**Type or Paste the Title of Your Manuscript Here (It should not exceed 21 words)**

Yazar 1’in Adı Soyadı1, Yazar 2’in Adı Soyadı2 and Yazar 3’ün Adı Soyadı3

1 Kurumu, Ülkesi, Mail adresi, ORCID bilgisi

2 Kurumu, Ülkesi, Mail adresi, ORCID bilgisi

3 Kurumu, Ülkesi, Mail adresi, ORCID bilgisi

To cite this article:

Received: Accepted:

|  |
| --- |
| *Abstract* |
| The abstract of the manuscript can be paste here without breaking the template. Abstracts of the manuscript sent to our journal should be in the range of 100-200 words. In the abstract of the studies, the purpose of the article, the method, the important results, and the contribution of these results to the literature should be briefly explained. References should not be cited in the abstract, and unnecessary details should be avoided. |
| *Keywords:* A minimum of three and a top 6 keywords must be submitted. Keywords should be listed alphabetically. Commas must separate each keyword. Only the first letter of the keywords should be capitalized. |

Article Type: Research article/ review

Acknowledge:

The support person or organization can be thanked in this section. In addition, if the study was previously presented at a conference or was produced from the thesis, it should be stated in this section.

Ethics Declaration:

This study followed all the rules stated to be followed within the “Higher Education Institutions Scientific Research and Publication Ethics Directive” scope. None of the actions specified under the title of “Actions Contrary to Scientific Research and Publication Ethics,” which is the second part of the directive, were not carried out.

Ethics committee permission information

Name of the committee that made the ethical evaluation: XXX University

Date of ethical review decision: XXX

Ethics assessment document issue number: XXX

**Makalenizin Başlığını (18 Kelimeyi Aşmayan) Biçimlendirmeyi Bozmadan Buraya Yapıştırabilirsiniz**

|  |
| --- |
| *Öz* |
| Makalenin Türkçe özeti şablonu bozmadan buraya yüklenebilir. Dergimize gönderilen makalelerin özetleri 100-200 kelime aralığında olmalıdır. Çalışmaların özetlerinde makalenin amacı, kullanılan yöntem, önemli sonuçlar ve bu sonuçların alana sağlayacağı katkı kısaca açıklanmalıdır. Özette kaynak gösterimi yapılmamalıdır ve gereksiz ayrıntılardan kaçınılmalıdır.  |
| *Anahtar Kelimeler:* En az 3 en fazla 6 anahtar kelime sunulmalıdır. Anahtar kelimeler alfabetik olarak sıralanmalıdır. Her bir anahtar kelime virgül ile ayrılmalıdır. Anahtar kelimelerin yalnızca ilk harfi büyük yazılmalıdır.  |

**Introduction**

The manuscripts should be prepared in the form of "Introduction," "Method," "Findings (Findings and Discussion)," and "Conclusion (Conclusion and Discussion)." In the introduction part of the manuscripts, information should be given about the purpose and importance of the study, a theoretical framework should be established, and a literature review should be done. Research problems for qualitative research, research questions, or hypotheses for quantitative research must be given.

Text of manuscripts should be set to 11-point Cambria Math on ISO standard A4 paper, leaving 2.5 cm margins on all sides. There should be 6nk space between paragraphs, not numbering in the titles of the studies. Main titles should be written in 12-point size and bold. There should be no space at the beginning of the first paragraph after the main title. In the article, the first-level titles should be left justified, and the first letter of each word should be capitalized. First-level heads should be written in bold with 11 font sizes. The numbering of all pages in the submitted manuscript is to be consecutive, starting with the first page of text (not the cover pages). Place consecutive page numbers at the bottom center of the page.

EJTE required Publication Manual of the American Psychological Association (APA) rules. While citing, the alphabet should be sorted according to the authors' surnames. If a reference is to be given at the end of the sentence in in-text references, the symbol "&" should be used, and if it is mentioned in the text, it should be used as an. Reference should be made to the table before and after the table. For table representation, authors can paste it into the presentation presented in Table 1 without disturbing the formatting.

|  |
| --- |
| **Table 1.** *An example of table representation* |
|  | Column 1 | Column 2 | Column 3 | Column 4 |
| Row 1 |  |  |  |  |
| Row 2 |  |  |  |  |

It should be continued regarding Table 1. Vertical lines should never be used in table representation. In horizontal lines, it is recommended to use three lines. In essential cases, more lines can be used. When writing decimal numbers in the table, a dot symbol (such as .29) should be used instead of commas.

