**Last update: 07.28.2024**

**Author Guidelines**

The manuscripts sent to Ege Journal of Education should be prepared in accordance with the Turkish or English Article Template, and by also taking the following rules into account. In cases not specified in the Writing Rules, the publication guide of the American Psychological Association (APA) (7th Edition, 2020) will be taken into consideration. Studies that do not comply with the Article Template and Writing Rules will not be taken into consideration.

**Article Template**

The template should not be changed.

**Format**

A4 vertical, margins (normal) (2.5 cm from all sides).

**Font**

Times New Roman

**Word Limit**

9000 Words at the utmost.

**Form**

All untitled texts should be marked with the "Normal" style in the style gallery. The texts with titles should be marked according to the heading levels (Heading 1, Heading 2, etc.) using the relevant style. Statistical symbols expressed in letters in the text should be italicized (*p, r, F, R2*).

Explanations given in addition to the article or issues such as copyrights can be given as footnotes. However, footnotes cannot be used to refer or explain the abbreviations used in the text. Each footnote should be given to the end of the word that points to the footnote with the superscript numbering system added by the word processor with the command to add footnote (e.g., footnote). The footnote should be written under the page containing the text, in the area created by the word processing software. Small-text style should be used for the formatting of the footnotes. Footnote numbering should proceed sequentially through the entire text (footnote1, footnote2, footnote3…).

The article should be numbered from the title page to the end. Page numbers should be centered at the end of the page, marked with the Normal style.

If the reported coefficient statistical significance test cannot get a value greater than 1, such as the correlation coefficient, it should be written without "0" per value (e.g., .05). In tests such as *F* test, t test, if the reported coefficient can get a value greater than 1, in cases where it is less than 1, "0" should be put in front (e.g., *F* (1, 136) = 0.76). For fractional numbers, the fractional part should be rounded to two numbers, unless there is a special case. Only when reporting statistical significance; p values the numbers can be used without rounding and can be reported directly with its more than two numbers after the dot (e.g., *p* = .031). In order to increase clarity, p values can also be used as *p* <. 10, *p* <. 05, *p* < .01, *p* <. 001.

In the article; words in formats such as **bold**, underline, or CAPITAL LETTERS cannot be used to indicate emphasis. Whenever there is a word or phrase that needs to be emphasized, the font should be italicized. Words or phrases should not be enclosed in quotation marks for emphasis*.*

If a sentence is to be started with a number, it is written in text format, not numbers. For example; Ten participants…. Twenty-first century…

**Tables and Figures**

The table width should be arranged as 16 cm at most. Tables should be left-aligned on the page. Three different styles should be used for the formatting of the tables. Table numbers should be formatted with table-number style. The contents of the tables should be formatted with a table-text style. No spacing should be given inside, before and after the tables. Tables should not overflow to the next page, and when they need to be split, Table splitting rules should be followed.

The font size of the table headings and the text should be 9 pt. Table headings and table number should not be bold, *Table Title* should be in italic and the initials of the words should be in capital and placed bottom row (see Table 1). Table headings should be formatted with the table-header style. The table number should be formatted in table-number style. Table texts should be formatted with a table-text style.

Be selective about how many visual elements (tables, graphics, figures, etc.) will be used in the article. Since the aim is to convey the information in the study to the reader in the most understandable way, it should be remembered that tables with full of complex figures, numbers and graphics can sometimes make the information difficult to understand. Results that can be clearly expressed in the text should not be given with a table. For example, statistical significance tests can be given easily in the text: "One-way analysis of variance results, *F* (1, 136) = 4.86, *p* = .029, *η2* = .03, a significant difference according to socioeconomic level ……". The statistical results given in the text should not be given in a separate table, the numbers given in the table should not be written again in the text instead the table should be referred to.

Table notes should be at the bottom of the table, left aligned and 8 pts. Before the table note, 3 pts intervals, then 12 pts intervals should be given.

If figures and graphics are in editable format, text size of the title and the text should be 9. Figure and Graphic Number should be given in italics (e.g., *Figure 1.* Figure Title), in normal sentence order, left aligned under the figure or graphic. Figure and graphic titles should be formatted with the figure-heading style. Figures and graphics are aligned to the left on the page.

*Figure 1.* Fragments of a literary text

**Title**

Five different styles of headings can be used in the text. A style has been produced for each heading type. It is sufficient for the authors to apply these styles to the relevant texts. In addition, the features of these styles are presented below.

