i> must be indicated. However, this information should be given in the template titled <a href="#">Title Page</a> , it should NOT BE GIVEN IN THE ARTICLE.

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At the beginning of every manuscript, there must be an abstract section which summarizes the study. The abstract must be *10-point, justified and it must contain 250 words*. The abstracts must not contain *citations*. Similar rules apply to Turkish abstracts of English written manuscripts and vice versa.

*For the research articles, Introduction, Method, Findings, Discussion* and if there is in the main text, **Results and Suggestions** titles must be covered in the abstract section.

- *Introduction*: Problem statement,
- *Method*: Participants of the study, information related to their demographics such as age, gender, nationality, etc., The method/design of the study (if any provide especially the methodological authenticity),
- *Findings*: Main findings from the research.,
- *Discussion*: Interpretation of the findings in the light of the literature, possible effects of the findings,
- *Results*: (This title can be included in the main text if available.) The most important inferences from the research (if any, suggestions can be added to this heading, when added, the possible effects of the findings or their reflection on the application).

*For the literature review or meta-analysis articles*, following content must be covered in the abstract:

**English and Turkish Abstracts**

- Identification of the problem of the study or the relationships among the variables reviewed,
- The criteria for selection of the studies reviewed (for meta-analysis),
- Characteristics of the participants in the basic studies examined,
- The results (the most significant statistical effect sizes and the factors mediating it for meta-analytic studies).

*For the theoretical studies* following content must be covered in the abstract:

- Explanation of the foundation for the theory/model and the processes of the theory/model,
- The situation/condition that the theory/model explains having being associated with the empirical findings.

*For the methodological studies* following content must be covered in the abstract:

- The place of the method at hand in the general classification,
- Basic characteristics of the proposed method,
- Field of application of the proposed method,
- Basic characteristics and statistical significance of the statistical procedures if any.

*For the case studies* following content must be covered in the abstract:

- Characteristics and introduction of the individual, group, community, or the institution examined,
- Explanation of the solution being revealed by the case study,
- Topics which can shed light on the theoretical explanations and future research.

**Turkish and English Keywords**

Capitalize only the first keyword and write them in *lower case letters* with a comma in between and include *five to seven words*. English and Turkish keywords should be consistent and given in the same number and order.

**Turkish and English Main Text**

Quantitative and qualitative studies must include the sections of *Introduction, Method, Results, and Discussion*.

*Introduction*

This section must include the following:

- Explanation of the importance of the problem,
- Identification of the related literature and findings,
- Expression of the purpose of the study or hypotheses and association of them with the method of the study.

*Method*

This section must include the following:

- The design of the study,

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- Sufficient identification of the basic demographical characteristics of the participant(s), sample or the subjects; explanation of the sampling method and the procedure, the sample size, how the sample size has been identified, and the power to represent the population, etc.
  - Measurement tools, if any provide the studies related to the development, adaptation, validity, reliability, and standardization,
  - If it is an experimental study, include the experimental procedures.

The content to be covered under the method should be written under appropriate headings. By the type of research, the headings can change. However, the most basic headings expected to be covered are as follows:

- A heading that defines the research design and the procedure of the research,
- A heading that defines the population and sample, subjects, or participants,
- A heading that defines data collection tools.
- A title such as data collection and analysis, in which the data collection process is briefly explained and information is given about the analyses made.

#### *Results*

In the results section, data collection should be briefly introduced, firstly analyses which have been conducted on data should be provided. Findings that reflect the results of the study must be written in sufficient detail. The authors should report all the related results -*whether supporting the hypotheses or not- i.e., whether statistically significant or not*. The researchers must not avoid reporting results that are unexpected. Instead, they should discuss the unexpected results in the discussion. In quantitative studies, the findings should be given with confidence intervals and effect sizes. While giving the findings, ***the statistical symbols and abbreviations given in Table 1 should be used, and statistical symbols should be given in italics.***

#### *Discussion*

Having provided the results, the authors should discuss the consequences of these results in light of the research hypotheses. Moreover, they should interpret and summarize the results, and based on the results they should make some inferences as well.

In this section, the *limitations of the study* can be provided in a separate paragraph or under a separate heading.

In addition, the result of the research, and recommendations for implementation and further research should be included. Authors can use a second-level heading, *Limitations and Suggestions*, and *Conclusion* if they wish.

*In review studies*, state the problem; analyze the related literature competently; elaborate on the limitations in the literature, gaps, and discrepancies; and state what can be done for a solution.

*In other studies*, in accordance with the topic, some changes can be made. However, headings including details that may complicate the readers' utilization of the text must be avoided.

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#### **Turkish and English References**

The references section should start on a new page. Both in the main text and the references, the authors should adhere to the publication rules in the *Publication Manual of American Psychological Association (APA) (7<sup>th</sup> edition)*.

Please see the section of **Main Reference Elements** for the main elements used in references.

