



3 cm

**MANUSCRIPT TITLE  
(CENTERED, CAPITALIZED, BOLD, 12 P.)**

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**ABSTRACT (UPPER CASE, BOLD, 10 P.)**

At the beginning of the article, there should be an abstract in Turkish and English consisting at least 150 and maximum 200 words which concisely expresses the problem, purpose, importance, method, and findings/results of the research. Abstracts should be indented 1,5 cm both from the left and the right. Keywords consisting of at least 5 and at most 8 words should be given below the abstract.

**Keywords:** Keywords should be ordered from general to specific. The first letters of the keywords should have uppercase letters, the other letters should have lowercase letters and they should be separated by commas.

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**TURKISH MANUSCRIPT TITLE  
(CENTERED, CAPITALIZED, BOLD, 12 P.)**

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**ÖZ (UPPER CASE, BOLD, 10 P.)**

Makalenin başında, araştırmanın problemini, amacını, önemini, yöntemini ve bulgularını/sonuçlarını öz biçimde ifade eden ve en az 150 en çok 200 kelimedenden oluşan Türkçe ve İngilizce özet bulunmalıdır. Özet metinleri soldan 1,5 cm; sağdan 1 cm içten yazılmalıdır. Özeti altında, en az 5 en çok 8 sözcükten oluşan anahtar kelimeler verilmelidir.

**Anahtar Kelimeler:** Anahtar kelimeler genelden özele doğru sıralanmalıdır. Anahtar kelimelerin ilk harfleri büyük, diğer harfleri küçük olmalı ve virgülle ayrılmalıdır.

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**MAIN HEADING (JUSTIFIED, CAPITALIZED, BOLD, 12 P.)**

Main heading should be compatible with the content.<sup>1</sup>

Manuscripts should not exceed 7000 (seven thousand) words and book reviews should not exceed 1000 (thousand) words. The parts that need to be emphasized in the text should be written in italic letters, not bold.

Tables should have numbers and titles. The number of the table should be written at the top, left-justified and vertical, the title of the table should be written italic with the first letter of each word capitalized. Tables should be in the appropriate places in the text. The number and the title of the figures should be centered just below the figure. The figure number should be written italic, ends with period; and the figure name should be written vertically with just first letter capitalized.

Details such as page numbers, headers and footers should not be included in the manuscripts.

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**SUBHEADINGS (JUSTIFIED, TITLE CASE, BOLD, 12 P.)**

In the study, subheadings can be used to provide an information systematically and the headings can be numbered, if necessary. Only the first letters of the subheadings should be bold and capitalized. Authors should continue from the same line by placing a colon at the end of the level 3 headings.

**CONCLUSION (JUSTIFIED, CAPITALIZED, BOLD, 12 P.)**

A conclusion section should be included that evaluates the findings of the study.

**Abstract:**  
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**Main text:**  
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**Paragraph Spacing:**  
Before 0 pt  
After 0 pt

**Paragraph Indentation:**  
1,25 cm

**Line Spacing:**  
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<sup>1</sup> Footnote can be added only in cases that require explanation (9-point).



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**EXTENDED ABSTRACT (JUSTIFIED, CAPITALIZED, BOLD, 12 P.)**

There should be an extended abstract consisting of at least 300 and at most 500 words and mentioning the purpose, method, findings, and results of the work. Extended abstracts should be prepared in English for Turkish articles; and in Turkish for articles written in English and Arabic. Extended abstract should be added after the conclusion of the article, before reference list.

**REFERENCES (START ON A NEW PAGE)**

References should be given in accordance with APA 7 (American Psychological Association 7th Edition) standards. Some examples of references are given below (Retrieved from [APA Style Common Reference Examples Guide, APA Style 7th Edition](#)). More rules and detailed examples are available at the [Reference examples \(apa.org\)](#).

**SAMPLE REFERENCE LIST**

American Psychological Association. (n.d.). Internet addiction. *In APA dictionary of psychology*. Retrieved April 24, 2020, from <https://dictionary.apa.org/internet-addiction>  
Chandler, N. (2020, April 9). *What's the difference between Sasquatch and Bigfoot?* howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfoot-difference.htm>

Indent:  
Hanging

Gander, K. (2020, April 29). COVID-19 vaccine being developed in Australia raises antibodies to neutralize virus in pre-clinical tests. *Newsweek*. <https://www.newsweek.com/australia-covid-19-vaccine-neutralize-virus-1500849>

3 cm

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

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Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Lachner, A., Backfisch, I., Hoogerheide, V., van Gog, T., & Renkl, A. (2020). Timing matters! Explaining between study phases enhances students' learning. *Journal of Educational Psychology*, 112, 841–853. <https://doi.org/10.1037/edu0000396>

Schmid, H.-J. (Ed.). (2017). Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge. American Psychological Association; De Gruyter Mouton. <https://doi.org/10.1037/15969-000>

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. [https://www.brookings.edu/wp-content/uploads/2019/04/how\\_playful\\_learning\\_can\\_help\\_leapfrog\\_progress\\_in\\_education.pdf](https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. [https://apps.who.int/iris/bitstream/handle/10665/113048/WHO\\_NMH\\_NHD\\_14.1\\_eng.pdf?ua=1](https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>



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