**Psycho-Educational Research Reviews**

**Vol(*No*), Year, Pages**

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**To cite this article:** Surname, N. M., & Surname, N. M. (Year). The title of the article.  *Psycho-Educational Research Reviews, Vol*(No), page X-Y. doi: 10.52963/PERR\_Biruni\_V(X).N(X).XX XXX

**INTRODUCTION (Size 12, Bold, Left Aligned, Calibri Font)**

All text should be single line spacing, justified, size-11, Calibri Font. The first line of all paragraphs should be indented by 1 cm. The specific problem under study, how it relates to previous work, why and how it is different and how it will contribute to the field should be explained in this section. The arguments and discussion should be grounded on relevant evidence from the review of the literature. The need that the study intends to meet should be stated clearly by providing evidence from previous research in the field. At the end of the Introduction, the aims of the study should be explained clearly and the research questions or hypotheses should be defined explicitly. **Sub-headings** can be used in this section if needed. Sub-headings should be flush left, bold, and with each word capitalized. After the main title, sub-headings and paragraphs inside the text, 6nk spaces should be left. Manuscripts should generally be no more than 10,000 words in length, including tables, figures and etc.; excluding references, and appendices.

**CONCEPTUAL FRAMEWORK (SECOND LEVEL HEADING, Size 10, Left Aligned, Calibri Font, 6nk before and after)**

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**METHOD (Size 12, Bold, Left Aligned, Calibri Font, 12nk before and after)**

All text should be single line spacing, justified size-11, Calibri Font. The research design, population and sample, study group or participants, data collection instruments, data collection process, data analysis, validity and reliability, the limitations of the study and ethics committee approval (if necessary) should be detailed in the method section. **Sub-headings** can be used in this section if needed. Sub-headings should be flush left, bold, and with each word capitalized. After the main title, subtitles, paragraphs, tables and figures, 6nk spaces should be left.

**RESEARCH DESIGN (SECOND LEVEL HEADING, Size 10, Left Aligned, Calibri Font, 6nk before and after)**

***DATA COLLECTION* (*THIRD LEVEL HEADING, Italic Size 10, Left Aligned, Calibri Font, 6nk before and after*)**

When preparing the tables and the figures, text should be single spaced (3nk space should be left before and after each rows), left-aligned, size-9 or 10, Calibri Font.

**Table 1.** *Personal Characteristics of Teachers (Italic, size 10, centered, 3nk spaces after the title)*

|  |  |  |  |
| --- | --- | --- | --- |
| *Participant* | *Gender* | *Experience* | *%* |
| T1 | Male | 13 | 10.00 |
| T2 | Female | 24 | 12.35 |
| T3 | Female | 20 | 14.00 |
| T10 | Male | 18 | 15.88 |

When referring to the table or figure in main text, please use such examples as “given in Table 1”, “as explained in Figure 1”, “as may be understood from Table 4”, instead of using repetitions such as “when examining Table1; when examining Table 2 etc.”

Figure 1. Codes for Activity (Italic *size 10, Each Word Capital, before the title of the figure, 3nk spaces should be left)*

**FINDINGS/RESULTS (Size 12, Bold, Left Aligned, Calibri Font, 12nk before and after)**

Authors may prefer to use the term ‘Findings’ or ‘Results’. All text should be single line spacing, justified size-11, Calibri Font. **Sub-headings** can be used in this section if needed. Sub-headings should be flush left, bold, and with each word capitalized. The results obtained from data analyses should be presented in line with the aims of the study. Tables and figures can be used to display the results. Results section should only deal with presenting the results and should not include the discussion of the results.

**FINDINGS RELATED TO….. (SECOND LEVEL HEADING, Size 10, Left Aligned, Calibri Font, 6nk before and after)**

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***FIRST FINDING ……*(*THIRD LEVEL HEADING, ITALIC Size 10, Left Aligned, Calibri Font, 6nk before and after*)**

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**DISCUSSION, CONCLUSION AND IMPLICATIONS (Size 12, Bold, Left Aligned, Calibri Font, 12nk before and after)**

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**ACKNOWLEDGEMENT (If you have)**

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**AUTHOR CONTRIBUTION (Compulsory)**

Individual contributions of authors should be specified in this section to give appropriate credit to each author.

i.e.