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**Table 1**

*Statistical Abbreviations and Symbols*

Turkish	English	Measurement
ANCOVA	ANCOVA	Covariance analysis
ANOVA	ANOVA	Variance analysis
b, b <sub>i</sub>	b, b <sub>i</sub>	Standardized and non-standardized regression coefficient estimated in regression analysis
DFA	CFA	Confirmatory factor analysis
CFI	CFI	Comparative fit index
GA	CI	Confidence interval
d	d	Cohen's effect size
sd	df	Degree of freedom
AFA	EFA	Exploratory factor analysis
EB	ES	Effect size
f	f	Frequency
fb	fe	Expected frequency
fg	fo	Observed frequency
F	F	F distribution, Fisher's F ratio
Fkrit	Fcrit	Critical statistical significance value for the F test
g	g	Hedge's value of effect size
GFI	GFI	Goodness of fit index
GLM	GLM	Generalized linear model
H0	H0	Null hypothesis
H1 (veya Ha)	H1 (veya Ha)	Alternative hypothesis
HLM	HLM	Hierarchical linear model
HSD	HSD	Tukey's honest significance difference
MTK	IRT	Item response theory
k	k	Turnover coefficient, number of studies in meta-analysis, number of levels in an individual or experimental study
KR20	KR20	Kuder-Richardson reliability index
GBE	LGC	Latent growth curve
LL	LL	The lowest limit in the confidence interval
OO	LR	Likelihood ratio
$\bar{X}$	M (or $\bar{X}$ )	Mean
LSD	LSD	Least significant difference
MANOVA	MANOVA	Multivariate analysis of variance
Mdn	Mdn	Median
MLE	MLE	Maximum probability estimation
OK	MS	Mean square
n	n	Sub-samples
N	N	Total sample
p	p	Probability value
r	r	Pearson's correlation coefficient
r <sup>2</sup>	r <sup>2</sup>	Explanatory coefficient
rb	rb	Biserial correlation
rs	rs	Spearman's correlation
SS	SD	Standard deviation
YEM	SEM	Structural equation model
KT	SS	Sum of squares
T	t	t-Test
U	U	Mann-Whitney U Test
Z	z	Standard score
$\eta^2$	$\eta^2$	Eta-square
$\lambda$ (lambda)	$\lambda$ (lambda)	Goodman-Kruskal predictability measure
$\Lambda$ (büyük lambda)	$\Lambda$ (capital lambda)	Wilks's multivariate test criterion
$\chi^2$	$\chi^2$ (chi-squared)	Chi-square
$\omega^2$	$\omega^2$ (omega-squared)	Omega-square
$\Sigma$ (büyük sigma)	$\Sigma$ (capital sigma)	Sum

Source: American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association. (For detailed information, see pp. 293-296).

### Turkish and English Tables, Figures, and Appendices

- Place the tables, figures, pictures, and graphics must be replaced in the text.
- The author(s) should carefully decide how many visual elements (tables, graphics, and figures, etc.) must be in the manuscript. The most important point is to deliver the information in the manuscript to the readers in the clearest way; long tables filled with numbers, complex figures and graphics sometimes might make the information given more incomprehensible. Therefore, if you can express the results in the text in an understandable way, do not represent them in tables. For example, usually statistical significance tests can be easily expressed in the text: “According to the one-way analysis of variance results, there is a significant difference regarding socioeconomic status,  $F(1,136) = 4.86, p = .029, \eta^2 = .03$ .” etc.
- If the statistical findings are given in the text, do not give them in tables again. Statistics which are given in tables should not be written in the text again; the readers should be referred to the related table instead.
- Enumerate the tables and figures in the order of their appearance in the manuscript (e.g., Table 1, Table 2, Table 3, Figure 1, Figure 2, Figure 3, etc.).
- The author(s) must refer to the tables in the text. While referring to the tables, use the table numbers; the authors should not use statements such as “the table below, the table above.” (They should use for example “when the Table 5 is examined....” etc.)
- You can give explanatory notes under the table, if you take a table from other sources give proper referencing under the table as table note (For more information on table notes, please see [JSE Template](#)).

### Turkish and English General Style Features

In general, while giving tables, figures, pictures, and graphics in the text, the authors should consider the following style characteristics related to the format.

#### Turkish and English Tables and Figures

- In tables and figures, different than the general template, use *9-point Times New Roman*. In the paragraph tab for space section; *before* and *after* space must be 0, line spacing must be *single*.
- For more information on how to write titles of tables and figures see the section of [Heading System](#).
- Table and figure numbers should be bold, with the first letter capital (e.g. **Table 1, Table 2, Figure 1, Figure 2**).
- Table and figure titles should be just below the table and figure numbers, with the first letter of each word capitalized, italic, 3 nk before and after, and flush left. For example;  
**Table 1**  
*Demographic Characteristics of Students*
- For the titles/headings, informations in the table, and the table note, only the initials of the first words or the proper names should be capitalized.
- In the table, only the bottom and top lines of the table and the bottom line of the column headings should be included. Horizontal lines can be used to increase clarity when necessary, but vertical lines should not be used.
- All column headings in the table should be centered, the information in the first column in the table should be left-centered, and the information in the other columns should be centered. In the tables, if the text in the cell (when there is no numerical expression) is more than one line, it should be hung 0.15 cm, if it consists of a single line, it should be flush left.
- When using tables such as the correlation table, instead of creating your own table, please use the sample standard tables in APA 7<sup>th</sup> (Don't make your own table).
- When using color in figure representation, contrast colors should be used so that people with color blindness can understand the information. Uses of color can be matched with pattern usage.

