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**T.C.**

**TOKAT GAZİOSMANPAŞA UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**

**THESIS WRITING GUIDE**

**TOKAT**

**2020**

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# FRONT SECTION

## Outer Cover

The outer cover is the outermost part of the thesis and the cover to be used in the volume. It is the cover page at the front of the thesis that includes the university logo, the name of the university, the name of the institute, the department, the program information, the title of the thesis (master's thesis, doctoral thesis), the author, the city where the thesis was written, the month and year information. All words on the outer cover except the name of the author and the month in which the thesis was written should be written in capital letters. Page number should not be included on the outer cover. The sample of the outer cover is given in Annex 1.

## Inner cover

It is the second page of the thesis after the outer cover. The difference between the inner cover and the outer cover is that the name of the consultant (s) is also included. All words on the inner cover except the title and name of the author, the supervisor (s) and the month in which the thesis was written should be written in capital letters, and the page number should not be on the inner cover. Inner cover sample is given in Annex 2.

## Backpack Cover

Backpack cover on the outer cover of the thesis; The name of the author, the name of the thesis, the month and year the thesis was written. Except for the name of the author and the month when the thesis was written, all information on the backpack cover should be written in capital letters. The entire back text should be written in Times New Roman font, bold and 12 pt. Backpack cover example is given in Annex 3.

## Ethical Agreement

The “Ethical Agreement Form” on the web page of the Graduate Education Institute will be downloaded and added with wet signature (see Annex 4). With this contract, the student accepts that he / she is responsible for all citations, references and sources in the thesis.

## Approval Page

The page with the signature of the head of the jury and the signatures of the director of the institute, indicating that the thesis is successful. The title, name and surname information of all signatories should be given and the names should be listed according to the academic title. Consultant (s) should be specified separately. In the bound version of the thesis, the signatures on this page should be a wet signature written in blue ink. Necessary places should be filled in the "Jury Signature Page" form in the forms section of the web page of our institute, and printed and signed. An example of the jury signature page is given in Annex 5.

## **Foreword Page**

Acknowledgment page is the part where the author expresses his thanks to those who contributed to the preparation of the thesis. It is recommended not to be longer than one page.

## **Özet Page (Turkish)**

After the title of the thesis, author's name and other information (type of thesis, field of science, name of the thesis supervisor, date and page number of the thesis), the study should be summarized in a short form (300-500 words). In this section, the research is introduced briefly. In the abstract text, the purpose and scope of the research, the methods and techniques used in the research and the results obtained should be given briefly. At the end of the abstract, at least three and at most five keywords should be given. It is recommended that the abstract should not exceed two pages. This section should not include quotations, tables, figures and mathematical expressions. The abstract should be written in Times New Roman font and 12 pt. Size, using 1.5 line spacing. The thesis summary sample is given in Annex 6.

## Abstract **Page**

This section should include the summary in English. The rules about the summary page also apply to the abstarct page. This page is located after the summary. At the end of Absract, at least three and at most five Keywords should be given. Abstract sample is given in Annex 7.

## **Contents**

On the table of contents, the headings in the front sections and the main section headings and subheadings that make up the thesis text should be given with the formal features and page numbers appropriate to the title levels. However, the fifth level title is not included in the table of contents. The names of the titles in the table of contents should be exactly the same as the contents of the text. On the table of contents, above the page numbers, the word "page" should be written in Times New Roman font and 12 pt. The titles at the same level should be written on the same level, lower level headings should be written 0.7 cm from the upper level heading. Table of contents sample is given in Annex 8.

## **List of Tables**

Tables should be used to present complex, large numbers of data in a more systematic and understandable way. Tables; Table 1 is numbered as Table 2. Tables should be left justified by page. An example of the table list is given in Annex 9. The following points should be considered in the preparation of the tables in the thesis.

• When using a table in a thesis, first the table should be cited, followed by the table, and then the table should be interpreted.

• 1.5 line spacing should be used in the table headings and 1 line spacing in the table.

• While creating the tables, three horizontal lines should be used as shown in the sample table, and there should not be vertical lines.

• The size of the tables should be equal to the writing area (15.24 cm).

• In cases where the table does not fit in the writing area, the font size can be reduced to 8 points, if necessary, the table can be given on a separate page and the page orientation can be adjusted horizontally. In this case, the horizontally oriented page number should be placed at the bottom right.

• The title of the table should be placed above the table and left justified.

• The first letter of each word in the table title must be capital.

• Bold characters should not be used in the table number, heading or text in the table.

• If the table is taken from another source, source information should be given under the table.

• The notes about the table, the level of significance of the analyzes used and the source table from which the table is taken should be written in a single line spacing and 10 pt.

**Example**

The ANOVA test was conducted to test whether the views of the school principal, deputy principal and teachers on the personal initiative of the principals differ significantly. Analysis results are presented in Table 1.

Table 1.Differences of School Principals' Taking Personal Initiative According to the Views of the Principal, Deputy Principal and Teachers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Position | N |  | Ss | Sd | F | P | Meaningful Difference |
| Principal | 381 | 55.10 | 5.84 | 211431145 | 9.913 | 0.000\* | Principal - TeacherVice Principal.- Teacher |
| Vice Principal | 381 | 53.93 | 9.35 |
| Teacher | 384 | 52.51 | 8.56 |

\* The difference between the means is significant at the 0.01 level..

As can be seen in Table 1, the views of the school principal, deputy principal and teachers on the personal initiative of the school principals differ significantly (F (2–1143) = 9.913, p <0.05). According to the results of the multiple comparison test, teachers (= 52.51) think that school principals take less personal initiative than school principals (= 55.10) and vice principals (= 53.93)..

## **List of Figures**

The photographs, diagrams, charts, graphs, microscope images such as FEED, visual computer outputs, graphics, histograms, flow charts, organizational charts and maps included in the thesis are called figures and listed in the list of figures. An example of the list of figures is given in Annex 10. The following points should be considered in the preparation of the figures in the thesis.

* • When using a figure in the thesis, first the figure should be referenced, followed by a shape, and then the figure should be interpreted.
* • 1 line spacing should be used for text in figures.Şekil başlığı şeklin altında ve sola dayalı verilmelidir.
* • The first letter of each word in the figure title must be capital.
* • The size of the figures should not exceed the writing area. The number and name of the figure should be written in 12 font size and 1.5 line spacing. If the figure is taken from a source, the source information should be written under the heading of the figure in a single line spacing and 10 points

**Example**

Determining the research problem is the basis of qualitative research stages. The research problem is directly related and linked to each of the qualitative research stages. In this respect, determining the research problem correctly is of vital importance for research. The research cycle in a qualitative research is shown in Figure 1 below.