In the figure representation, as in the table representation, reference should be made to the figure before and after the figure. The authors can see the example in Figure 1.

**Figure 1.**

*An example for a figure*



Authors can refer to it in their work by adding a shape, as shown in Figure 1. The figure is italic and its description will be written upright. There should be 6nk space after the writing.

**Level 2 Heading**

After the second level heading, the first paragraph should start without leaving any indents (spaces). In every next paragraph, there should be a 1cm indentation. Second-level headings should be written in bold left with 11-point size, and only the first letter of the heading should be capitalized.

***Level 3 Heading***

After the third level title, the text should start from 1 cm inside. The text should start with an indent of 1cm in all paragraphs after the first paragraph. If it is necessary to quote directly in the article, it should be given in quotation marks. In quotations exceeding 40 words, both sides should be written with a 1 cm indent in 10-point size.

**Level 4 Heading.** After the fourth level title, the text should start on the same line as the title. The title should start with a 1cm indent. It should be written in bold and the first letter of all words should be capitalized.

***Level 5 Heading.*** After the fourth level title, the text should start on the same line as the title. The title should start with a 1cm indent. It should be written in bold, and the first letter of all words should be capitalized.

**Method**

The method section should explain how the work was done, and the ethical rules followed. In this section, it is suggested to include the research model, participants, data collection tools, data analysis, validity, and reliability subtitles. Qualitative research should also include the role of the researcher.

**Results**

Only the findings obtained in the study should be presented in the findings section. The findings section should be presented in titles aligning with the research problems. Researchers can present the findings and discussion in this section if they wish.

**Conclusion and Discussion**

In the conclusion and discussion section, the results obtained in the study should be summarized; the previous studies and the study findings should be discussed within themselves. In the Conclusion and Discussion section, "Implementations" should be considered and evaluated together with the study's limitations. It is also recommended that the study's contribution to the literature and practitioners is given under a separate title.

**Extended Abstract**

Authors must write extended abstracts in English for Turkish articles or Turkish for English articles. Studies submitted to the journal should have an extended abstract (which can be added after the article review). The extended abstract should be between 700-1000 words. When preparing the broad summary, there should be no indentation in the first paragraph and a 1 cm indent in the following paragraphs. In the extended abstract, the title should be used. In these headings, information about the introduction, method, findings, and conclusion should be presented.

**References**

* **Makaleler için (DOI numarası varsa):**

Öztürk, M., & Kaplan, A. (2019). Cebirsel ispat yapma sürecinin bilişsel açıdan incelenmesi: Bir karma yöntem araştırması. *Eğitim ve Bilim, 44*(197), 25 -64.

<https://doi.org/10.15390/EB.2018.7504>

Metin içinde parantez içinde gösterim: (Öztürk & Kaplan, 2019)

Metin içinde gösterim: [İngilizce Makaleler için] Öztürk and Kaplan (2019); [Türkçe makaleler için] Öztürk ve Kaplan (2019)

* **Makaleler için (DOI numarası yoksa):**

Çetinkaya, P., & Erktin, E. (2002). Assessment of metacognition and its relationship with reading comprehension, achievement, and aptitude. *Boğaziçi Üniversitesi Eğitim Dergisi, 19*(1), 1-11..

Akkan, Y., & Çakıroğlu, Ü. (2011). İlköğretim matematik öğretmenleri ile öğretmen adaylarının matematik eğitiminde hesap makinesi kullanımına yönelik inançlarının incelenmesi. *Eğitim Teknolojisi Kuram ve Uygulama, 1*(2), 17-34.

Metin içinde parantez içinde gösterim: (Akkan & Çakıroğlu, 2011; Çetinkaya & Erktin, 2002)

Metin içinde gösterim: [İngilizce makaleler için] Akkan and Çakıroğlu (2011) and Çetinkaya and Erktin (2002); [Türkçe makaleler için] Akkan ve Çakıroğlu (2011) ve Çetinkaya ve Erktin (2002)

* **Baskıdaki makaleler için:**

Güler, M., Çekmez, E., & Çelik, D. (in Press). Breaking with tradition: An investigation of an alternative instructional sequence designed to improve prospective teachers’ noticing skills. *Teaching and Teacher Education*.