#### Turkish and English Appendices

- The materials which are not appropriate to be given in the text must be given after the references as an “**Appendix**”, and *each of the appendices must be given on a separate page*.
- If there is only one appendix give a heading of “**Appendix**” with all words in the title starting with capital letters and written in **bold**, and cite it in the text likewise (i.e., see Appendix A). If there is more than one appendix rank them as “Appendix A, Appendix B,

etc.” and cite them likewise in the text (i.e., see Appendix A, Appendix B, etc.). Tables, figures, or pictures can be included in the appendices. However, in such cases, “see. Table A1 in Appendix A” and each table, figure or picture specified in the appendices (e.g., Appendix A, B, C) should have their letter attached. If the Appendix consists of only one table, it can be specified as Appendix A.

➤ The appendices which are not cited in the text must not be provided as an appendix. Appendices must be titled and if needed, formulas, numbers, tables, figures, or drawings should be provided. There should be 3nk spaces before and after the appendix name and title. For example;

**Appendix A**

**The Interview Form of the Counselor for Working with Special Needs Students and Experiences in Special Education School**

**Other**

➤ *p*-value must be provided in the text or with a new column on the table it can be given, with two to three decimal places (e.g., not  $p < .05$  but  $p = .023$ ) only out of the table.

➤ Write the statistical statements in the text (e.g., *F*, *p*, *N*, *sd*, *R*, *R*<sup>2</sup>, *t*, *U*, *df*, *f*, etc.) in *italic* (For the English and Turkish abbreviations and symbols of statistical symbols, see [Table 1](#)). After the comma, use only two digits. Moreover, while giving statistical statements, please leave a blank before and after the “=, +, -, x, :, >, <” (e.g.,  $F(1,40) = 6.78$ ).

➤ If a table contains point estimates such as averages, correlation or regression curves, confidence intervals should also be given. Confidence intervals should be given either in text or in a new column in the table, with the upper and lower limits specified in square brackets (e.g. 95% CIs [5.62, 8.31]).

**Turkish and English Heading System**

In the heading system, the authors should consider the following levels. Moreover, in all headings “and, with, of, in, by, or” conjunctions and “the” should always be written in lowercase letters. According to APA 7<sup>th</sup>, all titles must start with a capital letter.

**Table 2**

*Heading System*

<b>The first-level heading</b>	<b>The First Level of Headings is Centered, and Bolded and the First Letter of Each Word in the Heading is Capitalized</b> The title of the manuscript and the main headings ( <b>Introduction, Method, Results, and Discussion</b> ) are first-level headings.
<b>The second-level heading</b>	<b>Left-aligned, Bold, the First Letter of Each Word is Capitalized</b> The text should start as a new paragraph.
<b>The third level heading</b>	<b>Left-aligned, Bold, Italic, the First Letter of Each Word is Capitalized</b> The text should start as a new paragraph.
<b>The fourth level heading</b>	<b>Left-aligned, the First Line is Indented, Bold, First Letter of Each Word is Capitalized with a Period.</b> Begin body text after the period. The first paragraph following this heading should be typed on the same line as the heading.
<b>The fifth level heading</b>	<b>Left-aligned, the First Line is Indented, Bold, Italicized, First Letter of Each Word is Capitalized with a Period.</b> Begin body text after the period. The first paragraph following this heading should be typed on the same line as the heading.
<b>Table and figure headings</b>	<ul style="list-style-type: none"> <li>➤ Table numbers (e.g., <b>Table 1, Table 2</b>, etc.) must be on top of the table left-aligned, <b>bold</b>, and the first letter is capitalized. The table headings, however, must be written under the table numbers (on the line spacing tab, before and after must be set to 3 nk), <i>left-aligned, italicized, and capitalized with lower case letters</i>.</li> <li>➤ Figure numbers (e.g., Figure 1, Figure 2, etc.) must be on top of the figure left-aligned, <b>bold</b>, capitalized with lower case letters, and italicized. Figure headings must be written under the figure numbers (on the line spacing tab, before and after must be set to 3 nk), <i>left-aligned, italicized, and capitalized with lower case letters</i> (See <a href="#">Turkish</a> or <a href="#">English</a> Template).</li> </ul>
<b>Other</b>	➤ <b>Abstract, References, and Appendices</b> should be accepted as heading, and they must start on a new page, must be centered, capitalized with lower case letters. Only “ <b>References</b> ” and “ <b>Appendices</b> ” headings must be bold (See <a href="#">Turkish</a> or <a href="#">English</a> template).