Figure 1. Research Cycle Model

In the research cycle shown in Figure 1, the relationship between all stages has been tried to be shown. These research steps must be followed in order to conduct the research in a healthy manner and to reach reliable results. Determining the research problem, creating an understandable and well-grounded conceptual framework, determining and developing research questions, selecting the study group to be researched, determining the role of the researcher in the following process constitute the most basic stages of the research processes.

## Abbreviations Page

Explanations of the abbreviations used in the thesis are included in this section. In abbreviations, TDK's spelling guide should be taken as a guide. Attachments after abbreviations should continue in accordance with the abbreviation. ‘Abbreviations' example is included in Annex 11.

# CHAPTER I

# INTRODUCTION

This section constitutes the introduction section where information about the research problem, the purpose of the research, the importance of the research, assumptions, limitations of the research and definitions are given. An expression such as "The problem, sub-problems, purpose, importance, assumptions, limitations, definitions and abbreviations of the research are given in this section" can be used under the title of introduction.

## Problem

The first thing to do before starting a scientific study (thesis, article, etc.) is to feel the problem. Determining the subject to be studied in the thesis preparation process is done by feeling the problem. The research subject should include a situation in which the researcher is curious about the solution and wants to investigate. In order to complete the feeling of the problem, which is the first stage of problem solving, it will be useful to make observations, determine the general topics we will work on and to follow the current publications in the field. Our observations in our daily life, the practices we encounter in our lives, previous researches on the relevant subject or theories put forward by scientists can be the source of our research problem. After the problem is felt, the second stage is to determine the research subject. For this, a good literature review is needed. For this purpose, printed resources of libraries can be used as well as common online databases such as YÖK thesis center, EBSCO Host, ERIC, PsycINFO and Google Scholar. A large and especially up-to-date literature review is also very important in writing the problem situation in which the problem is clearly expressed. When starting to define the problem situation, firstly, general issues related to the research subject are mentioned, then the problem situation is written by prioritizing the dependent variable of the research. While expressing the problem situation, an appropriate way 'from general to specific' is followed. While presenting literature reviews, researches are included starting from the past and coming to the most up-to-date ones. In the last stage, the contradictions, controversial results, limitations and gaps in the literature on that subject are highlighted in the findings of the current studies. In this way, a basis is formed to express clearly and with its justification why the thesis was made. In the last paragraph of the problem situation of the thesis, the purpose of the research is generally emphasized. It should not be forgotten that the research problem should be original (not done before), defined (narrow), feasible (time, effort and budget) and measurable.

## Objective

Although the purpose of the study is explained by justification in the last paragraph of the problem situation, it is briefly restated as a straight sentence or question sentence in this section. For example, "The purpose of this study is to examine the predictive power of learning styles and achievement goals on school engagement." As it can be stated as, “Do the purpose of this research, learning styles and achievement goals predict school engagement? is to seek an answer to the question. " It can also be expressed as. After stating the purpose statement, it comes to research questions or trials (hypotheses). For example, "Learning styles and achievement goals predict school engagement significantly.", "School engagement is significantly and positively associated with learning styles and achievement goals." (two-sided experiment) or in the form of “Do students' school engagement scores differ according to gender?” can be written as a question sentence. In a thesis there are either research questions or arguments. The two should not go together.

## Significance

The importance of the research includes information about who, what the results of the study will contribute to, which gap will fill in the literature, and which problems will be solved. In the last paragraph of the problem situation of the research, the purpose is explained by justifying the purpose, and its importance is also mentioned. However, under a separate heading, it should be clearly stated how this study will contribute to science, field education, practitioners and policy makers. The importance of the research should be written in a persuasive language. While doing this, one should stay away from a language that exaggerates its own results and disdains past research results. Under the heading of the importance of the research, there should not be heavy citations to past research / literature and the impression that the problem situation is written again.

## Assumptions

Assumption or hypothesis is sometimes confused with hypothesis. Assumptions are judgments that are previously accepted in a research and do not need to be investigated. Denence, on the other hand, are judgments put forward to be tested. Certain rules should be observed when writing suppositions in a research. For example, writing a judgment that will be proven to be correct with little effort or cost in the form of assumptions increases the number of assumptions in the research and decreases the reliability of the research. For example, "In this research, the participants answered the questions sincerely." Suppose we are writing a hypothesis like. If we have "false items" that can measure the social acceptance error and there are not too many items / question statements in the scale, there is no need to write the assumption we mentioned above by using such a method. Similarly, when applying a scale to university students, we acknowledge that they know Turkish, and we do not take a test to examine it separately. At the same time, there is no need to write this as a hypothesis. The more unnecessary and erroneous assumptions are written, the credibility of the research may be damaged. The researcher who will write a thesis mostly looks at the theses made before in his field. Sometimes it just copies a mistake there. We see this error mostly in writing assumptions. Another example of supposition is related to the reliability of scales. If the researcher "The scales used in the study are valid and reliable." A supposition should not be written in the form, because the measurement, not the scale, has reliability. Therefore, the reliability coefficients of a scale may differ from one measurement to another. Another example of error in writing assumptions is related to the universe sample. Some researchers "The sample of the research represents the universe." They write a sentence in the form. However, there are certain sampling methods and formulas when taking samples from the universe. When we randomly identify (not random) the participant group to apply the scale, we cannot assume that this group represents the universe.

1. Impositions can be expressed as follows:
2. 1. Expert opinions applied during the preparation phase of the questionnaire formed to reveal the opinions of teachers about science teaching are sufficient.
3. 2. The measurement tool used in this study is sufficient to reveal teachers' views on science teaching.

## Limitations

According to Karasar (1982), limitations are situations that the researcher wanted to do but could not do it for some reasons and gave up. Limitations arise due to time, scope of the problem, economic cost, characteristics of the participants and some of the researcher's knowledge and skills. For example, if a researcher wanted to examine the effect of cartoon characters on children's personality development, or television on children's vocabulary. This study will have limitations in subjects such as sampling, data collection method, data analysis and cartoon selection. When it comes to children, an age group has to make choices such as year or theme for cartoons, quantitative or qualitative choices when it comes to data collection method. These obligations also constitute the limitation of the research. If the limitations are clearly revealed, the conclusion part of the thesis can be evaluated better. In addition, the researcher starts from the limitations and results of his research while making suggestions.

1. Limitations can be expressed as follows;
2. 1. Research Tokat Gaziosmanpaşa University, Faculty of Education, Science Education, with 3rd grade students studying in the USA,
3. With the 2019-2020 academic year,
4. 3. With the lecture presentations, observation notes and worksheets obtained during the research process,
5. 4. It is limited to 14 weeks during the application.