Color: RGB 42, 42, 101.

The title system in the text is carried out as in Table 1.

Table 1

*Heading Styles*

|  |  |
| --- | --- |
| Style | Heading |
| 1 | Left Aligned, 11 font, Article Title that is not exceeding 12 Wordsa |
| 2 | Left Aligned, Bold, 11 Font, Initial Letters Capitalized Main Titleb |
| 3 | Left Aligned, Bold, 10 Font, Initial Letters Capitalized Titlec |
| 4 | Left Aligned, Bold and Italic 10 Font, Initial Letters Capitalized, Heading Ending with a Period.d |
| 5 | Left Aligned, italic, initial of the first word capitalized, other letters lowecased, ends with a period.e |

a,b,c,d If conjunctions are used in these titles, their first letters should be written in lowercase without exception.

d,e After the headings ending with a period, the text continues on the same line, not the bottom line.

**First Page**

Should be created as given in the template. This page should not overflow to the second page.

***Title***

The title of the article should not exceed 12 words. Style 1 header format should be used. If the paper is produced from a thesis or a project, an icon (\*) should be added to the Title of the Article, and its description should be given in the footnote with its English description [using square brackets].

***Author Information***

Names and surnames of the author(s) should be written in 10 pts, left aligned, only initials in capital. In this section, the information of the author(s) should be given in footnote format by giving consecutive numbers at the end of the author's surnames as shown in the template. Corresponding Author should be indicated by adding a symbol (\*) to the end of the surname as shown in the template. Academic titles should not be included in this section.

***Abstract (English)***

The abstract should be between 150-200 words and should not include citations. The abstract briefly gives the purpose, method, results and conclusion of the study. Statistical representations should be avoided unless necessary. In the abstract part of the article, all numbers should be written in figures, regardless of whether they are less than 10 or not. The literature review or the summary of the meta-analysis studies can be used to define the situation of the problem or the relationships between variables, the criteria for selection of the studies (for meta-analyzes), the types of participants in the main studies and the result (the most important statistical effect for meta-analyzes or the size and factors that mediate it. In the summary of the theoretical studies, the basis of the theory / model and the explanation of the functioning of the theory / model, the situation explained by the theory / model by associating with empirical results should be figured. The summary of the methodological studies is expected to include contents such as the place of the subject method in the general classification, the basic features of the proposed method, the application area of the proposed method, and in the case of statistical operations, its basic features and statistical power. In the summary of the case studies, it is expected that the characteristics and introduction of the examined individual, group, community or institution, the solution should be put forward through the case example, theoretical explanations or subjects that will shed light on further research are expected.

***Key Words (English)***

A keyword should be written on each line as given in the template. Only the first word in each line should be capitalized. A minimum of 3 and a maximum of 5 keywords should be determined.

***Abstract (Turkish)***

Definitions made for English abstract should also be applied for Turkish Abstract.

***Keywords (Turkish)***

A keyword should be written on each line as given in the template. Only the first word in each line should be capitalized. A minimum of 3 and a maximum of 5 keywords should be determined.

***Footnote***

Font size of the footnotes should be 8.

**Extended Abstract / Genişletilmiş Türkçe Özet**

Should start with a new page.

Should be written with Style 2 heading.

Should be created using a minimum of 1000 and a maximum of 1500 words.Should be written justified with single line spacing using 10 pts font size. There should be 6 pts margins before and after the paragraphs. It should be created under the headings of **Introduction, Method, Results, Discussion and Conclusion** as given in the template. A comprehensive Turkish extended abstract should be prepared for English articles. The Turkish extended abstract includes **Giriş, Yöntem, Bulgular, Tartışma ve Sonuç** titles.

In this section, references can be used when necessary.

Especially in in-text citations, "&" sign is not used instead of "and" in brackets, "ve" is written in the places outside the parentheses.

Üç ve daha fazla yazarlı çalışmalara atıf yapıldığında ilk yazarın soyadı sonuna “et al.” konulmalıdır. Örneğin, cümle sonunda (Doğan et al., 2019), cümle içerisinde ise Doğan et al. (2019) şeklinde gösterilmelidir.