### Citations in Turkish and English

For all the information, data, opinions of others than the authors, authors must provide proper citations in the manuscripts. Moreover, if the authors need to include information or opinion of theirs that has been published somewhere else, the previous study should be cited as well. Each of the citations in the text must be placed in the reference list.

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<b>In-text Citations</b>	<p>In both Turkish and English citations, “&amp;” should be used between the authors. For in-text citations, “and” should be written rather than using “&amp;”.</p> <p>For example; Saraç and Çolak’s (2012) study... (Do not put the apostrophe with the parenthesized statement)</p> <p>In addition, when there are more than two authors, the first author's surname is followed by “et. al.”. For example; (Connell, et. al., 1993)</p> <p>Different from the text, “&amp;” should be used in all cases between authors in tables and figures. For details, please see <a href="#">In-text and Parentheses Citations</a> table.</p>
<b>List of Citations in Parentheses</b>	<p>In the parenthesis, give the citations in alphabetic order. For example, (Akçamete &amp; Kargın, 1996; Ayer, 1984; Mert, 1996; Özen et. al., 2002; Sağıroğlu, 2006)</p>
<b>Citing Indirect Sources</b>	<p><i>In-text</i></p> <p>Seidenberg’s study (1993) (as cited in Coltheart, 1996)...</p> <p>In Bacanlı’s (1992) (as cited in Yüksel, 1996) study...</p> <p>If the year of the transferred (primary) source is unknown, the year information of the relevant source should be removed from the text, and the year information of the cited (secondary) source should be given.</p> <p>In Akın’s trials... (as cited in Yılmaz, 2003)</p> <p><i>In references</i></p> <p>Give only the author who cited the quote in the references.</p> <p>Coltheart, M. (1993). Models of...</p> <p>Yüksel, G. (1996). Social skills...</p>
<b>Authors with the Same Last Name</b>	<p>When there are two authors with the same last name, use first initials with the last names to prevent confusion.</p> <p>For example; In works of N. Özdemir (1985) and M. Özdemir (1990)...</p> <p>In their studies R. D. Luce (1959) and P. A. Luce (1986)...</p> <p>If two authors with the same surname are included in the same study, it is not necessary to give the initials of the authors' names. For example; (Acar &amp; Acar, 2017)</p>
<b>Same Author’s works in Same Year</b>	<p>If you have two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation <i>in the order of in-text citations</i>.</p> <p>For example; (Demir, 1990a, 1990b; Yılmaz, 1992 in-press-a, 1992 in-press-b) Baheti (2001a), Baheti (2001b)</p>
<b>Studies with the Same Author Group</b>	<p>When referring to studies of the same date with the same group of authors, the authors up to the different authors should be presented, and then "et al." should be added. For example; (Yılmaz, Orkun, Işık et al., 2014) (Yılmaz, Orkun, Korkmaz et al., 2014) (Kosslyn, Koenig, Barret et al., 1996) (Kosslyn, Koenig, Gabrieli et al., 1996)</p>

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**ANKARA UNIVERSITY FACULTY OF EDUCATIONAL SCIENCES JOURNAL OF SPECIAL EDUCATION  
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<b>Republished or Translated Sources</b>	When citing works that have been republished or translated from another language, both the date of the first publication and the date of translation or republishing should be given in chronological order. For example; (Freud, 1900/2010)
<b>Two or More Works by the Same Author</b>	If you have two sources by the same author in different years, give the citations <i>by the year</i> . For example; (Myers, 1998, 2003)
<b>Personal Communication</b>	These include personal letters, interviews, e-mails, person-to-person communication. Only include this reference in text, do not include personal communications in the references section. If possible, indicate the exact date of communication. For example; (H. J. Killian, personal communication, November 16, 2015)
<b>Other</b>	References whose author is unknown should be cited using the name of the source instead of the author. In the same way, the name of the reference text should be placed in place of the author's name in the bibliography. If the author of the source is specified as "Anonymous", the name of the author should be written as "Anonymous" in the reference. For example; (Creative Writing, 2000) (Anonymus, 1998)

**Note:** After the change in APA 7, when in-text citations have two authors, they are cited with the word 'and' for English between the author's surnames. In parentheses, the '&' sign is used between the two author's surnames for both Turkish and English. All studies consisting of three or more authors should be cited with the abbreviation 'et al.' after the first author's surname in the text [e.g. Sucuoğlu et al., (1994)] and in parentheses [e.g. (Sucuoğlu et al., 1994)].

**Table 3**

*In-text and Parentheses Citations*

Citation type	In-text citation	Parentheses citation
Work by one author	Bakkaloğlu (2004)	(Bakkaloğlu, 2004)
	Williams (2003)	(Williams, 2003)
Work by two authors	Çakaloz and Kurul (2005)	(Çakaloz & Kurul, 2005)
	Yoder and Warren (2002)	(Yoder & Warren, 2002)
Work by three or more authors	Sucuoğlu et. al. (1994)	(Sucuoğlu et. al., 1994)
	Tamis-LeMonda et. al. (2004)	(Tamis-LeMonda et. al., 2004)
Organization as an Author (Common Abbreviation)	MoNE (2003)	(MoNE, 2003)
	NAC (2009)	(NAC (2009)
Diagnostic manuals	American Psychiatric Association (2013) Diagnostic and Statistical Manual of Mental Disorders (5 <sup>th</sup> ed.; DSM-5)	[Diagnostic and Statistical Manual of Mental Disorders (5 <sup>th</sup> ed.; DSM-5; American Psychiatric Association, 2013)]
Dictionary, thesaurus and encyclopedia	American Psychiatric Association (n.d.)*	(American Psychiatric Association, n.d.)