## Definitions

Under this heading, what the concepts used in the research mean for the research and what they mean (operational definitions) should be specified. A concept can be used in different meanings from one discipline to another. For example, the concept of attachment can be defined as the closeness and trust a person feels towards another person in psychology, while in chemistry it can be defined as the combination of elements or molecules. We can give definitions exactly as referring to the meaning used in previous studies, or as how they were handled in the research. The important thing here is that the given definition defines the concept correctly and does not cause misunderstandings. Another point in definitions is necessity and affordability. It is unnecessary to include the definition of each concept (eg student, principal, internet, etc.) in the thesis. Generally, concepts, also known as keywords in articles, range from three to five, while in thesis this number may be slightly higher. An important final point under this title is the consistency in the writing of the concepts as in the definitions. Especially when translating a foreign concept into Turkish, one should be careful with the thought that it may mean more than one meaning, and it should be checked whether this concept has been translated into Turkish in another study. For example, in English, the concept of "resilience" is expressed in Turkish with words such as "resilience", "psychological resilience", "self-recovery", "psychological flexibility". This concept was first examined whether when and by whom the reader is not used may lead to confusion in Turkey.

Below are examples of 'Definitions'.

Environmental Education: It is a continuous learning process that enables individuals to be aware of their environment and gain knowledge, skills, values and experience to solve environmental problems for future generations (Vaughan et al., 2003).

Authentic Learning: It is a process that addresses the use of information in real world applications and realization in the real world (Maxwell et al., 2004) and addresses the student-centered education process, contributing to students' orientation to their interests and developing high-level thinking skills (Lombardi, 2007).

# SECTION II

# CONCEPTUAL FRAMEWORK

Conceptual framework is the section where all the variables considered within the scope of the research are presented to the reader by examining the publications in the literature, thus drawing the conceptual boundaries of the research. During the creation of the conceptual framework, the theories the research is based on, what the research variables are, what the theoretical model examined in the research is discussed by referring to the publications in the literature. While making the discussion, the researches about the concept should not be given in a chronological way, but integrated / synthesized within itself.

In this section, the concepts subject to the research should be mentioned as headings, and concepts that are not related to the subject should not be included. If the researcher needs to understand the conceptual framework better, he can create sub-titles in this section. The important thing in the conceptual framework section is to consider the conceptual framework within the framework of concept-theory-practice / research. In this way, a more holistic meaning will be created in the reader's mind.

While writing the conceptual framework, the researcher should not copy the studies conducted in Turkey and abroad on the subject of the research exactly. They should present the studies with their own expressions by reading the studies, highlighting similarities and differences and showing references.

#

# SECTION III

# METHOD

In the method section; Information is given about the research model, the population-sample or study group according to the research model, data collection tools, data collection process and data analysis.

## Research Model

Under this title, the design and model (s) of the research are explained. For example, it is stated with justification and reference that the research is conducted in relational scanning, causal comparison, case study, action research, longitudinal or experimental design. In some cases, a study may include more than one model. For example, experimental and scanning models, qualitative and quantitative methods can be used together.

## Universe and Sample

Under this heading, in accordance with the purpose of the thesis, one of the appropriate titles of "Universe and Sample" or "Study Group" should be used; Information on the selection process and basic characteristics of the group in the research should be included. If sampling is taken from the universe, the population should be defined, and information about the sampling method and the calculation of the sample size should be included. Under this heading, the distributions (if necessary in tables) of the universe, if sampling has been made, of the sample or study group, regarding some important characteristics (variables) for the research can be presented under this heading.

The universe is the mass or mass of living / non-living objects in which the questions of a research are sought. Often times, for some reasons such as economy, time and rationality, an audience strong enough to represent the universe is reached instead of. This population is called the sample. The sample is the cluster selected from the research universe according to certain rules and subjected to direct observation and experimentation, representing the universe reliably and gathering the necessary information for the research. For example, if a dam water is to be examined, tons of water from the dam is not taken to the laboratory. Instead, water samples are taken into small containers at certain distances. While choosing the sampling method, the researcher should review its aims and avoid making wrong and unnecessary sampling. For example, if the research population of Tokat province is, the sample should not be taken only from the schools near or where they have acquaintances. If the aim is to have an equal chance to be selected for each student and to represent the universe in the most reliable way, the method that can be chosen should be either simple random or random stratified sampling. If the researcher cannot do this, but his aim is to reach a sample close to heterogeneity in the universe, then he should choose the maximum diversity or stratified purpose method. If they have time and money limitations and do not have any concerns about generalizing the research results, then the appropriate / accidental sampling method can be chosen.

If there are any statistical procedures applied to determine the sampling error, it should be explained and the suitability of the sample taken to the statistical techniques used in the analysis of statistical data should be explained. When defining the sample, qualifications that reveal the person or institutions should not be made. For example, when the 7th grade of private schools in Tokat is mentioned, the limited number of schools that exist will come to mind and the sample will be deciphered. Instead, private schools in a province in the Middle Black Sea can be called.

In qualitative studies, where it is not possible and necessary to select a sample from a population by using a certain sampling method, it is a more correct approach to use the expression "study group" instead of population-sample, since it is a matter of in-depth examination of the event, phenomenon, person or institution. Studies of historical or descriptive nature based on analysis based on the documents to be collected may not have universe and sample subtitles.

## Data Collection Tools

In theses, the tools (survey, scale, interview form, observation form, inventory, test, etc.) by which data will be collected to reach the answers of research questions or hypotheses are presented under the heading of data collection tools. The introduction of data collection tools can be made more comprehensive than articles, but unnecessary explanations should be avoided.

If the data collection tool used in the study was developed by the researcher, it should be explained how many items and dimensions it consists of, whether there is a reverse item, and what statistical methods were used in this process for which the scale was developed / adapted to measure.

If the data collection tool has not been developed by the researcher, permission must be obtained from the developers of the data collection tool used in accordance with ethical rules and the permission document must be attached to the thesis. Similarly, if the scale was developed, what was done for validity and reliability; If adapted, in addition to this information, information about validity and reliability studies obtained in the adaptation study, how the scale is scored and to whom it can be applied should be included in this section.

In qualitative studies, data sources and data collection methods such as in-depth and face-to-face interviews with individuals, document collection and analysis, observation in the field, examination and evaluation of the artifacts, compilation and evaluation of the statements of individuals are used, so that the processes in the data collection process are carried out in accordance with the ethical rules of the research. It should also be explained that the measures to be taken will be taken.

## Data Collection Process

Under this heading, it should be explained where, when, how and by whom the data were collected from the determined sample or study group. Under this heading, the researcher should give subjects such as who collected the data from whom, in which environment, who did the application, whether the application was carried out individually or with a group, how long it took to fill in the data collection tool, and how long the data collection process took. Also, if necessary, it should be stated whether "informed consent form" or "voluntary participation form" was obtained from the participants or their parents during the data collection process.

