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Introduction

It includes information about the purpose, significance, conceptual – theoretical framework and study in general. Palatino Linotype style 9,5 font, single line spacing, the first line indented 1 cm, 6 nk space after paragraphs. References should be prepared based on APA 7 reference and citing displaying essences. Citing should be given like this example (Adams, 2014; Brown & Caste, 2004; Toran et al., 2019). Direct quotations are written within “”. If the direct quotation is longer than 40 words, then it should be written without using “” as a separate paragraph, indented and in 9 fonts.

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Method

It gives information about the method and the process followed in the study. Palatino Linotype style 9,5 font, single line spacing, first line indented 1 cm, 6 nk space after paragraphs. References should be prepared based on APA 7 reference and citing displaying essences. Citing should be given like this example (Adams, 2014; Brown & Caste, 2004; Toran et al., 2019).

Second Level Headings

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**Results or Findings**

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**Table 1.** Table name should be Palatino Linotype 9,5 font and first letter word capital

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Appointment Status | Graduation | | | | | | | | | | Total | |  |
| GL | | AL | | SL | | AÖL | | KMLCGE | |  |
|  | f | % | f | % | f | % | f | % | f | % | f | % |  |
| Appointed | 143 | 44.1 | 102 | 53.7 | 143 | 46.6 | 97 | 49.7 | 14 | 20.9 | 499 | 46.1 |  |
| Unappointment | 181 | 55.9 | 88 | 46.3 | 164 | 53.4 | 98 | 50.3 | 53 | 79.1 | 584 | 53.9 |  |
| Total | 324 | 100 | 190 | 100 | 307 | 100 | 195 | 100 | 67 | 100 | 1083 | 100 |  |

*x*2=23.10 *sd*=4 *p*<.01

Table number should be bold, Palatino Linotype style 9,5 font, single line spacing with Roman number. Table Name Should be Palatino Linotype 9,5 font, italic and First Letter Words Capital.

Table should be Palatino Linotype 9 font.



**Figure 1.** Figure name should be Palatino Linotype 9,5 font, and first letter word capital

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Discussion

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Conclusion and Implications

It is the main section in which the collected data and findings/results are concluded, implications are made, and suggestions are presented. Palatino Linotype style 9,5 font, single line spacing, first line indented 1 cm, 6 nk space after paragraphs. References should be prepared based on APA 7 reference and citing displaying essences. Citing should be given like this example (Adams, 2014; Brown & Caste, 2004; Toran et al., 2019).

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**Declarations**

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Aguilera García, J. L. (2019). La tutoría universitaria como práctica docente: fundamentos y métodos para el desarrollo de planes de acción tutorial en la universidad. *Pro-Posições*, *30*, e20170038. <https://doi.org/10.1590/1980-6248-2017-0038>

Deniz, Ü., & Pinar, W. F. (2025). Invoking teacher agency and professional identity through Currere: Insights from within Türkiye's centralized education system. *Journal of Curriculum Studies*, 1–29. <https://doi.org/10.1080/00220272.2025.2506431>

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Kwiek, M. (2019). Changing European academics: A comparative study of social stratification, work patterns and research productivity. *European Educational Research Journal*, *18*(1), 5-26. <https://doi.org/10.1177/1474904118790900>

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Biesta, G. (2013). *The beautiful risk of education*. Paradigm Publishers. <https://doi.org/10.4324/9781315635866>

McLaren, P. (2015). *Life in schools: An introduction to critical pedagogy in the foundations of education* (6th ed.). Pearson.

Pinar, W. F. (2004). *What is curriculum theory?* Routledge. <https://doi.org/10.4324/9781410609793>

***Books with Multiple Editors and Chapters***

Hayden, M., & Thompson, J. (2013). International schools. In R. Pearce (Ed.), *International education and schools: Moving beyond the first 40 years* (pp. 3-24). Bloomsbury Academic. <https://doi.org/10.5040/9781472553034>

Hargreaves, L. (2009). The status and prestige of teachers and teaching. In L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 217–229). Springer. <https://doi.org/10.1007/978-0-387-73317-3_14>

Schwartz, S. J., Luyckx, K., & Vignoles, V. L. (Eds.). (2011). *Handbook of identity theory and research*. Springer.

**Master’s Thesis**

Schneider, M. S. (2019). *Student sustainability leadership development at Portland State University: Developing holistic sustainability leaders* (Unpublished master's thesis). Portland State University, Portland, OR.

**Doctoral Dissertation**

Day, J. (2023). *Baby Boomers, Gen X, Millennials, and Gen Z teachers: A comparison of generational preferences for leadership practices* (Unpublished doctoral dissertation). Purdue University, West Lafayette, IN.

Alvarez, K. D. (2023). *Undergraduate students of color raising children and persisting in higher education* (Unpublished doctoral dissertation). Portland State University, Portland, OR.

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Ho, S. S. (2020). *Real-time video teaching can improve classroom teaching.* Retrieved September 9, 2021, from <https://www.universityworldnews.com/post.php?story=20200410135834115#:~:text=Based%20on%20real%2Dtime%20data,difficult%20class%20content%20they%20encounter>

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**Conference Proceeding**

Armstrong, D. B., Fogarty, G. J., & Dingsdag, D. (2007). Scales measuring characteristics of small business information systems. In Tan, W-G (Ed.), *Proceedings of Research, Relevance and Rigour: Coming of age: 18th Australasian Conference on Information Systems*(pp. 163-171). Toowoomba, Australia: University of Southern Queensland.

Taylor, J. A. (2006). *Assessment: a tool for development and engagement in the first* *year of university study.* Paper presented at the Engaging Students: 9th Pacific Rim in Higher Education (FYHE) Conference, Griffith, Australia*.*Retrieved December 9, 2023, from <http://www.fyhe.com.au/past_papers/2006/Papers/Taylor.pdf>

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