\*No date

**Other Considerations for Turkish and English**

<b>Emphasis</b>	The words or statements which you would like to put an emphasis, only <i>italicize</i> the necessary parts. Do not use boldface, bigger type size, or underlined text, or do not use capital letters.
<b>Order of Bullets</b>	In order of bullets in text use numbers one under the other (1, 2, 3, etc.) or letters (a, b, c, etc.)
<b>Paragraph</b>	All the paragraphs should have contain at least three sentences.
<b>Direct Quotations</b>	➤ When you need to quote a statement less than 40 words directly, give it in quotation marks and indicate the exact page number of your quotation. For example, the concept of organizational culture is defined as “everything we do in an organization.” (Demir, 1997, p. 117).

- For quotations of more than 40 words, justify the paragraph from the left indent and leave 1.25 cm (1 tab) from the left and give the page number.
- For participant opinions to be given in qualitative studies, give them as direct quotations, leave 1.25 cm (1 tab) from the left. Do not write in italics. The source should either (a) be indicated in parentheses after the last punctuation mark in the quotation, or (b) before the quotation, only the page number should be put in parentheses after the last punctuation mark in the quotation, indicating the author and year in the quotation. In either case, a period should not be added after the closing parenthesis. Direct quotation examples for both cases are given below.

Examples:

Researchers investigated how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is at the center of many people's daily lives and yet poses significant difficulties to any effort to study it scientifically. Yet, a wide variety of methodologies and approaches come together to shed light on the subjective experience and cognitive and neural underpinnings of inner speech. (Alderson-Day & Fernyhough, 2015, p.957)

Alderson-Day and Fernyhough (2015) investigated how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is at the center of many people's daily lives and yet poses significant difficulties to any effort to study it scientifically. Yet, a wide variety of methodologies and approaches come together to shed light on the subjective experience and cognitive and neural underpinnings of inner speech. (p.957)

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<b>Punctuation Marks</b>	After every word and every punctuation mark (comma, semicolon, colon, etc.) <i>leave a blank</i> . Only the dots for the abbreviations (etc., i.e., e.g., etc.), rates (e.g., 1:4), and abbreviations used to hide participant names (e.g., F.I.M.) are exempt from this rule.
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<b>Use of Numbers</b>	<p>If the number you use is smaller than 10, write the numbers in words (nine, eight, etc.). Exceptions are as follows:</p> <ul style="list-style-type: none"><li>➤ If not at the beginning of a sentence, for numbers bigger than 10, use numerals (For example; In total 350 students participated..., etc.)</li><li>➤ For all numbers in the abstracts use numerals whether they are smaller than 10 or not.</li><li>➤ If you indicate a measure, use numerals for all numbers (For example; 5 mg. dosage..., etc. or more than 10 cm. ..., etc.).</li><li>➤ Fractions should be written in words (e.g., one-fifth of the class, two-thirds majority).</li><li>➤ If you give numbers related to the statistical or mathematical functions, fractions, decimals, percentages, ratios, and quarters, even if they are less than 10, write them in numerals. (For example; More than 3 times..., 5% of the sample..., in the sample in the 1<sup>st</sup> quarter... etc.).</li><li>➤ Give numbers related to date, age, population, and sample, participants, scale scores, and units used in scoring scales, and monetary values in numerals (e.g., in 3 years, at the age of 2, the experimental group of 9 people was evaluated as 4 on a 7-point scale, each subject was paid 20 liras, etc.). The only exception for this is when you give approximate values (For example; in approximately three years..., etc.).</li></ul> <p>➤ The name before the number is capitalized when it refers to a specific place in a sequence (e.g., Item 3, Question 12, Table 5, Figure 2, Chapter 7). However, when the number comes before the name, the rules of using numbers apply (e.g., third item, 12<sup>th</sup> question, seventh part).</p> <p>➤ Give the numbers in the headings of tables, figures, and graphics in numerals even they are smaller than 10.</p> <p>➤ For the fractional numbers put a dot between the whole number and the fraction (For example; 1.235). If you are reporting statistics and the coefficient which is whether the statistical significance test or a correlation coefficient which cannot be bigger than 1, write the value without "0" at the beginning (For example; .05). If the value can take a value bigger than 1 as in F test, and t test, if it is smaller than 1 leave the "0" at the beginning, separate the fraction with a dot (For example; <math>F(1.136) = 0.76</math>).</p>
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- For the fractional numbers, except in special cases, round up the fraction to two digits.
  - If you begin a sentence, a heading, or a sub-heading with a number, write them in words. If possible, do not begin a sentence with a number (For example; rather than “A hundred and eighty-two participants...” use “In total 182 participants...” to avoid using numbers at the beginning of a sentence.
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### Main Reference Elements

