*Research Article*

|  |  |  |
| --- | --- | --- |
| **Please write the title of your paper here without changing the format except for the first word the title should be written in lower case[[1]](#footnote-1)\*** |  | Journal of Innovative Research in Teacher Education, *1*(1), XX-XX,  ISSN: 2757-6116  [http://www.jirte.org](http://www.jirte.org/en) |
| DOI: |
| Received: XX/XX/20XX  Revised: XX/XX/20XX  Accepted: XX/XX/20XX |
| This is an open-access article under the CC BY-NC-ND license  <https://creativecommons.org/licenses/by-nc-nd/4.0/> |

**First Author[[2]](#footnote-2), Second Author[[3]](#footnote-3), and Third Author[[4]](#footnote-4) (Do not fill out your name and institution information.)**

**Abstract**

Abstract should be written in Segoe UI fonts and font size 10 with single line spacing, justified to both margins. Abstracts should be between 150-250 words. Three to five words, word groups or expressions representing the manuscript should be given as keywords. Only the initials of the first word of the keywords should be in capital letters. No citations should appear in the abstract. Abstract should be written in Segoe UI fonts and font size 10 with single line spacing, justified to both margins. Abstracts should be between 150-250 words. Three to five words, word groups or expressions representing the manuscript should be given as keywords. Only the initials of the first word of the keywords should be in capital letters. No citations should appear in the abstract. Abstract should be written in Segoe UI fonts and font size 10 with single line spacing, justified to both margins. Abstracts should be between 150-250 words. Three to five words, word groups or expressions representing the manuscript should be given as keywords. Only the initials of the first word of the keywords should be in capital letters. No citations should appear in the abstract. Abstract should be written in Segoe UI fonts and font size 10 with single line spacing, justified to both margins. Abstracts should be between 150-250 words. Three to five words, word groups or expressions representing the manuscript should be given as keywords.

**Keywords:** Keyword 1, Keyword 2, Keyword 3, Keyword 4, Keyword 5.

|  |
| --- |
| ***Cite:*** Surname, Name. (20XX). Article title. *Journal of Innovative Research in Teacher Education, 1*(1), XX-XX |

**INTRODUCTION**

The Introduction and Background section may include the conceptual/theoretical framework of the study, the discussion of the relevant literature and the research purpose including the problem statement or research questions. The discussion of the relevant literature should consistently analyse the relevant literature; emphasize the gaps and inconsistencies in the literature, and discuss actions toward solving these problems. The Introduction and Background section must not include any subheading.

The font used in the entire manuscript should be **Segoe UI, font size 10**. Page margins for bottom and top should be pre-set as 2,5 cm, and for right and left should be pre-set as 2,5 cm. Text should be justified with no hyphenation breaks in words at the end of a line. Text should be typed as a single-column document. Paragraphs and headings should not be indented, but aligned with the main text. In between the paragraphs single line spacing should only be used.

**Article titles should be boldfaced in Arial, font size 18.** Please use capitals in initial letters only, excluding the conjunction words, articles and prepositions. The main headings (INTRODUCTION AND BACKGROUND, METHODS, FINDINGS, and DISCUSSION AND CONCLUSION) should be written in **Segoe UI font size 12**, boldfaced capital letters and centred. Single line spacing should be given before and after the main headings, but only before the sub-headings. The subheadings should be written in bold but only the initials in capital letters, excluding conjunction words, articles and prepositions. The subheadings must be in a standardised form not including any type of hierarchical order. So, the headings in the manuscripts should not be numbered.

The authors must try to avoid using footnotes or end notes unless their use is essential. Instead, APA 6 referencing system should be used. If the authors feel that they should use footnotes, they must prefer Segoe UI, font size 8.

Emphasis should be expressed using quotation marks (“”) or italics. Please do not use boldfaced characters in text.

Lists in text should be horizontal and not vertical. The list should use Roman numerals [(i), (ii), and so on], not Arabic (1, 2). For example, a manuscript may include the sections of (i) introduction and background, (ii) method, (iii) findings, and (iv) discussion and conclusion.

Direct quotes (40+ words) should be 1 cm left-indented from the main text and typed in Segoe UI, font size 9. They should not be written in italics.

The main document to be used for peer-review may include the title, abstract, key words, main body, references, figures and tables and supplementary materials. The names of all authors and their institutions should not be included in the main document.

**METHOD**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics.

**Research Design**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics.

**Participants and Procedure**

Tables, figures, pictures, graphics, and similar aspects should be embedded in the text, and not provided as appendices. Please locate tables as editable text and not as images however figures might be presented in different forms as images and etc. **For tables and figures, please use Segoe UI, font size 9.** While generating tables, ensure that the indentation under the paragraph tab is as follows: before and after: 0, single spacing. Tables and figures should be left aligned, and the text wrapping feature should be turned off.

