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Bartın University Journal of Educational Research, x(x), x-x

Bartın Üniversitesi Eğitim Araştırmaları Dergisi, x(x), x-x

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| Article Info | |  | Abstract |
| *DOI:* | |  | The abstract needs to be in Times New Roman, 9 pt, justified on both sides, and between 150-200 words. The abstract should reflect on the content, method, results, highlights and the originality of your article in a brief and explicit manner. You can place your abstract after removing this text without changing the format. |
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| Biçimlendirmeyi Bozmadan Türkçe Başlığı Buraya Ekleyiniz |

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| --- | --- | --- | --- |
| Makale Bilgisi | |  | Öz |
| *DOI:* | |  | Times New Roman 9 punto büyüklüğünde, iki yana yaslı ve 150-200 sözcük aralığında olacak şekilde yazılmalıdır. Öz; çalışmanın amacını, yöntemini, sonuçlarını ve özgün değerini yansıtacak şekilde yazılmalıdır. Biçimlendirmeyi bozmadan bu kısmı silip yerine kendi özetinizi yazabilirsiniz. |
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| *Makale Geçmişi:* | |  |
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| *Makale Türü:* | |  |

Introduction

The main headings should be in Times New Roman, 11pt. The text should be in Times New Roman, 10pt, single line spacing and justified on both sides. The main topic of the research, brief information about the sections of the study, its place in the literature, the significance of the study, research problem(s) and purpose(s) should be included in this part. If needed, subheadings can be used in this section.

Method

The type of the study, target group, data collection tools, validity and reliability, data collection methods, data analysis, limitations should be included in this section. If needed, subheadings can be used in this section.

Research Design

The research method and the reasoning behind it should be included in this section. The literature about the research method should be stated. Moreover, the design of the study should be stated.

Population and Sample / Study Group / Participants

In accordance with the content of the study, please choose one of the above (Population and Sample / Study Group / Participants). Quantitative research should include explicit information about the population and sampling methods. In qualitative research, study groups should be used included rather than sampling since the study group method is conducted by the participation of multiple individuals or units. The individuals or the units constituting the target group should be introduced. The information related to the context of the target group should be stated here.

Data Collection Tools

The data collection tools used in the study should be indicated here. Every tool should be introduced with an explanation of the reason behind the choice, its reliability and validity, and features. If needed, data collection tools can be introduced under subheadings. Subheadings should be written in sentences, italicised, starting with paragraph, and the name of the measurement tool should be given in full. As an example;

*Critical thinking tendency scale.* Should be written in Times New Roman, 10pt., one line spacing and justified to both sides.

Data Collection

This section should state how, when and under which circumstances the data collection tools are used. If the study is experimental, the experiment or the control conducted should be detailed. Not only the procedures included in experimental group(s) but also the control group(s) should be stated.

Data Analysis

Quantitative research should include methods used in analysis procedure(s) and their suitability for the research questions and hypotheses. The data analysis procedures should be discussed extensively. Quantitative research should include methods used in analysis procedure(s) and their suitability for the research questions and hypotheses. The data analysis procedures should be discussed extensively.

Findings

The findings obtained from the data analysis should be given in line with the purpose of the study. Tables and figures can be used to indicate the analysis result. The findings section should only be concerned with the presentation of the results, and should not include result discussion. Subheadings can be used in line with the aim of the study. The subheadings should be in bold and italics, indented with the paragraph and first letter in upper case. As an example;

**Findings Regarding the Critical Thinking Tendency**

The text regarding the findings should be in Times New Roman, 10pt, single line spacing and justified on both sides.

Discussion and Conclusion

This section should include the discussion of the findings. The findings should be discussed in the order of the given research question(s) or hypotheses. The discussion should be written while taking into consideration the similarities and differences present in the literature and the reasons behind these similarities and differences should be emphasized. This section can be separated to “Discussion”, and “Conclusion” while it can also be kept as “Discussion and Conclusion”.

Acknowledgments

If the article is submitted as a proceeding, on the condition of not being partially or fully published, a project or dissertation, it should be stated in this section. If the article is supported by a research institution or a fund, the name of the foundation, project number and completion date should be stated here. If desired, appreciations to a person or a foundation within the context of the article should be stated here.