Likewise in-text citations, each of the citations used in the references must take place in the text as well. In the references section, the references must be in alphabetic order. If the last names are identical, consider the first letters of the authors' first names. In the paragraph tab arrange *before and after* as 0; arrange special section as *hanging* and *1.25 cm (1 tab)*; in the space section set *before* as *6 nk* and *after* as *0 nk*; line spacing must be set to *single*. For the books/articles/presentations in Turkish and languages other than English, the title of the study should be translated into English with brackets. For the references with a doi, doi numbers must also be provided. In the absence of a doi number, the link should be underlined and in blue.

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#### Turkish Article

- Sucuoğlu, N. B., & Demir, Ş. (2018). Yeterlik İndeksi: Özel gereksinimli küçük çocukların gelişimsel işlevlerinin değerlendirilmesi [Abilities Index: A means to evaluate developmental functions of young children with disabilities]. *İlköğretim Online*, 17(1). <https://doi.org/10.17051/ilkonline.2018.413759>
- Tekin-İftar, E., Olcay-Gül, S., & Collins, B. C. (2019). Descriptive analysis and meta analysis of studies investigating the effectiveness of simultaneous prompting procedure. *Exceptional Children*, 85(3), 309-328. <https://doi.org/10.1177/0014402918795702>

#### English Article

- Adamson, L. B., McArthur, D., Markov, Y., Dunbar, B., & Bakeman, R. (2001). Autism and joint attention: Young children's responses to maternal bids. *Journal of Applied Developmental Psychology*, 22(4), 439-453. [https://doi.org/10.1016/S0193-3973\(01\)00089-2](https://doi.org/10.1016/S0193-3973(01)00089-2)

#### Article without DOI Number and not Taken from the Database

- Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17-39. <https://www.ahead.org/professionalresources/publications/jped/archived-jped/jpedvolume-31>

#### Journal not from Database or Printed Journal

- Article** Bozkurt, F., & Tekin-İftar, E. (2003). Zihin özürlü bireylere yiyecek hazırlama becerilerinin öğretimiyle ilgili alanyazın taraması [Teaching food preparation skills to individuals with mental retardation]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 4(2), 1-12.

#### Article with More Than Twenty-One or More Authors

- <sup>a</sup>Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437-471. <http://doi.org/fg6rf9>

#### Articles Published Online, without Page Number but with Article Number (eLocator)

- Burin, D., Kiltani, K., Rabuffetti, M., Slater, M., & Pia, L. (2019). Body ownership increases the interference between observed and executed movements. *PLOS ONE*, 14(1), Article e0209899. <https://doi.org/10.1371/journal.pone.0209899>

#### Article in Press (Accepted Article)

- Aslan, C., Özdemir, S., Demiryürek, P., & Çotuk, H. (in-press). Görme yetersizliğinden etkilenmiş ve normal gelişim gösteren çocukların oyun çeşitlilik ve karmaşıklık düzeylerinin incelenmesi [Examining play diversity and play complexity of typically developing children and children with visual impairments]. *International Journal of Early Childhood Special Education*.
- Zuckerman, M., & Kieffer, S. C. (in-press). Race differences in faceism. Does facial prominence imply dominance? *Journal of Personality and Social Psychology*.
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**Online First Article**

- Eren, V., & Orhan, U. (2013). Kurumsal sosyal sorumluluğun çalışanların kötü yönetimi ifşa düzeylerine etkisi üzerine bir araştırma [An ampirical study about effect of the corporate social responsibility on level of employers' whistleblowing. *Akademik Sosyal Bilimler Araştırmaları Dergisi. Erken Görünüm*. [https://doi.org/10.9761/jasss\\_625](https://doi.org/10.9761/jasss_625)
- Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice. Advance Online Publication*. <https://doi.org10.1057/palgrave.kmrp.8500141>
- 

**Publication with One Author**

- Timur, T. (2000). *Toplumsal değişme ve üniversiteler [Societal change and universities]*. İmge Kitabevi.
- Alexie, S. (1992). *The business of fancy dancing: Stories and poems*. Hang Loose Press.

**Publication with Two or More Authors**

- Poyraz, H., & Dere, H. (2006). *Okulöncesi eğitiminin ilke ve yöntemleri [Principles and methods of preschool education]* (3rd ed.). Anı Yayıncılık.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research* (2nd ed.). University of Chicago Press.

**Book Translated into Turkish**

- Grandin, T. (2011) *Resimlerle düşünme: Otizmin içerden anlatımı [Thinking in pictures with autism in my life]*. (M. C. İftar, Trans.; 3rd ed.). Sistem Yayıncılık. (Original work published 1995)

**Book Translated into English from Another Language**

- Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.; 2nd ed.). Basic Books. (Original work published 1966)

**Editorial Book**

- Abadan-Unat, N. (Ed.). (1979). *Türk toplumunda kadın [Woman in Turkish society]*. Türk Sosyal Bilimler Derneği.
- Letheridge, S., & Cannon, C. R. (Eds.). (1980). *Bilingual education: Teaching English as a second language*. Preager.