## Data Analysis

In this section, the researcher should explain what analysis techniques he used to analyze the collected data in order to find answers to the research questions. It should be kept in mind that the analysis of the data will differ according to the model of the research under this heading. In the heading of data analysis, the researcher should explain how and with which program he analyzed the qualitative or quantitative data he obtained, what the confidence interval for quantitative data was, what operations he performed before preparing the data for analysis, his hypotheses or research questions with which analysis method or methods he examined. In addition, it should be expressed how to interpret the scores obtained with the help of the scales used in the research process. In this section, evidence about the validity and reliability of the study can be presented. The researcher may have used a different analysis for each research question. He should write the analyzes he uses one by one. For example, "one-way analysis of variance (ANOVA) was performed to answer the first research question, or the data were analyzed by content analysis".

# SECTION IV

# FINDINGS / FINDINGS AND COMMENTS

This section can be written in two ways. The researcher gives the findings of the analysis of the data obtained in this section with tables and figures. While giving tables and figures, attention is paid to transferring the data in the most clear and economical way. Tables and figures should be carefully prepared in a way that complex data and analysis can be easily understood by the reader. Tables and figures in the Results section are used to support the text. For this reason, it is necessary to always be told what the reader should understand from the tables and figures and to provide sufficient explanations for them to be understood adequately. The point to note here is that the numerical values ​​given in the table are not given in the explanation under the table. In this way, the same data is not repeated in a few places, and is summarized in tables and figures.

When using the table and figure in the Results section, firstly, the table or figure should be referred to in the text, followed by the table or figure, and then the meaning of the data in the table or figure should be expressed. Tables use three horizontal lines, no vertical lines. In the values ​​in the tables, two numbers are used after commas and commas. In statistical values, a period is used instead of commas (For example, p <.05). If the researcher prefers the title of “Findings” in the section he prepared, he / she does not comment and discuss while giving the findings. Interpretations are made in the discussion part of the thesis with the support of the literature. If the title of “Findings and Interpretation” is preferred, comments regarding the findings should be given with the support of the literature while giving the findings.

# SECTION V

# DISCUSSION

This section should be included in the thesis if only the "Results" section is chosen. If the “Findings and Interpretation” section is chosen, the information described in this section should be included in the Findings and Interpretation section.

Discussion is the section where the evaluation and interpretation of the findings take place. Studies in the literature that support or refute the research questions / hypotheses should be included in the discussion section. In this section, the researcher should explain and verify similar or different findings between the findings of his own study and other studies in the literature. While making the discussion, the researcher should explain what the findings mean, to what extent the results overlap with the literature, and if not, the possible reasons for this. In other words, while writing the discussion section, the supporting points and differences between the findings should be presented by referring to the researches in the literature. While writing the discussion section, interpretations should be made within the framework of research limitations. Another point to be noted here is that a previously emphasized finding is not disclosed over and over again. The researcher should help the reader to better understand everything he / she emphasizes. For this, the discussion section should be prepared in a way that forms an integrity. In the discussion section, all important points that can be taken from the research should be addressed. It is seen that numbers are occasionally included in the discussion part. Unless it is necessary, figures should not be included in the discussion section, instead, the results should be discussed in a holistic approach (paragraphs should not be separated from each other, transition sentences between paragraphs should be included) accompanied by the literature.

# SECTION VI

# CONCLUSION AND SUGGESTIONS

In this part of the thesis, results and suggestions reached by the analysis of the data obtained in line with the research questions / hypotheses are included. While writing the conclusion section, all results reached should be expressed without using numbers in order not to be repeated with the findings section. In a sense, this section gives what the research findings mean or what they mean. In the conclusion section, pure results obtained in the research should be presented without comment and discussion. The research results should be presented in a concrete way to meet the items or research questions specified in the sub-objectives of the research.

In the recommendations section, recommendations should be made based on the findings of the research. Suggestions outside the scope of the research should not be included. Suggestion that is not directly related to the research and does not rely on any findings of the research should be avoided. The limitations of the study can also be used to give suggestions for other research. The recommendations section should include suggestions for researchers, practitioners and policy makers. Various future research topics should be presented in suggestions for researchers. For example, for a research conducted with primary school students, a suggestion for its applicability at different educational levels can be presented. As an example of suggestions for practitioners, a suggestion of applicability at different grade levels and subjects can be presented. As an example of the suggestions for policy makers, the suggestion that the results obtained based on the research findings should be included in the curriculum can be presented.

# REFERENCES

During the writing of the thesis or the project, we read articles, books, thesis, website, reports, papers, statistics, etc. The persons or institutions that are the authors of all sources should be indicated both in the text and in the bibliography.

## In-Text Citation

### Direct Quote

From the readings, the parts to be taken as the thesis can be found. Although it is also related to the method of the thesis, it is not correct to use this form of citation frequently in a thesis. Sometimes, due to the method of the thesis, it may be desired to take the thesis as it is from another person's mouth or writings. In this case, the direct quote is given without changing the way it is expressed by showing the source.

When quoting directly, if the part to be quoted is 40 words or less, the text is given in quotation marks. For example, Descartes' (1900, p. 100) "I think, therefore I am." is his philosophical phrase, which is the founding element of Western rationalism. For example, regarding the theme of Student 1, “I found the points I missed while evaluating the lesson thanks to my friends. This contributed to my further development ”.

In quotations longer than forty words, it is justified from left and right in line with the carriage return (1.25 cm indent) and written in 10 pt. The source of the direct quote should be given in parentheses at the end of the quote.

Example:

Nitel araştırma, tümevarımcı bir yaklaşımla, olayları ve olguları doğal ortamları içinde betimleme, katılımcıların bakış açılarını anlama ve yansıtma üzerine odaklanan araştırma yaklaşımıdır. Nitel araştırma yöntemlerinin doğal ortama duyarlı olması, araştırmacının katılımcı rolü olması, bütüncül bir yaklaşıma sahip olması, algıların ortaya konmasını sağlaması, araştırma deseninde esnekliği olması diğer önemli özellikleridir (Yıldırım ve Simsek, 2011, s.25).

Süreç içerisinde yapılan değerlendirmenin çok faydalı olduğunu kavradım. Derslerde yapılan farklı değerlendirmenin dersin kavranması açısından çok yararlı olduğunu gördüm. Değerlendirmede materyal kullanımı ve etkinliklerin dersi pekiştirdiğini ve öğrencilerin eksikliklerini daha net biçimde görmemi sağladı. Planda uygulanan yöntem ve tekniğin derste nasıl uygulanacağı hangi yöntem ve tekniğin uygulanması gerektiği yani en iyi yöntem ve tekniği kullanacağım gibi katkıları oldu (ÖA5).