**Table 1.** Demographic Characteristics of the Participating Middle School Students

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Category** | ***f*** | **%** |
| **Grade Level** | Fifth | 10 | 20,9 |
| Sixth | 133 | 26,9 |
| Seventh | 128 | 25,9 |
| **Gender** | Female | 276 | 55,9 |
| Male | 218 | 44,1 |
| **Mother’s Educational Background** | Uneducated | 25 | 5,1 |
| Primary | 172 | 34,8 |
| Middle school | 177 | 35,8 |
| Secondary | 98 | 19,8 |
| Graduate or post-graduate | 22 | 4,5 |
| **Father’s Educational Background** | Uneducated | 10 | 2 |
| Primary | 112 | 22,7 |
| Middle school | 158 | 32 |
| Secondary | 166 | 33,6 |
| Graduate or post-graduate | 48 | 9,7 |

Table and figure numbers should be typed in Segoe UI, font size 10 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles and prepositions.

**Measures**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics.

**Data Analysis**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics.

**Validity, Reliability and Ethical Considerations**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability and ethics.

**FINDINGS**

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice and the future research. The Findings section must not include any subheading.

**Subheading I**

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice and the future research. The Findings section must not include any subheading.

**Subheading II**

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice and the future research. The Findings section must not include any subheading.

**Subheading III**

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice and the future research. The Findings section may include subheadings.

**DISCUSSION AND CONCLUSION**

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice and the future research.

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice and the future research.

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice and the future research.

The Findings section should introduce the results of the research in the forms of texts, tables and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice and the future research.

**Statement of Researchers**

**(Do not fill out this part in the first submission)**

**Researchers contribution rate statement:**

**Conflict statement:**

**Support and thanks:**

**REFERENCES**

Cano, F. (2005). Epistemological beliefs and approaches to learning: Their change through secondary school and their influence on academic performance. *British Journal of Educational Psychology*, 75, 203-221.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum.

Dere, İ., & Ateş, Y. (2021). Studies on literacy skills in social studies education: a systematic literature review (1996-2020). *Scandinavian Journal of Educational Research*, 1-17. <https://doi.org/10.1080/00313831.2021.2021439>

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). *Supervision and instructional leadership: A developmental approach.* (10th Edt.). London: Pearson Publication.

Gökdemir, M. A. (2019). Okul öncesi eğitim öğretmenlerinin sanat etkinliklerinde karşılaşmış oldukları sorunlar ve çözüm önerileri (Mardin Örneği) [Problems encountered by preschool education teachers in art activities and solution offers (Mardin Sample)]. *SDU International Journal of Educational Studies*, *6*(2), 1-14. <https://doi.org/10.33710/sduijes.566885>

Gutiérrez, M., & Tomás, J. M. (2019). The role of perceived autonomy support in predicting university students’ academic success mediated by academic self-efficacy and school engagement. *Educational Psychology, 39,* 1-20. <https://doi.org/10.1080/01443410.2019.1566519>

Gürültü, E. (2016). Lise öğrencilerinin sosyal medya bağımlılıkları ve akademik erteleme davranışları arasındaki ilişkinin incelenmesi [*Investigation of the relation between high school students' social media addiction and academic procrastination behaviour]. (*Unpublished master thesis). Marmara University. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/> Access Date: 05/02/2020

Hagger, M. S., & Hamilton, K. (2018). Motivational predictors of students' participation in out-of-school learning activities and academic attainment in science: An application of the trans-contextual model using Bayesian path analysis. *Learning and Individual Differences*, 67, 232-244. <https://doi.org/10.1016/j.lindif.2018.09.002>

Holec, H. (1981). *Autonomy in language learning*. Oxford: Pergamon.

Ingersoll, R. M., & Collins, G. J. (2018). The status of teaching as a profession. J. H. Ballantine, J. Z. Spade & J. M. Stuber, *Schools and Society: A Sociological approach to education.* (pp. 199-213).CA: Pine Forge / Sage Publication.

Organization for Economic Co-operation and Development. (2016). *Supporting teacher professionalism, insights from TALIS 2013.*Paris: OECD Publishing.Retrieved From: <https://dx.doi.org/10.1787/9789264248601-en>

Uluçınar, U., & Dinç, E. (2021). Effectiveness of authentic performance tasks: The case of a special education course. *Journal of Pedagogical Research, 5*(2), 152-171. <https://doi.org/10.33902/JPR.2021270069>

Üztemur, S., Dinç, E., & İnel, Y. (2020). The relationships between middle school teachers' epistemological beliefs and learner autonomy support behaviours: the role of teaching-learning conceptions as the mediating variable. *Education & Science, 45*(202), 211-230. <https://doi.org/10.15390/EB.2020.8272>

What will be the 10 most in-demanded jobs in 2020? (n. d.) Date of Access: 06.01.2020 Retrieved From: <https://guthriejensen.com/blog/skills-future-2020-infographic/>

|  |
| --- |
| **Author Biographies (Do not fill out this part in the first submission.)** |
| **First Author,** |
| **Second Author,** |
| **Third Author,** |

1. \* **(Do not fill out this part in the first submission)** [↑](#footnote-ref-1)
2. Corresponding author, <https://orcid.org/XXXX-XXXX-XXXX-XXXX>, University, Faculty, Department, Country, e-mail. [↑](#footnote-ref-2)
3. <https://orcid.org/XXXX-XXXX-XXXX-XXXX>, University, Faculty, Department, Country, e-mail. [↑](#footnote-ref-3)
4. <https://orcid.org/XXXX-XXXX-XXXX-XXXX>, University, Faculty, Department, Country, e-mail. [↑](#footnote-ref-4)