**Türkçe Başlık (Turkish Title)**

**(The Turkish extended abstract should be placed here)**

**References**

The references section should be prepared by taking into consideration APA (6th Edition) referencing style. The in-text citations should in compliance with the language of the full text. For the Turkish text, the Turkish referencing methods and rules, and for the English text, the English referencing methods and rules should be taken into consideration. However, for references to be added into the English “References” section, the English referencing rules and style should be followed. Please see the Writing Manual for further information.

The font should be Times New Roman, and the line spacing should be 6pt. The indentation should be made so that it will be under the fourth word.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215.

Büyüköztürk, Ş., Akgün, Ö. E., Kahveci, Ö., & Demirel, F. (2004). Güdülenme ve öğrenme stratejileri ölçeğinin Türkçe formunun geçerlik ve güvenirlik çalışması [The validity and reliability study of the turkish version of the motivated strategies for learning questionnaire]. *Educational Sciences: Theory & Practice,* *4*(2), 207-239.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2017). *Bilimsel araştırma yöntemleri (18. bs.) [Scientific research methods (18th ed.)]*. Ankara: Pegem Academy Publishing.

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Ellis, A.(1973). Rational-emotive psychotheraphy, In H. C. Patterson (Ed.), *Theories of counseling and psychotherapy*(pp. 49-57). New York, Harper and Row Publishers.

Munneke, L., Andriessen, J., Kirschner, P., & Kanselaar, G. (2007). Effects of synchronous and asynchronous CMC on interactive argumentation. In *Proceedings of the 8th International Conference on Computer Supported Collaborative Learning* *16-21 July 2007* (pp. 532-541), New Brunswick, NJ, USA.

Ong, W. J. (2012). *Sözlü ve yazılı kültür: Sözün teknolojileşmesi* (6. bs.) *[Orality and literacy: The technologizing of the word (6th ed.)]* (Sema Postacıoğlu Banon, trans.). İstanbul: Metis Publishing.

Semerci, Ç. (1999). Öğrencilerin öğretmenlik mesleğine ilişkin tutum ölçeği [A scale for students’ attitude towards the teaching profession]. *Education and Science, 23*(111), 51-55.

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Ünal, F. (2008). *İlköğretim 7. sınıf sosyal bilgiler dersi yurdumuzun komşuları ve Türk dünyası ünitesinde geçen haritaların kullanılabilirlik düzeyi [The useability level of maps used in the unit named the neighbours of our country and the Turkish world? for social studies for 7th grade]*. Doctorate Dissertation, Gazi University, Ankara, Turkey.

Vicks, M. E. (2013). *An examination of internet filtering and safety policy trends and issues in south carolina's k-12 public schools*. Doctorate Dissertation, Nova Southeastern University, Florida, USA.

Presenting Tables and Figures

There should not be lines between the items. Table number, table title, table and table space should be 0pt. There should be a 6pt of spacing between the last line of the table and the next paragraph. The table number should be written in bold. The table title should be normal, justified on both sides and the initials of the title of the table (except for conjunctions) should be in upper-case.

**Table 1**. Table Title

|  |  |  |  |
| --- | --- | --- | --- |
| **Classroom Grade** | **f** | **%** |  |
| First Grade | 621 | 31.9 |  |
| Second Grade | 541 | 27.8 |  |
| Third Grade | 429 | 22.0 |  |
| Fourth Grade | 356 | 18.3 |  |
| **Total** | **1947** | **100** |  |

The figure numbers and the titles are given below the figure. Only the initial letter of the figure title is written in upper-case except for proper nouns. It is not written in bold. The part before the figure title (Figure 1. Figure2.) are written in bold. The figures need to be in 300 DPI.. There should be 6pt space between the figure title and the paragraph after the figure.

**Figure 1.** Bartın University Journal of Educational Research (BUJER)

1. **\*Corresponding Author:** mail@mail.com (Write the e-mail of responsible author here. The information on the footnote will be added after the referee approval. Leave the footnote empty for the articles in review process.)

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