### Indirect Quote

The information that the thesis author makes in his own words without changing the main idea is called indirect quotation. What is important here is that the quote is freely integrated with the thesis, without any shift in meaning. The source of the cited author should be indicated either before or at the end of the information quoted in the indirect quote. Otherwise, the researcher is deemed to have acquired someone else's work, in which case both ethical (plagiarism) and legal responsibility arise. Errors to be made in this process may result in the rejection of the thesis.

**Examples**

* Milestone (2017) states that the process of preparing the thesis is a process that requires great care and places important ethical responsibilities on the author.
* Thesis preparation process is a process that requires a lot of care and places important ethical responsibilities on the author (Milestone, 2017).
* In studies with two authors, both authors' surnames and year information are given (Yıldırım & Şimşek, 2013). Yıldırım and Şimşek (2013) state that in studies with two authors, both authors' surnames and year information will be given.
* If an opinion is taken from several different authors, the authors should be cited in the text in alphabetical order, with semicolons between them (Altun, 2013; İlhan, 2013; Yıldırım, 2013).
* In studies with three, four and five authors, the surnames of all authors are given where the source is first mentioned (Altun, Erdem, Yıldırım, & İlhan, 2013). In the later parts of the thesis, the surname of the first author is given and the conjunction "et al."
* In studies with six or more authors, the first author's surname is given from the first mention in the thesis. After and others are added (Balcı et al., 2008).
* If the used resource belongs to an institution or organization, both the full name and the abbreviation of the institution are given where it is first mentioned (State Planning Organization [DPT], 1999). In the following sections, it is continued by giving only an abbreviation (DPT, 1999).
* While referencing the works of the authors with the same surname, the first letters of the authors' names should also be written (A. Yazıcı, 2001; S. Yazıcı, 2000). A. Smith (2001) and S. Smith (2000) state that the first letters of the authors' names should be written when referencing the studies of the authors with the same surname.
* While the studies of the same author in different years are referred to, the years after the surname of the author are given with commas between them (Büyüköztürk, 1990, 1991, 2000).
* While referring to more than one work done by the same author in the same year, a letter starting from a is added next to the year (Özdemir, 2009a, 2009b).
* When citing a newspaper article without an author, the title and year of the article are given. If the article title is long, it can be shortened appropriately (Citation to Newspaper Articles, 2013)..
*  In quotations from the book, the surname of the author and a comma after the year are given, and then the page number is given (Özden, 2012, p.23)....
* The short address of the website is given in the text in the quotations made from websites with an unknown author (www.wikipedia.org).
* If legal texts are cited, the name of the legal text is given in the text and the item number, if available, is given in brackets. For example; In the Regulation on Primary Education Institutions, it is stated that the person who is primarily responsible for managing the school is the school principal (art. 60).
*  If the quotation is made from a work that cites the main source rather than the main source, it is made in the form of citation. However, it can be used if the efforts to reach the main source are insufficient. In the bibliography, only the citing source is indicated, not the main source (Dembo, 1980; cited in Brown, 2013, p. 104).

## Citation on the Bibliography Page

Each reference shown in the text should be included in the bibliography page; The references in the text and the references on the bibliography page must match exactly.

* References should be listed alphabetically on the bibliography page.
* The bibliography is written in Times New Roman font, 12 pt, 1.5 line spacing, justified, the first line justified on the left and right margins of the page, and a tab inside from the second line.
* In references, the first letter of the name of the work is written in capital and the other in lowercase.
* Up to six authors, all authors' surnames and initials are written. If the number of authors is more than six, then again up to six authors are written in their surnames and initials, three dots (…) after the sixth author and the last letter of the author's surname and initials are written.

### Single Author Article (with DOI number)

Watkins, D. (1989). The role of confirmatory factor analysis in cross-cultural research. *International Journal of Psychology, 24*, 685–701. DOI: 10.1080/00207598908247839

### Single Author Article (without DOI number)

Yalçınkaya, M. (2004). Okul merkezli yönetim. *Ege Eğitim Dergisi. 5*(2), 21–34.

### Article by Two Authors

Yılmaz, A. ve Ceylan, Ç. B. (2011). İlköğretim okul yöneticilerinin liderlik davranış düzeyleri ile öğretmenlerin iş doyumu ilişkisi. *Kuram ve Uygulamada Eğitim Yönetimi, 17*(2), 277–294.

### Article by Three- Seven Authors

Kahraman R. C., Borman, C., Hanımgil, M., Özler, H., Perçin, D., Işıl, M. ve Sergen, L. (1993). Kroner kalp rahatsızlığının belirlenmesinde rol oynayan faktörler. *Sağlık Psikolojisi, 12*(2), 301–307.

Turan, S., Yücel, C., Karataş, E. ve Demirhan, G. (2010). Okul müdürlerinin yerinden yönetim hakkındaki görüşleri. *Uşak Üniversitesi Sosyal Bilimler Dergisi, 3*(1), 1–18.

### Articles by More Than Seven Authors

Grouzet, F. M., Kasser, T., Ahuvia, A., Dols, J. M., Kim, Y. Lau, S., … Sheldon, K. M. (2005). The structure of goals across cultures. *Journal of Personality and Social Psychology, 89*, 800–816.

### Article in Print

Zekeriya, M. ve Kermenek, S. C. (Baskıda). Suçlu davranışların kalıtsal kökenleri. *Çocuk Psikolojisi, 17*, 24–31.

### Newspaper Article without Author

Eğitim bilimlerinin tarihsel yolculuğu (22 Ağustos 2013). *Milliyet*, s. 5.

### Translated Article

Bruce, T. (1994). Çocukların yaşamında oyunun rolü (çev. A. F. Altınoğlu). *Eğitim ve Bilim, 18* (92), 64–69.

### Book

Şişman, M. ve Turan, S. (2002). *Eğitimde toplam kalite yönetimi*. Ankara: Pegem Akademi.

Tabachnick, B. G. ve Fidel, L. S. (2007). *Using multivariate statistics*. New York: Pearson.

### Book Written or Published by the Institution

Milli Eğitim Bakanlığı. (2013). *Türkiye Cumhuriyeti milli eğitim istatistikleri*. Ankara: Milli Eğitim Bakanlığı.

### Book by Editors

Memduhoğlu, H. B. ve Yılmaz, K. (Editörler). (2010). *Yönetimde yeni yaklaşımlar*. Ankara: Pegem Akademi.

### Translated Book

Hollingsworth, P. M. ve Hoover, K. H. (1999). *İlköğretimde öğretim yöntemleri* (çev. T. Gürkan, E. Gökçe ve D. S. Güler). Ankara Üniversitesi Rektörlüğü Yayınları No 214.

