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**Method**

The type of research, research group, data collection tools, validity and reliability, data collection process, data analysis, ethics committee approval should be explained in the method section. In case presentations, information on the signing of the informed consent form should also be included in the method section. There should be no direct transition from title to title and explanatory statements should be included.

**Research Model**

The model/design of the research should be explained.

**Study Group / Universe and Sample / Object of Study**

Information about the participants of the study should be given.

**Data Collection Tools**

This section should include information on data collection tools. If the data collection tools are to be explained in the form of headings, they can be presented as follows.

**Attitude Towards Reading Scale**

Information about the scale should be explained.

**Data Collection**

In this section, the data collection process should be explained.

**Data Analysis**

Detailed information on data analysis should be included in this section.

**Findings**

The findings obtained in the research should be explained with relevant tables, figures, graphs or pictures in a way that supports the purpose and problem of the study and maintains integrity.

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**Table 1.** *Statistical results regarding the distribution of students according to their gender*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Girls**  | **Boys** | **Total** | **No Answer** | **Total** |
| **Frequency** | 852 | 671 | 1523 | 2 | 1525 |
| **Percent** | 55,9 | 44,0 | 99,9 | 0,1 | 100,0 |

The table title should be positioned above and centered on the table. The section where the table number is indicated should be in bold and the table name should be in small font. In the table name, the initial letter of each word should be capitalized except for conjunctions. Tables should be single-spaced.

**Table 2.** *Correlation table*

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **1.** | **2.** | **3.** |
| 1. **Stress**
 | .82**\*\*** | .55**\*** | .89**\*\*** |
| 1. **Anxiety**
 | .75**\*\*** | .45**\*** | .24 |
| 1. **Depression**
 |  .56**\*** | .26**\*\*** | .16 |

**\*\*p<.01 \*p<.05**

**Table 3.** *Regression table*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **B** | **Std. Error.** | **β** | **t** | **p** | **R** | **R2** | **Düz. R2** |
| **Constant** | 2.889 | .266 |  | 10.858 | .00 | .02 | .00 | .00 |
| 1. **Stress**
 | -.025 | .062 | .025 | .413 | .68 | .19 | .04 | .02 |
| 1. **Anxiety**
 | -.025 | .062 | .025 | .413 | .68 | .19 | .04 | .02 |



 **Figure 1.** Product created with real object.. **Figure 2.** Example of an informal solution.

Figure/image information should be written below the figure/image, centering the figure/image. The section indicating the figure/image number should be in bold, and the figure name should be written in thin font. Sentence order should be used in the figure/image name, except for proper nouns, the initial letter of the first word should be capitalized and the other words should be written in lower case. A period (.) should be placed at the end of the figure name. Depending on the request of the author(s), some figures can be placed side by side as shown above.



**Figure 1.** Pre-test, post-test and follow-up test data of students participating in the first and second implementation cycle

**Discussion, Conclusion and Recommendations**

Conclusion, discussion and recommendations can optionally be presented under separate headings. In the discussion section, the findings obtained as a result of the research should be discussed with the literature and author comments. In the conclusion section, the main ideas that emerged in the light of the discussions should be explained. Suggestions should be made in accordance with the discussion and conclusion of the study. In addition, suggestions for future studies and applications in the field that will contribute to the literature should also be included.

**Conflict Declaration and Ethical Statement**

Indicate in this section if the researchers have any conflict of interest with other persons and institutions related to the research. Otherwise, it should be stated that there is no conflict of interest.

In cases where ethics committee approval is required, the name of the ethics committee, the date and number of the ethics committee should be included (Ex: This study was approved by ... University Ethics Committee's approval dated ... and numbered ...). For articles that do not require an ethics committee decision, it should be stated in this section and in the "Ethical Statement" section on the first/last page of the article, along with the rationale (Ex: This article does not require an ethics committee decision because it is a review).

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Çetinkaya, P., & Erktin, E. (2002). Assessment of metacognitionanditsrelationshipwithreadingcomprehension, achievement, andaptitude . *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.

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Güler, M., Çekmez, E., & Çelik, D. (in Press). Breakingwithtradition: An investigation of an alternativeinstructionalsequencedesignedtoimproveprospectiveteachers’ noticingskills. *TeachingandTeacherEducation*.

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Aktaş, E. (2021). Okullarda olağanüstü durumlar. N. Sargın (Ed.), *Olağanüstü durumlarda çocuk ve ergenlere psikososyal destek*(1. baskı, s. 37-71) içinde. Nobel Akademik Yayıncılık. https://doi.org/10.14527/978605241962510.14527/9786052419625

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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)

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Metin içinde parantez içinde gösterim: (Özgöl & Altun Kobul, 2018)

Metin içinde gösterim: [Türkçe makaleler için] Özgöl ve Altun Kobul (2018); [İngilizce makaleler için] Özgöl and Altun Kobul (2013)

* **Tezler için:**

Filiz, T. (2022). Matematik öğrenme güçlüğü riski olan öğrenciler için gerçekçi matematik eğitimi ile öğretim tasarım modeli geliştirme, uygulama ve değerlendirme (Tez No. 740359) [Doktora tezi, Trabzon Üniversitesi-Trabzon]. Yükseköğretim Kurulu Başkanlığı Tez Merkezi.

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**Authors' Declaration of Contribution**

In this section, the contributions of the authors to the research process should be briefly explained.

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