Metin içinde parantez içinde gösterim: [İlk geçtiği yerde] (Güler, Çekmez & Çelik, in press/baskıda); [Sonraki gösterimler] (Güler et al./vd., in press/baskıda)

Metin için gösterim: [İlk geçtiği yerde] Güler, Çekmez and Çelik (in press/baskıda); [Sonraki gösterimler] Güler et al./vd. (in press/baskıda)

* **Kitaplar için:** (DOI numarası varsa belirtilmelidir)

Baki, A. (2018). *Matematiği öğretme bilgisi* (2. baskı). Pegem Akademi.

 <https://doi.org/10.14527/9786052410318>

McMillan, J. H, &Schumacher, S. (2009). *Research in education: Evidence-basedinquiry* (2nd ed.). Pearson

Metin içinde parantez içinde gösterim: (Baki, 2018; McMillan&Schumacher, 2009)

Metin için gösterim: [Türkçe makaleler için] Baki (2018) ve McMillan ve Schumacher (2009); [İngilizce makaleler için] Baki (2018) andMcMillanandSchumacher (2009)

* **Editörlü kitapta bölüm için:**(DOI numarası varsa belirtilmelidir)

Karademir, A. (2019). Okul öncesi öğretmenlerinin özellikleri. A. Yıldırım (Ed.), *Erken çocukluk eğitimine giriş*(1. baskı, s. 164-188) içinde. Pegem Akademi. https://doi.org/10.14527/978605241962510.14527/9786052419625

Cockburn, A. D. (2008). Developing an understanding of children’sacquisition of numberconcepts. In A. D. Cockburn& G. Littler (Eds.), *Mathematical misconceptions*(1st ed., pp. 86-100). SAGE Publications Inc.

Metin içinde parantez içinde gösterim: (Cockburn, 2008; Karademir, 2019)

Metin için gösterim: [Türkçe makaleler için] Cockburn (2008) ve Karademir (2019); [İngilizce makaleler için] Cockburn (2008) and Karademir (2019)

* **Kurum ve kuruluş tarafından hazırlanan raporlar için:**

Milli Eğitim Bakanlığı. (2018). Görsel sanatlar dersi (9, 10, 11 ve 12. sınıflar) öğretim programı. Milli Eğitim Bakanlığı.

[http://mufredat.meb.gov.tr/Dosyalar/2018120204014821-gorsel%20sanatlar%20dop%20(2).pdf](http://mufredat.meb.gov.tr/Dosyalar/2018120204014821-gorsel%20sanatlar%20dop%20%282%29.pdf)

Metin içinde parantez içinde gösterim: (Milli Eğitim Bakanlığı, 2018); [Kısaltma Kullanılacaksa] (Milli Eğitim Bakanlığı [MEB], 2018), (MEB, 2018)

Metin içinde gösterim: Milli Eğitim Bakanlığı (2018); [Kısaltma kullanılacaksa] Milli Eğitim Bakanlığı [MEB] (2018)

* **Konferans ve sempozyum sunumları için:**

İşler Baykal, I., & Knuth, E. (2013, July 28- August 2). Preservice teachers conceptions of algebra and knowledge of student thinking [Conference session]. 37th Conference of the International Groupfor the Psychology of Mathematics Education, Kiel, Germany.

Metin içinde parantez içinde gösterim: (İşler Baykal &Knuth, 2013)

Metin içinde gösterim: [Türkçe makaleler için] İşler Baykal ve Knuth (2013); [İngilizce makaleler için] İşler Baykal and Knuth (2013)

* **Tezler için:**

Ertör, E. (2015). İlkokulda görev yapan anasınıfı öğretmenlerinin yaşadıkları yönetsel sorunlara ilişkin görüşleri (Tez No. 429635) [Yüksek lisans tezi, Atatürk Üniversitesi-Erzurum]. Yükseköğretim Kurulu Başkanlığı Tez Merkezi.

Metin içinde parantez içinde gösterim: (Ertör, 2015)