**Book**

**Chapter in an Edited Translated Book**

- Neuman, S. B. & Dickinson, D. K. (2018). Okuma gelişiminde beyin, genler ve çevre (Ç. Kaymaz, Trans.). In C. Ergül & G. Akoğlu (Eds.), *Erken okuryazarlık araştırmaları el kitabı [Handbook of early literacy research]* (pp. 81-94). Nobel Yayıncılık. (Original work published 2001)

**Diagnostic Manuals (DSM, ICD)**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

**Online Published Diagnostic Manuals**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

**Online Published Dictionary, Thesaurus and Encyclopedia**

- American Psychological Association. (n.d.). *APA dictionary of psychology*. Retrieved June 14, 2019, from <https://dictionary.apa.org/>
- Merriam-Webster. (n.d.). *Merriam-Webster dictionary*. Retrieved May 5, 2019, from <https://www.merriamwebster.com/>

**E-Book and Audio Book**

- Christian, B., & Griffiths, T. (2016). *Algorithms to live by: The computer science of human decisions*. Henry Holt and Co. <http://a.co/7qGBZAK>
- Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>
- 

**Chapter in a Turkish Book**

**Chapter in a Book**

- Acan, F. (1996). Türkiye'de kadın akademisyenler: Tarihsel evrim ve bugünkü durum [Academicians in Turkey: Historical evolution and the status today]. In H. Coşkun (Ed.), *Akademik yaşamda kadın [Woman in academic life]* (pp. 75-87). Türk Alman Kültür İşleri Kurulu Yayını.
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	<p><b>Chapter in an English Book</b> Fortinash, K. M. &amp; Holoday Worret, P. A. (2012). Therapeutic communication: Interviews and interventions. In K. M. Fortinash &amp; P. A. Holoday Worret (Eds.), <i>Psychiatric mental health nursing</i> (5th ed., pp. 59-86). Elsevier.</p> <p><b>Chapter in a Book with DOI</b> Balsam, K. F., Martell, C. R., Jones, K. P., &amp; Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa &amp; P. A. Hays (Eds.), <i>Culturally responsive cognitive behavior therapy: Practice and supervision</i> (2nd ed., pp. 287-314). American Psychological Association. <a href="https://doi.org/10.1037/0000119-012">https://doi.org/10.1037/0000119-012</a></p>
	<p><b>Unpublished Theses</b> Harris, L. (2014). <i>Instructional leadership perceptions and practices of elementary school leaders</i> [Unpublished doctoral dissertation]. University of Virginia.</p> <p><b>Theses Taken from Databases</b> Hollander, M. M. (2017). <i>Resistance to authority: Methodological innovations and new lessons from the Milgram experiment</i> (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations and Theses Global.</p> <p><b>Theses</b> Akalin, S. (2007). <i>İlköğretim birinci kademedeki sınıf öğretmenleri ile kaynaştırma öğrencisi olan ve olmayan öğrencilerin sınıf içi davranışlarının incelenmesi [An investigation of the behaviors of the teachers and the students with and without disabilities in inclusive classrooms]</i> (Tez Numarası: 234603) [Yüksek lisans tezi, Ankara Üniversitesi]. Yükseköğretim Kurulu Ulusal Tez Merkezi.</p> <p><b>Theses Taken from Web but not from Databases</b> Bruckman, A. (1997). <i>MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids</i> [Doctoral dissertation, Massachusetts Institute of Technology]. <a href="http://www-static.cc.gatech.edu/~asb/thesis/">http://www-static.cc.gatech.edu/~asb/thesis/</a></p>
<b>Encyclopedia or Dictionary</b>	<p>Gürün, O. A. (2001). <i>Psikoloji sözlüğü [Psychology dictionary]</i> (2nd ed., Vols. 1-3). İnkılâp.</p> <p>Sadie, S. (Ed.). (1980). <i>The new grove dictionary of music and musicians</i> (6th ed., Vols. 1-20). MacMillan.</p>
	<p><b>Oral Presentation</b> Karadağ, E., &amp; Öney, A. (2006, 6-8 Eylül). <i>Okul yöneticilerinin stres düzeylerinin öğretmenlerin stres düzeylerine etkisinin incelenmesi [Examining the effect of school principals' stress levels on teachers' stress levels]</i> [Paper presentation]. 14th National Psychology Congress, Hacettepe University, Ankara, Turkey.</p> <p><sup>a</sup>Maddox, S., Hurling, J., Stewart, E., &amp; Edwards, A. (2016, March 30-April 2). <i>If mama ain't happy, nobody's happy: The effect of parental depression on mood dysregulation in children</i> [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.</p> <p><b>Poster Presentation</b> <sup>a</sup>Pearson, J. (2018, September 27-30). <i>Fat talk and its effects on state-based body image in women</i> [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <a href="http://bit.ly/2XGStHP">http://bit.ly/2XGStHP</a></p>
<b>Oral or Poster Presentations</b>	<p><b>Online Symposium/Conference Session Notes</b> <sup>a</sup>Fistek, A., Jester, E., &amp; Sonnenberg, K. (2017, July 12-15). <i>Everybody's got a little music in them: Using music therapy to connect, engage, and motivate</i> [Conference session]. Autism Society National Conference, Milwaukee, WI, United States. <a href="https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html">https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html</a></p> <p><b>Online Presentation Summary</b> Cacioppo, S. (2019, April 25-28). <i>Evolutionary theory of social connections: Past, present, and future</i> [Conference presentation abstract]. Ninety-ninth annual convention of the Western Psychological Association, Pasadena, CA, United States. <a href="https://westernpsych.org/wp-content/uploads/2019/04/WPA-Program-2019-Final-2.pdf">https://westernpsych.org/wp-content/uploads/2019/04/WPA-Program-2019-Final-2.pdf</a></p> <p><b>Presentations which are Published as a Book</b> Bedenel, A. L., Jourdan, L., &amp; Biernacki, C. (2019). <i>Probability estimation by an adapted genetic algorithm in web insurance</i>. In R. Battiti, M. Brunato, I. Kotsireas, &amp; P. Pardalos (Eds.), <i>Lecture notes in computer science: Vol. 11353. Learning and intelligent optimization</i> (pp. 225-240). Springer. <a href="https://doi.org/10.1007/978-3-030-05348-2_21">https://doi.org/10.1007/978-3-030-05348-2_21</a></p>