Üç ve daha fazla yazarlı, ilk yazarı aynı fakat diğer yazarları farklı (veya yazar sıralaması farklı) aynı tarihli birden fazla çalışmaya atıf söz konusu ise, ilk yazardan sonra farklılaşma görülen yazara kadar tüm yazarlar eklenir. Örneğin, Doğan, Şimşek, Baş and Yıldırım (2024) ile Doğan, Yıldırım, Kaya and Şimşek (2024) şeklindeki kaynakların her ikisinin de gösterimi metin için de Doğan et al (2024) olacaktır ve bu da metin içinde hangi kaynağa atıf yapıldığının karışmasına sebep olacaktır. Bu aşamada yukarda ifade edilen yapı devreye girerek (Doğan, Şimşek et al, 2024) ve Doğan, Yıldırım, et al (2024) gösterimleri tercih edilmelidir.

In direct quotations, the direct quote sentence or sentences should be enclosed in quotation marks and the page number should be added to the citation. For example: (Doğan, 2019, s. 55). In a direct quote given as According to Doğan (2019), the quote sentence or sentences should be enclosed in quotation marks and the page number should be given in parentheses after the quotation is closed. For example, Doğan’a (2019) göre, "…………." (s. 55).

In-text citations from a second source should be shown as Doğan (1991) (akt. Yılmaz, 2018, p. 45) or Doğan (1991) ... (akt. Yılmaz, 2018, p. 45).

**In-Text Citation (English)**

The rules given below should be taken into consideration in English in-text quotations.

At the beginning of the sentence: According to Doğan (2019)

At the end of the sentence: (Doğan, 2019).

"In direct quotations, the direct quote sentence should be given in quotation marks and the page number is added." (Doğan, 2019, p. 55).

"If the direct quote from Doğan (2019) is made in this way, the page number should be added to the end of the sentence." (p. 55).

In a study with a single author, once the date is given, it should be written a second time in the same paragraph. [e.g., Walker (2000) in his study, comparing reaction times ... in Walker's study ...]

When citing a study with two authors, the names of both authors should always be given. Doğan and Doğan (2019) … or appended to the end of the text… (Doğan & Doğan, 2019).

When a study with three or more authors is cited, only the surname of the first author is given and “et al.” is added at the end or “et al.” is added in parentheses. For example: In a reference sentence such as Kosslyn, Koenig, Barret, Cave, Tang and Gabrieli (1996), Kosslyn et al. (1996) is indicated at the end of the sentence (Kosslyn et al., 1996) is indicated.

If there is a reference to more than one study with the same date, with three or more authors, the first author being the same but the other authors being different (or the order of authors being different), all authors up to the author with the difference after the first author are added. For example, if both Doğan, Şimşek, Baş and Yıldırım (2024) and Doğan, Yıldırım, Kaya and Şimşek (2024) are cited, Doğan et al. (2024) will be cited in the text, which will cause the sources to get mixed up. At this stage, the structure mentioned above comes into play and the (Doğan, Şimşek et al., 2024) and Doğan, Yıldırım et al. (2024) notations should be preferred.

When an institution or a book with an unknown author is cited for the first time in the text, the abbreviations are not used directly, they should be given with their expansions. For example, (National Institute of Mental Health [NIMH], 1999). When the source is cited in the same text for the second time, its abbreviation should be given (NIMH, 1999).

When the same author has more than one work with the same date, the end of the date should be sorted with lowercase letters. (Doğan, 2019a, 2019b). Letters should be assigned according to the alphabetical order of the author's work (Doğan, 2019b).

Quotations from a second source should be shown as Doğan (1991) (cited in Yılmaz, 2018).

If the primary source and the original text cannot be accessed (for example, if it cannot be understood due to language differences or if the print cannot be found), a secondary source is used. Quotations from a secondary source are indicated in the text as Doğan (1991) or (as cited in Yılmaz, 2018) at the end of the sentence. The secondary source from which the citation is made is included in the references section, and the primary source is not included in the references.

If more than one study is to be cited in the text, the references are given in alphabetical order of the author surnames and a semicolon is placed between the references (Doğan, 2019; Turan, 2005; Yılmaz, 2018).

If the author of the book is not known, only the title and year of publication of the book should be given as a reference. For example, the numbers in the Ege University Catalog (2002) are….

The initials of the names of two authors with the same surname should be given with their surnames. For example, in the researches of R. D. Luce (1959) and P. A. Luce (1986).