### Encyclopedia and Dictionary

Ersoy, O. (1973). Kağıt ve kağıtçılık. *Türk Ansiklopedisi* (c. 21, s. 112-115). Ankara: Milli Eğitim Bakanlığı.

English, F. W. (Ed.). (2006). *Encyclopedia of educational leadership and administration*. (1–2). California: Sage.

Türk Dil Kurumu. (2005). *Türkçe sözlük* (10. bs.). Ankara: Türk Dil Kurumu.

### Article or Chapter in an Edited Book

Bandura, A. (2009). Cultivate self-efficacy for personal and organizational effectiveness. E. A. Locke (Ed.), *Handbook of principles of organizational behavior: ındispensable knowledge for evidence based management (2nd Edition)* içinde (s. 179–200). İngiltere: John Wiley & Sons.

Aydın, İ. (2005). Okul-çevre ilişkileri. Y. Özden (Ed.). *Eğitim ve okul yöneticiliği el kitabı* içinde (s. 161–185). Ankara: Pegem Akademi.

### Paper Presented at the Symposium and Congress

Yılmaz, D. (2017, Ocak). *Eğitim yöneticilerinin yetiştirilmesi: Türkiye ve seçilmiş ülkelerin karşılaştırılması.* VIII. Ulusal Eğitim Yönetimi Kongresi’nde sunuldu, Antalya.

Borg, S. (2015, Nisan). *Evaluating an action research scheme for English language teachers.* IATEFL’ de sunuldu, Manchaster, İngiltere.

Aycan, Ş., Kaynar, Ü., Türkoğuz, S. ve Arı, E. (2002, Eylül). *İlköğretimde kullanılan fen bilgisi ders kitaplarının bazı kriterlere göre incelenmesi.* V. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi’nde sunuldu, Ankara.

### Unpublished Thesis

Gürbüz, S. (2007). *Yöneticilerin örgütsel vatandaşlık davranışlarının iş tatmini ve algıladıkları örgütsel adalet ile ilişkisi*. Yayımlanmamış doktora tezi. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Park, Y. (2010). *Instructional design implications for non-native English speaking graduate students: perceptions on intercultural communicative competences and instructional design strategies for socially engaged learning*. Yayımlanmamış doktora tezi. Virginia State University Virginia Polytechnic Institute, Blacksburg, Virginia, ABD.

Zarifoğlu, N. (2006). *Yönetimde yaratıcılığın koşulları ve Beyçelik A.Ş.’de bir uygulama*. Yayımlanmamış yüksek lisans tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir.

### Internet Source

Chan, H. F., Guillot, M., Page, L. ve Torgler, B. (2015). The inner quality of an article. https://www.researchgate.net/publication/275220077\_The\_inner\_quality\_of\_an\_article\_Will\_time\_tell adresinden alınmıştır.

Devlet Planlama Teşkilatı. (2011). İstatistikî bölge birimleri sınıflandırması. http://www.dpt.gov.tr/bgyu/biid/ibbs.html adresinden alınmıştır.

### Legal Texts

Milli Eğitim Temel Kanunu (1973). Resmi Gazete (24.06.1973). Sayı: 14574.

# GENERAL FORMAT PRINCIPLES

The aim of this guide is to regulate the formal principles regarding the writing and printing of all original and contributing theses prepared in accordance with the scientific research process in postgraduate education, in accordance with the Tokat Gaziosmanpaşa University Postgraduate Education, Training and Examination Regulation, and to establish a formal standard. It is the responsibility of the student and the advisor to ensure that the prepared thesis complies with the thesis writing guide standards, ethical principles and principles. During the thesis writing process, the following features should be taken into account:

* Our institute's thesis writing language is Turkish. Turkish spelling rules must be followed in writing theses. For this purpose, the spelling guide of the Turkish Language Association (TDK) should be taken. However, international students who receive postgraduate education at our institute can prepare their thesis in English other than Turkish, if they wish and their supervisor deems appropriate.
* The spelling guide of the Turkish Language Association (TDK) should be consulted for displaying the numbers in the text and tables.
* In the literature review, when talking about previous research, the past tense should always be used. A personalized (first person singular) language should not be used in the narration, and a third person singular language should be used.
* The latest edition of the Publication Manual of the American Psychological Association (APA) should be taken as basis for the issues not mentioned in the thesis writing guide of Tokat Gaziosmanpaşa University Graduate Education Institute.

## Page Layout

* Theses should be written using MS Word word processing program and printed on first quality white paper in A4 (210 x 297 mm) size, at least 75 g / m2.
* One side of the paper should be used on all pages of the thesis. However, for theses of more than 300 pages, it can also be printed on both sides of the paper.
* Each chapter should always start with a new page (Part I, Part II, Part III etc.).
* Page margins in theses; There should be a margin of 3.5 cm from the left edge of the page, 2.5 cm from the top and right edge, no gutter, and the page orientation should be set vertically. Page setup settings are shown in Figure 1.

## Font and Font Size

All manuscripts must be in Times New Roman font and 12 pt. For footnotes and direct quotations longer than 40 words, the font size should be 10 pt. When needed, the font size in tables and figures can be reduced to 8 points. 12 font size and "superscript" and "subscript" features available in MS Word program can be used in writing subscript and superscript (For example; km2, H2O).

## Paragraph, Line Spacing, and Alignment

The thesis text should be written with 1.5 line spacing. Single line spacing should be used in table and figure (table, diagram, graphic) texts and direct quotations longer than 40 words. All text on the page, including table and figure titles, should be aligned justified.

Paragraphs should start from the left side of the page and 1 tab (1.25 cm) inside. Spaces before and after paragraphs in headings and paragraphs should be set as "automatic" in MS Word.

## Page Numbering

* Page numbers should be in Times New Roman font and 12 pt.
* Page numbers are not given on the outer and inner cover. Pages from the inner cover to the introduction are numbered in small Roman numerals at the bottom and center of the page (i, ii, iii, iv, v…). Starting from the introduction, all pages are numbered with Latin numerals (1,2,3,4…) in the upper right corner of the text. In Figure 2 below, page structure, paragraph, line spacing and alignment example are given.

Automatic spacing before and after paragraphs

1.5 line spacing

Left margin

3.5 cm

Right margin

2.5 cm

Top margin
2,5 cm

Bottom margin

2.5 cm

1

Page numbers should be written in the upper right corner of the page except the front

Paragraph first line indent should be 1.25 cm.

**BÖLÜM I**

**GİRİŞ**

Figure 2. Page Setup, Paragraph, Line Spacing and Alignment

## Headings

Heading levels defined in Table 2 should be used in the arrangement of headings and subtitles in the text. Conjunctions such as "and", "or" should be written in lower case in headings (except for 1st level titles).