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<b>Documents Published by Governmental Agency</b>	<b>Document</b> Millî Eğitim Bakanlığı [Ministry of National Education] (2011). <i>Örnek grup rehberliği etkinlikleri [Samples of group guidance activities]</i> . <a href="http://www.meb.gov.tr/orn.pdf">http://www.meb.gov.tr/orn.pdf</a> Yükseköğretim Kurulu [Council of Higher Education]. (2007). <i>Öğretmen yetiştirme ve eğitim fakülteleri (1982-2007) [Teacher training and education faculties (1982-2007)]</i> . <a href="http://www.yok.gov.tr">http://www.yok.gov.tr</a>
	<b>Laws, Legislations, and Regulations</b> İlköğretim ve Eğitim Kanunu [Elementary and Education Law]. (1961). T.C. Resmî Gazete [Turkish Republic Official Journal], (10705), January 5, 1961, 3579-3595.
<b>Daily Newspaper Article</b>	Hitts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. <i>New York Times</i> . <a href="http://www.nytimes.com">http://www.nytimes.com</a> Çakmakçı, N. (2004, September 13). Çabuk unutmayalım [Let's not forget quickly]. <i>Hürriyet</i> . <a href="http://hurarsiv.hurriyet.com.tr/goster/haber.aspx?viewid=467797">http://hurarsiv.hurriyet.com.tr/goster/haber.aspx?viewid=467797</a>
<b>Information Obtained from Web</b>	Yılmaz, A. (2012). <i>Eğitimde yeni gelişmeler [New developments in education]</i> . <a href="http://www.egitim.org.tr/makale.html">http://www.egitim.org.tr/makale.html</a> <sup>a</sup> List of oldest companies. (2019, January 13). In <i>Wikipedia</i> . <a href="https://en.wikipedia.org/w/index.php?title=List_of_oldest_companies&amp;oldid=878158136">https://en.wikipedia.org/w/index.php?title=List_of_oldest_companies&amp;oldid=878158136</a>
<b>Test, Scale, and Inventory</b>	<sup>a</sup> Tellegen, A., & Ben-Porath, Y. S. (2011). <i>Minnesota Multiphasic Personality Inventory-2 Restructured Form (MMPI-2-RF): Technical manual</i> . Pearson. Topbaş, S., & Güven, S. (2017). <i>Türkçe Okul Çağı Dil Gelişim Testi (TODİL) [Test of Language Development-Primary: TLD-P]</i> . Detay Yayıncılık.
<b>TED Talks</b>	<sup>a</sup> Giertz, S. (2018, April). <i>Why you should make useless things</i> [Video]. TED Conferences. <a href="https://www.ted.com/talks/simone_giertz_why_you_should_make_useless_things">https://www.ted.com/talks/simone_giertz_why_you_should_make_useless_things</a> Koç, A. (2018, Mayıs). <i>Eğitimin geleceği, geleceğin eğitimi [Future of education, education of future]</i> [Video]. TED Konuşmaları. <a href="https://www.youtube.com/watch?v=gEwZNI1Tw1AA">https://www.youtube.com/watch?v=gEwZNI1Tw1AA</a>
<b>Videos from Youtube</b>	Baddeley, A. (2010, November 3). <i>Alan Baddeley on the development of the working memory model</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=mT0NLihOK30">https://www.youtube.com/watch?v=mT0NLihOK30</a>

<sup>a</sup>Kaynak: American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.