**Introduction**

Starts with a new page, marked with the heading style 2.

The introduction text should be marked with the "Normal" style in the style gallery. Sub-headings can be created under this heading, if necessary. In this section, the problem of the study should be defined clearly and the problem should be presented to the reader with evidence from the literature. The related literature should be evaluated with a critical point of view. The importance of the research should be revealed by emphasizing the gap in the literature. The introduction part should be completed by stating the purpose of the study and the appropriate problem / problem statement or the hypotheses which will enable it to achieve the goal in research questions or hypotheses.

**Method**

It continues from the previous section and should be marked with Style 2 heading. Heading Styles 3-4-5 can be used in this section.

**Research Design**

The heading is marked with Style 3. The research design used and the reason why this design is suitable for the study should be explained by justification. The design used should be justified by citations showing / proving its suitability for the study, not with the definitions given in the literature. Instead of general expressions such as qualitative / quantitative research design, specific design type should be written. (e.g,. holistic single case design from case study designs).

**Population and Sample / Study Group / Participants**

The heading is marked with Style 3. One of the titles above can be used according to the nature of the study. In quantitative studies, the population of the study is specified; The method and how a sample is selected from the population should be explained systematically; the selected sample should be described.

In qualitative studies, the title can be determined as "Participants" or "Study Group". By specifying the sampling method (e.g., maximum diversity sampling, typical case sampling) used instead of general expressions such as purposeful sampling, the selected unit or person or persons should be introduced in detail. The social context of the study group is located should be explained in detail.

**Data Collection Instruments**

The heading is marked with Style 3. Data collection instruments should be introduced in detail. The purpose, features, validity and reliability information of each data collection instrument should be given. Subheadings can be created using the Heading 4 and Heading 5 styles, if necessary.

For example:

***Quantitative Data Collection Instruments****.* [Paragraph continues]

*Xxxxx form*. [Paragraph continues]

***Qualitative Data Collection Instruments****.* [Paragraph continues]

*Xxxxx scale.* [Paragraph continues]

**Data Collection Process**

The heading is marked with Style 3. The time and conditions of data collection, how the data collection instruments were used and how the data were recorded should be explained. If the study is experimental, the experimental procedure should be given in detail. It is expected that the operations made in the control groups are also explained.

**Data Analysis**

The heading is marked with Style 3. The statistical methods used in quantitative studies and the analysis method performed on the data set in qualitative studies should be explained, the way the analysis is performed should be given in a systematic manner and should be detailed and exemplified.

**Validity and Reliability Precautions / Credibility**

The heading is marked with Style 3. One of the above titles can be used in studies conducted with qualitative design. The validity and reliability / credibility precautions taken into account in the study should be explained.

**Role of the Researcher / Researchers**

The heading is marked with Style 3. In studies conducted with qualitative design, the role of the researcher(s) can be introduced.

**Ethical Issues**

The heading is marked with Style3. In this section, a statement regarding compliance with Research and Publication Ethics should be included.

**Results**

Continues from the previous section. The title is marked with Style 2.

Results obtained in this section should be presented in context with the purposes of the research. Tables and graphics should be used when necessary. In this section, only the results should be presented and explained, the commentary should be left for the discussion. In the presentation of the results, lower-style titles (e.g., Title 3, Title 4) can be created in line with the sub goals / questions of the research.

**Conclusion and Discussion**

Continues from the previous section. The title is marked with Style 2. Sub-style titles (e.g., Title 3, Title 4) can be created when necessary.

In this section, the results should be discussed in relation to the literature. The reasons for the differences between the study and literature should be explained. Possible reasons for the results should be interpreted based on the evidence. Explanations based on the results should be used instead of overgeneralizations. Results should be tried to be discussed from various angles. Possible errors in the study should also be taken into account in the discussion. Interpretive language is preferred in the discussion. Discussion takes place in the order of research purposes.

At the end of this section, the result is highlighted and the suggestions (implications) are explained. Should be careful to ensure that the recommendations / implications are based on research results. Attention is paid to making recommendations / implications based on research results.

**Acknowledgement**

The authors can thank the institution or person for their contribution to the study.

**References**

The title should be "References" and should be marked with Style 2. It starts from a new page.

The references should be prepared in line with the APA 7 citation principles if not. Line spacing is given as 6 pts before and after. The indentation is arranged under the 4th letter.

References should be given in alphabetical order.