* First level headings should be written on the new page, all words should be written in capital letters, bold and in Times New Roman 12 point font size and centered..
* Secondary levelheadings should be written with the first letters of all words in capital, bold and with Times New Roman font size of 12 pt and centered.
* Third level headings should be written left aligned, using the first letters of the words in capital, bold and 12-point Times New Roman font.
* Fourth level headings should be written in bold, Times New Roman font size of 12 pt, with the first letter of the words capitalized and left aligned with 1.25 cm indent from the upper level heading.
* Fifth level headings should be written in bold, Times New Roman font size of 12 pt, with the first letter of the first word capitalized and left justified with 1.25 cm indent from the upper level heading. A full stop should be placed at the end of the title and text should be written after the period. It is not shown in the table of contents.
* Table 2 below contains heading levels and heading styles suitable for these levels, and Figure 3 includes examples of heading styles..

Tablo 2. Başlık Düzeyleri

|  |  |
| --- | --- |
| Heading Level | Title Format  |
| 1. Level
 | Centered, bold, each letter of words capitalized, 12 pt. |
| 1. Level
 | Centered, bold, first letter of words capitalized, 12 pt. |
| 1. Level
 | Left justified, bold, first letter of words capitalized, 12 pt. |
| 1. Level
2. Level
 | 1.25 cm indented from a higher level title, bold, first letter of words capital, 12 pt.1.25 cm indented from a higher level title, bold, first letter of first word capital, 12 pt. |

4. level

5. level

3. level

2. level

1. level

**BÖLÜM II**

**KAVRAMSAL ÇERÇEVE**

**Çevre Eğitimi**

**Sürdürülebilirlik**

**Geri Dönüşüm**

**Sıfır atık.** Kaynakların daha verimli kullanılmasını, atık oluşumunun engellenmesini ve minimize edilmesini kapsayan atık yönetim felsefesi olarak tanımlanan bir hedeftir.

Figure 3. Header Format Example

## Appendices

Appendices section is the section where documents complementary to the thesis are presented. The author can share the permissions he received in his work, the questionnaires / scales he used, photographs and other documents related to his work in this section.

Attachments are among the main sections of the thesis, such as surveys, survey permissions, population sample list etc. documents are given in the appendices. Appendices should be cited in the text with their appendix number, and appendices should be opened on a separate page after the bibliography with the appendix number and appendix title. A thesis should generally include the following appendices. Attachments may differ depending on the subject and content of the thesis. Below are examples of suffixes used in the thesis.

Appendix 1. Applied measurement tools (with the permission of the owner of the measurement tool)

Appendix 2. Permit to use measuring instruments

Appendix 3. Research application permit document

Appendix 4. Author's CV (see Appendix 12)

# APPENDICES

## Appendix 1. Example of Outer Cover

****

**(Height: 3 cm; Width: 3 cm))**

**T.C.**

**TOKAT GAZİOSMANPAŞA UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**

**EDUCATIONAL SCIENCES DEPARTMENT**

**EDUCATION PROGRAMS AND TEACHING MASTER PROGRAM**

 **(12 FONT BOLD)**

**TITLE**

 **(14 FONT BOLD)**

**MA THESIS**

**(12 FONT BOLD)**

**Lokman ÇAVDAR**

**(12 FONT BOLD)**

**TOKAT**

**July, 2018**

**(12 FONT BOLD)**

## Ek 2. İç Kapak Örneği

****

**(Genişlik: 3 cm; Yükseklik: 3 cm)**

**T.C.**

**TOKAT GAZİOSMANPAŞA UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**

**EDUCATIONAL SCIENCES DEPARTMENT**

**EDUCATION PROGRAMS AND TEACHING MASTER PROGRAM**

**(12 FONT BOLD)**

**TITLE OF THE THESIS**

**(14 FONT BOLD)**

**MA THESIS**

**(12 FONT BOLD)**

**Lokman ÇAVDAR**

**(12 FONT BOLD)**

**First Advisor: Doç. Dr. Kerem KILIÇER**

**Second Advisor: Dr. Öğr. Üyesi Esma Emmioğlu SARIKAYA**

**(12 FONT BOLD)**

**TOKAT**

**July, 2018**

**(12 FONT BOLD)**

## Ek 3. Backpack Title

**Please Note: The backpack text sample below should be placed horizontally at the junction of the front and back cover of the thesis on the unopened face. The purpose of this is to display the tag information when the thesis is put on the shelf in the library layout.**

Lokman ÇAVDAR

Temmuz, 2018

TITLE OF THE THESIS

## Ek 4. Ethical Agreement Page Sample

**ETHICAL AGREEMENT**

With this document, all information gathering and reporting process in this thesis is carried out in accordance with Tokat Gaziosmanpaşa University Graduate Studies Regulation, Institute Graduate Studies Thesis Writing Guide, general academic rules and ethical principles; I declare that this thesis has been scanned with the "plagiarism prevention" program, that I refer to all information, thoughts and findings that do not belong to me, and that I have shown the source, I accept that the responsibility belongs to me.

Tarih: …./…../…….

Tezi hazırlayan öğrencinin

Adı Soyadı

İmza

İmza

## Ek 5. Sample Jury Approval Page

Lisansüstü Eğitim Enstitüsü Müdürlüğü’ne,

…………………………………’nın……………………………………………….. …………………………………………………………………………………………………………………………………………………… adlı çalışması ………………………. tarihinde jürimiz tarafından ………………………………………… Anabilim / Ana Sanat Dalı’nda yüksek lisans / doktora tezi olarak kabul edilmiştir.

Adı Soyadı İmza

Başkan: ...................................................................................... ...........................

Üye (Tez Danışmanı): ................................................................... ...........................

Üye : .............................................................................................. ............................

Üye : .............................................................................................. .............................

Üye : .............................................................................................. .............................

Onay

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

…/…/201..

