**Indicate Title Here. Times New Roman 12 pt. First Letter of Each Word is in Capital**

**Name Surname[[1]](#footnote-1), Name Surname[[2]](#footnote-2), Third Author[[3]](#footnote-3)**

Do not write author names at **anonymous** submission file**!**

**Abstract**

Abstract should start with 0.5 indent with at least 200 words. Times New Roman 12 font size. Line spacing 1

**Keywords:** Keywords should be in alphabetical order, first letter of each keyword should be in capital

**INTRODUCTION**

Main Titles should be in bold. All letters in capital. Middle centered. Spacing; 12 before, 6 after. Add space before and after via Line and paragraph spacing

Each paragraph should start with 0.5 indent. Text will be written in Times New Roman 12 font size. Justify centered. Line spacing 1.15

There is only a small body of research on upon the issue (Eker, 2020; Gülhan & Şahin, 2016; Yamak, Bulut & Dündar, 2014).

Each citation should be arranged in alphabetical order.

**METHOD**

Main Titles should be in bold. All letters in capital. Middle centered. Spacing; 12 before, 6 after. Add space before and after via Line and paragraph spacing

Each paragraph should start with 0.5 indent. Text will be written in Times New Roman 12 font size. Justify centered. Line spacing 1.15

**Design of Research**

For second order headers; Title should be in bold. First letters in capital. Left aligned. Spacing; 12 before 0 after.

Each paragraph should start with 0.5 indent.

***Experimental design***

For third order headers; Title should be in bold. First letter of the first word in capital. Italic font type. Left aligned. Spacing; 12 before 0 after.

Each paragraph should start with 0.5 indent.

*Semi-experimental design*

For fourth order headers; first letter of the first word in capital. Italic font type. Left aligned. Spacing 12 before 0 after.

Each paragraph should start with 0.5 indent.

*pre-experimental design*

For fifth order headers; all letters in lowercase. Italic font type. Left aligned. Spacing 12 before 0 after.

Each paragraph should start with 0.5 indent.

**Table 1.** *Opinions of students*

Table number in bold. *First letter of table name should be in capital letter. Italic font. Spacing; 0 before and after*

|  |  |
| --- | --- |
| **Theme**  | **Code** |
| Views on activities | Learning new things (n=4) |
| Fun (n=2) |
| Related to everyday life (n=2) |
| Learning by doing and living (n=1) |
| Concrete learning (n=1) |
| Learning retention (n=1) |
| Promoting teamwork (n=1) |
| Critical thinking (n=1) |
| Contributing to career choice (n=1) |

Table notes, statistical information should be placed below table. Spacing; 0 before, 12 after. Add space after via Line and Paragraph Spacing.

Table itself should be left aligned. Single line spacing. Text will be written in Times New Roman 12 font size. You can lower font size if needed



**Figure 1.** *Scree plot*

Figure number in bold. *First letter of figure name should be in capital letter. Italic font. Spacing; 0 before and after.*

Add space after via Line and Paragraph Spacing.

**REFERENCES**

First line of reference start with 0.5 indent. Second and following lines of references start with 0 indent.

**For thesis;**

Alıcı, M. (2018). *Effect of STEM instruction on attitude career perception and career interest in a problem based learning environment and student opinions* [Unpublished master's thesis]. Kırıkkale University.

**For journal articles;**

Include DOI number as <https://doi.org/XX.XXX>

Aydın, G., Saka, M. & Guzey, S. (2017). Science, technology, engineering, mathematic (STEM) attitude levels in grades 4th-8th*. Mersin University Journal of the Faculty of Education, 13* (2), 787-802. <https://doi.org/10.17860/mersinefd.290319>

**For books;**

Merriam, S. B. (2009). *Qualitative research. A guide to design and implementation* (2nd Ed.). Jossey-Bass.

**For books or journal papers in other languages; indicate English in [bracket] sign**

Yıldırım, B. (2020). *Köy enstitülerinden STEM öğretmen* enstitülerine *[From village institutes to STEM Teacher institutes].* Nobel Publications.

**For edited books;**

Indicate the name of the book in italic font type

Berg, D.A.G & Smith, L.F. (2016). Preservice teacher self-efficacy beliefs: An opportunity to generate “good research” in the Asia-Pacific region. In S.G Editor & D. P. Editor (Eds.), *Asia-Pacific perspectives on teacher self-efficacy* (1-17). Sense Publishers

**For conferences and conference papers**

Akkuş, A., & Doymuş, K. (2018, October). *Integrating science teachers into academic research and determining its outcomes.* Paper presented at the III. International Multidisciplinary Studies Congress, Kiev, Ukraine.

**For web sources;**

Webb, N., Nemer, K. & Chizhik, A. (1997). *Equity issues in collaborative group assessment: Group composition and performance.* Retrieved November 24, 2020, <https://cresst.org/wp-content/uploads/TECH457.pdf>

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2. Department, Faculty, Organization, City, Country, email@adress.com , <https://orcid.org/number> [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)