If the source is in Turkish, the procedures and principles of referencing in Turkish, and in other languages, the procedures and principles of citing in English should be taken into consideration. In domestic publications "ve" in foreign publications, "&" sign should be used. If a Digital Object Identifier (DOI) number is assigned to the article, it should be appended to the end of the source.

If the same author has two works with the same date, the end of the date should be sorted with lowercase letters. Doğan (2019a)….., Doğan (2019b)…..

Information about all authors up to 20 in a study is added to the bibliography. If there are more than 21 authors, three dots “…” are placed after the 19th author and the information about the last author is added.

Authors can use the following examples in creating the bibliography.

*Periodicals*

Surname of the Author, Initial of Author’s name. (Year). Name of the article. *Name of the Periodical, volume*(issue), page-page.

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

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

*Periodical with 21 authors*

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., Janoviak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetma, 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>

*Books*

Surname of the Author, Initial of Author’s name (Year). *Name of the book* (edition number). Publisher.

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

Kepçeoğlu, M. (1996). *Psikolojik danışma ve rehberlik* (10. baskı). Özdemir Ofset.

*Chapter from a Book with Editor*

Surname of the Author, Initial of Author’s name (Year). Name of the chapter. In Initial of the Editor, Surname of the Editor (Eds.), *Name of the book* (pp. pages of the chapter). Publisher.

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

Erdamar, G. (2019). Yaşam boyu öğrenme*.* Ö. Demirel (Ed.), *Eğitimde yeni yönelimler* (7. baskı) içinde (ss. 219-237). Pegem Akademi.

*Translated Book*

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

*Book with Unknown Author*

*Merriam-Webster’s collegiate dictionary* (10th ed.). (1993). Springfield, MA: Merriam-Webster.

*Thesis*

Surname of the Author, Initial of Author’s name. (Year). *Title*. (Unpublished master’s or doctoral thesis). Name of the University, Place.

Wilfley, D. E. (1989). *Interpersonal analyses of bulimia: Normal-weight and obese.* (Unpublished dissertation). University of Missouri, Columbia.

Yılmaz, H. (2005). Teknik çeviri öğretiminde ölçme-değerlendirme modeli önerisi. (Yayımlanmamış Yüksek Lisans tezi). Yıldız Teknik Üniversitesi, İstanbul.

*Proceedings and Poster Presentations*

Surname of the Author, Initial of Author’s name (Year, Mont). *Title of the proceeding or oral presentation* Proceeding or Oral Presentation, Name of the Organization, Place.

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

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

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

*Information Received from the Internet*

Surname of the Author, Initial of write Author’s name (Year, Month). *Title of the article*. Retrieved from http://www.xxxx

Yılmaz, A. (2012, Ocak). *Eğitimde yeni gelişmeler*. http://www.egitim.org.tr/makale.html adresinden elde edildi.

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

In cases where the document is updated by multiple users, is not archived and a date is required, the expressions “Retrieved from” and “obtained from address” are used. No such addition is made in other documents, it is sufficient to provide the access address.

American Psychological Association. (n.d.). Just-world hypothesis. In *APA dictionary of psychology*. Retrieved January 18, 2020, from <https://dictionary.apa.org/just-world-hypothesis>

Bordeaux, B. ve Lieberman, HR (2020). Kafeinli ve kafeinli içeceklerin yararları ve riskleri. 26 Şubat 2020 tarihinde <https://www.uptodate.com/contents/benefits-and-risks-of-caffeine-and-caffeinated-beverages> adresinden erişildi.

*Documents Published by Official Institutions*

In these documents, it is sufficient to provide only the access address, there is no need for the access date.

Milli Eğitim Bakanlığı [MEB]. (2011). *Örnek grup rehberliği etkinlikleri.* http://www.meb.gov.tr/orn.pdf adresinden elde edildi.

Name of the Law. (Year). *Name of the Volume, Issue,* Day Month, Year.

İlköğretim ve Eğitim Kanunu. (1961). *T. C. Resmi Gazete, 10705,* Ocak 12, 1961.

**Appendix**

Materials that are not suitable to be given in the text should additionally be given centered on a new page after the bibliography and listed as Appendix A, Appendix B, and indicated in the text in the same way (see Appendix A, Appendix B). Attachments that do not have a connection in the text should not be included as attachments. The titles of the appendices should be given.