…………………………

Enstitü Müdürü

## Ek 6. Abstract Example (Turkish)

**ÖZET**

KODLAMA ÖĞRETİMİNDE KULLANILAN ÇEVRİMİÇİ PLATFORMLARIN DEĞERLENDİRİLMESİ: CODE.ORG ÖRNEĞİ

Çavdar, Lokman

Yüksek Lisans, Eğitim Programları ve Öğretim Bilim Dalı

Tez Danışmanı: Doç. Dr. Kerem Kılıçer

İkinci Danışman: Dr. Öğr. Üyesi Esma Emmioğlu Sarıkaya

Temmuz 2018, xii + 150 sayfa

Bu araştırmada, kodlama öğretiminde kullanılan çevrimiçi platformlardan biri olan Code.org’un eğitim programı ve yazılımsal özellikleri bakımından bütünsel olarak değerlendirilmesi amaçlanmıştır. Eğitim programının değerlendirilmesinde “Tyler’ın Hedefe Dayalı Değerlendirme Modeli” temel alınmıştır. Araştırmanın zenginleştirilmesi amacıyla modelde bahsedilen “Hedef” öğesine ek olarak programın diğer öğeleri olan “İçerik”, “Eğitim Durumları” ve “Sınama Durumları” da değerlendirme kapsamına alınmıştır. Yazılımsal değerlendirme aşamasında ise çokluortam özellikleri-biçimsel uygunluk ve kullanışlılık olmak üzere iki boyutta değerlendirme çalışması yapılmıştır. Çalışma betimsel ve deneysel yöntemlerden elde edilen nicel ve nitel verilerin bir arada yorumlandığı bir karma yöntem araştırmasıdır. Eğitim programının değerlendirilmesinde anket, başarı testi, araştırmacı notları, gözlem ve görüş formları gibi çeşitli veri toplama araçlarıyla elde edilen veriler ve platform üzerinde tutulan istatistiklerden yararlanılmıştır. İlk olarak platformun sunduğu eğitim programına sadık kalınarak ortaokul seviyesindeki 22 öğrenciyle toplam 22 saatlik uygulama gerçekleştirilmiştir. Tek grup öntest-sontest deneysel desene göre gerçekleştirilen uygulama sürecinde; öğrencilerin program kazanımlarına ulaşma düzeyleri hazırlanan başarı testi ile, öğrenme yaşantılarının niteliği ise 6 ders boyunca yapılan gözlemler, uygulama süreci sonunda öğrencilerden alınan görüşler ve sürecin tamamına ilişkin tutulan araştırmacı notlarıyla bütünsel olarak değerlendirilmiştir. Platform üzerinde tutulan çeşitli istatistikler ise yapılan değerlendirmeyi desteklemek amacıyla kullanılmıştır. Ayrıca Türkiye genelinde Code.org platformunu kullanan çoğunluğu Bilişim Teknolojileri branşında olan 225 öğretmene anket uygulanmış ve elde edilen verilerle eğitim programının öğeleri ve platformun yazılımsal özellikleri değerlendirilmiştir. Yazılımın değerlendirilmesinde araştırmacı notlarından da faydalanılmıştır. Araştırma bulgularına göre Code.org platformundaki program kazanımlarının öğrenci gelişim düzeylerine kısmen uygun olduğu, içeriğin hedeflenen öğrenmeyi sağlama bakımından eksiklerinin olduğu ve sınama durumlarının düzey ve çeşitlilik açısından yetersiz olduğu sonuçlarına ulaşılmıştır. Başarı testi sonuçlarına göre sontest lehine anlamlı bir artışın olduğu görülmüştür. Belirlenen kazanımlara ulaşılma düzeyi açısından programın kısmen yeterli olduğu ancak bu durumun öğrenme yaşantısındaki eksikliklerden ve kodlama öğretimi gereği başarı testine ilişkin notlandırmanın dereceli puanlama anahtarına göre yapılmasından kaynaklanabileceği sonucuna ulaşılmıştır. Platformun çokluortam tasarımı açısından güçlü bir yapıya sahip olduğu, ancak yardım, destek ve yönergeler gibi konularda eksikliklerin olduğu ve kullanıcı gereksinimleri doğrultusunda özelleştirilebilme konusunda yetersiz durumda olduğu sonuçlarına ulaşılmıştır.

Anahtar Kelimeler: Program Değerlendirme,Yazılım Değerlendirme, Kodlama Öğretimi, Çokluortam, Kullanışlılık

## Ek 7. Abstract Örneği

**ABSTRACT**

EVALUATION OF THE ONLINE PLATFORMS USED IN teachıng codıng: CODE.ORG

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Master’s Thesis, Division of Curriculum and Instruction

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In this research, it is aimed to evaluate Code.org, which is one of the online platforms used in teaching coding, as a whole in terms of curriculum and software features. The evaluation of the curriculum is based on the ‘’Tyler's Objective-Centered Evaluation Model’’. For the enrichment of the study, the other items mentioned in the model such as "Content", "Methods" and "Assessments" are included in the evaluation in addition to the "Objective". Software evaluation has been made in two dimensions including multimedia features-formal conformity and usability. The study is a mixed method of interpretation of quantitative and qualitative data obtained from descriptive and experimental methods. In the curriculum evaluation, the data obtained by various data collection instruments such as questionnaire, achievement test, researcher's notes, observation and feedback forms, and statistics kept on the platform are used. First, the 22-hour lesson was conducted with 22 students at secondary school level, according to the training program offered by the platform. In the one group pretest-posttest design process; the level of the students' achievement of the program objectives were assessed holistically with the prepared achievement test; the quality of learning experiences were assessed with the observations made during 6 lessons, students’ opinions at the end of the implementation process, and the researcher notes related to the process in its entirety. The various statistics held on the platform were used to support the evaluation. Furthermore, questionnaire was implemented to the 225 teachers, most of who are from ICT branch and using Code.org platform in Turkey, and then with the help of the obtained data, the curriculum components and the software features of the platform were evaluated. The researcher's notes were also used in the evaluation of the software. According to the research findings, it is found that the objectives are partially suitable for the development level of the students; the content is missing in terms of ensuring targeted learning; and the assessments are inadequate in terms of level and diversity. According to the results of the achievement test, it is seen that there is a significant increase in favor of posttest. It is concluded that in terms of the level of achievement of the specified targets, the program is partially sufficient, but this has been achieved as a result of the lack of learning experience and the scoring rubric. It is also concluded that the platform has a strong structure in terms of multimedia design, but there are insufficiencies in issues such as help, support and instructions, and it is inadequate to customize in line with user requirements.

Keywords: Curriculum Evaluation, Software Evaluation, Coding Education, Multimedia, Usability

## Appendix 8. Table of Contents Example Örneği

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## Ek 11. List of Abbreviations Example

## Ek 12. CV Example

**CV**

|  |  |
| --- | --- |
| Name and surname | Lokman ÇAVDAR |
| Personal Information | Nationality: T.C.Birth Date and Place:  01.01.1990 / Sivas |
| Contact information | E-posta: lokmancavdar@xmail.com |
| Education Information | High School: 2000–2004 XXXX LisesiBA: 2004-2007 XXXX Üniversitesi XXXX Fakültesi XXXX Bölümü MA: XXXX Üniversitesi XXXX Enstitüsü XXXX Programı |
| Work Experience | 2009-now: Milli Eğitim Bakanlığı XXXX İl Milli Eğitim Müdürlüğü, XXXX Ortaokulu |