- First author have made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data

-The second author have been involved in drafting the manuscript or revising it critically for important intellectual content

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**In-text citations**

(Gündoğdu & Eissa, 2018)

(Eissa & Borowska-Beszta, 2021)

First citation (Eissa, Gündoğdu, & Ömerustaoğlu, 2022); Second and after citation (Eissa et al., 2022)

If the number of authors six or more than six; the first citation (Palanci et al., 2019).

**Journal Article**

Eken, M., & Gündoğdu, K. (2017). A phenomenological study on teaching practice in a teacher training program. *International Journal of Psycho-Educational Sciences, 6*(3), 33-54.

Borowska-Beszta, B., & Wasilewska-Ostrowska, K. M. (2020). Homeless males addicted to alcohol about helplessness: Secondary qualitative data analysis. *Paedagogia Christiana, 46*(2), 121–145. https://doi.org/10.12775/Pch.2020.022

Altın, M. (2021). Examination of Teacher Candidates’ Learning Responsibility. *Psycho-Educational Research Reviews,* 10(1), 61–76.

Kettley, N. C., & Whitehead, J. M. (2012). Remapping the “landscape of choice”: Patterns of social class convergence in the psycho-social factors shaping the higher education choice process. *Educational Review*, 64(4), 493–510. https://doi.org/10.1080/00131911.2011.631167

Abdul Kader, F. A. H., & Eissa, M. A. (2014). Measuring test anxiety in students aged 10-17 years in Egypt: factor analysis and psychometric properties. *Psycho-Educational Research Reviews, 3*(3), 101 Retrieved from https://www.journals.lapub.co.uk/index.php/perr/article/view/116

**Books**

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri (Qualitative esearch methods in social sciences,* 9th ed*.).* Seçkin Publications.

Check, J. and Schutt, R.K. (2012). *Research methods in education*. Sage.

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000168-000

**Books with Multiple Editors and Chapters**

**Chapter in an Edited Book:**

Author, A. A., & Author, B. B. (Copyright Year). Title of the book chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of the book* (2nd ed., pp. #–#). Publisher

Crandall, J. J. (1999). Cooperative learning and affective factors. In J. Arnold (Ed.), *Affect in language learning* (pp. 226-245). Cambridge University Press

Harris, K. R., Graham, S., & Urdan T. (Eds.). (2012). *APA educational psychology handbook* (Vols. 1–3). American Psychological Association.

Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

**Thesis/Dissertation (A dissertation or thesis is considered published when it is available from a database such as YÖK Thessis Center or an archive, etc. Use the desriptions of “Doctoral dissertation” or “Master’s thesis”)**

Gündoğdu, K. (2004). A case study on democracy and human rights education in an elementary school.. (Publication No. 147645) [Doctoral dissertation, Middle East Technical University]. Council of Higher Education Thesis Center, Turkey.

Bumgarner, B. L. (2012). *Digital storytelling in writing: A case study of student teacher attitudes toward teaching with technology,* [Unpublished doctoral dissertation]. University of Missouri-Columbia.

Foster, C. E. (2012). *Analysis of elements of award-winning dissertations in education,* [Unpublished doctoral dissertation]. Arkansas State University.

**Translations**

Heidegger, M. (2008). On the essence of truth (J. Sallis, Trans.). In D. F. Krell (Ed.), *Basic writings* (pp. 111–138). Harper Perennial Modern Thought. (Original work published 1961)

* In text give both dates: (Heidegger, 1961/2008) or Heidegger (1961/2008)

Freud, S. (1970). An outline of psychoanalysis (J. Strachey, Trans.). Norton. (Original work published 1940)

Oliva, P. F., & Gordon, W. R. (2018). Curriculum development [Program geliştirme]. (K. Gündoğdu (Trans. Ed.), Pegem Academy. (Original work published 2012).

**Conference Presentation References**

Eken, M., & Gündoğdu, K. (2017, September 12-15). *Hazırlık sınıfı ve özel kurs öğrencileri ile öğretmenlerinin İngilizce öğretimine ilişkin görüşleri [Conference presentation].* The 26th International Congress Educational Sciences, Antalya, Turkey.

Cacioppo, S. (2019, April 25–28). Ev*olutionary theory of social connections: Past, present, and future* [Conference presentation abstract]. Ninety-ninth annual convention of the Western Psychological Association, Pasadena, CA, United States. https://westernpsych.org/wp-content/uploads/2019/04/WPA-Program-2019-Final-2.pdf

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