

Analysis of title and abstract tendencies of classroom education articles published in education faculties journals in Turkey

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ABSTRACT

As they provide more detailed and comprehensive information on the subject to be researched, articles are important guides and sources. In this context, this study was made for the purpose of determining the "Title" and "Abstract" sections of the articles published on "Classroom Education" in the educational journals scanned in TÜBİTAK TR Directory between 2013-2019. Within the scope of qualitative research, the study group was formed by selecting 428 articles in 22 education faculty journals scanned using the criterion sampling method. The data were analyzed by document analysis. It was determined that the titles of these articles reflected the content at the rate of 96.49%, the number of words used in the titles was the most (39.48%) in the range of 10-12 words, and the keywords were given "partially" (64.16%). The articles were categorized into 14 different subject areas as a result of the codings made. The most (22.66%) preferred topic among those categories was "Attitude- Success-Determination of Interest-Perception-Anxiety". While 78.03% of the articles' abstracts didn't start with a theoretical knowledge, 94.15% of them contained information for purpose and scope and 57.94% of them for method at abstract sections. The articles' abstracts also included universe and study group information in 91.82%, data collection tool in 83.87%, findings or conclusions in 95.32%, however the suggestions were not mentioned 87.61% of them. In addition, in 58.87% of them, keywords were included in the range of "1-3" words. Based on these findings, it was observed that the title parts reflect the content and include "partially" keywords. Although the universe, sample, data collection tool, findings and results are generally included, it is concluded that the abstract parts is insufficient in terms of method and suggestion information. Considering that most researchers examine a study starting from the title and abstract parts, it should be noted that the title and abstract parts should be clear, certain and comprehensive in order to find the study worthy for examining. Therefore, within the framework of the obtained results, some suggestions were made for the prospective teachers studying in the education faculty as the course related to scientific research can be carried out more effectively.

Keywords: Classroom education, Journal of Education Faculty, title, abstract, document analysis.

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INTRODUCTION

Research is a systematic method used to identify a problem, to create a hypothesis, to obtain data, to analyze data and to arrive somewhere related to the it (Demirbaş, 2019). In the research process, starting with a natural curiosity within the scope of a scientific research, it is an important issue that there is a problem or situation

that attracts researchers and motivates them to do research (Çalık, 2019). Problem is defined as the matter that the researchers will try to find answers (Büyüköztürk et al., 2014). While determining the research problem, more attention should be paid to its' being searchable, important to the field, achievable, clear, understandable,

measurable, appropriate and ethical (Tural, 2019). Moreover science is a systematic application involving scientific process, it is based on facts and is generally defined as the task of finding “facts” (Karamustafaoğlu and Değirmenci, 2018).

The abstract of the study in a scientific research is one of the first places to be read by readers. So, in an article examined by the researcher, he decides whether the researcher is related to the subject he is interested in by reading the abstract of it (Tural, 2019). For this reason, the abstract part of a study should express the study meticulously. In a well-written research abstract, the purpose and content of the research should be written perfectly and the information should be consistent with each other (Tural, 2019). It should also include the most information with the minimum word containing the purpose, method, data collection tool, discussion and result of the research.

Making a literature review before researching the topic or the situation is important. In this way, the researcher can obtain information about whether the research being worked on, has been studied in advance, whether it will fill a gap in the literature and whether the subject is workable. Academic journals are the easiest way for individuals to access scientific studies in the most accurate and fastest way. Because of this, it is important to read academic journals published in the relevant field in order to make education even more advanced (Karamustafaoğlu and Değirmenci, 2019).

In this context, the researches on article review are also available in the literature. In many of the articles in the journals, it is observed that there is no standard and deficiencies in the title and abstract part. The qualifications of these studies in the field of education will also determine their contribution to the relevant field (Karamustafaoğlu and Değirmenci, 2019).

So, even if all other parts of the studies to be examined by the researchers are perfect, the title and abstract are foremost important parts of a study in terms of being the first sections to be browsed. If these are not adequately designed, the possibility of reading the whole study by researchers may also decrease. By examining the titles and abstracts of the journals whose time periods have been determined and which published between these years, reporting and expressing a general view of related to them should contribute to do a better quality of future research.

From this point of view, the aim of the study is to examine the titles and abstract tendencies of the articles published in the field of “Classroom Education” in open access educational journals published in TR Directory between 2013-2019.

Therefore, the problem sentence of the study was determined as “*What are the title and abstract tendencies of the articles indexed in TÜBİTAK TR Directory and open to access, published in educational magazines and published in the field of classroom education between the*

years 2013-2019 in Turkey”.

Subproblems

1. What are the title tendencies of the articles in the field of “classroom education” published in the journals between 2013-2019?

- a) Does the title provide information about the study? Does it reflect the content of the study?
- b) What is the number of words in the title?
- c) Are the keywords related to the research included in the title?

2. What are the abstract tendencies of the articles in the field of “classroom education” published in the journals between 2013-2019?

- a) In which category is the subject of the article?
- b) Is the abstract started with theoretical knowledge?
- c) Are the purpose and scope of the study included in the abstract?
- d) Does the abstract reflect the method of the study?
- e) Are the universe and sample (study group) of the study mentioned in the abstract?
- f) Is the data collection tool included in the abstract?
- g) Are the findings or results of the study expressed in the abstract?
- h) Are the recommendations or suggestions of the study expressed in the abstract?
- i) Are the keywords related to the research included in the abstract?

METHODOLOGY

This study organized within the scope of qualitative research approach, was carried out under document analysis method in an analytical perspective. Document review is the analysis of written materials that contain information about the phenomenon or facts to be investigated (Yıldırım and Şimşek, 2018). Within the framework of this method, the documents and studies related to the research to be carried out are collected and examined (Karamustafaoğlu and Değirmenci, 2018).

The studies whose subject is “Classroom Education” were reached according to the purpose determined in this study. Moving into “4 + 4 + 4 educational system” in 2013 was the reason for taking 2013 as starting year. Then, among the scientific journals published under the education faculties, a total of 22 educational journals in the TÜBİTAK TR Directory were determined as data collection tools in the research. In the selection of the journals, the journals at <https://trdizin.gov.tr/statistics/list> AcceptedJournals.xhtml were limited to the keywords of “education faculty, 2013-2019 year range and classroom

education” and they were first accessed on 24.11.2019. These 428 articles and demographic structure of 22 journals they published are given in Table 1 in alphabetical order.

Journals' review process

Within the framework of the analysis, the articles published in the field of “classroom education” in the journals of 22 education faculties between 2013-2019 were examined. A total of 5926 articles

published in these magazines were reached at first. Then, a data collection tool was created in line with the feedback of an expert faculty member. Accordingly, regarding to title parts such criteria as “*the number of words in the title, the status of the keywords in the title, whether the title contains information about the study*” were taken into consideration. In respect of abstract parts, such criteria as “*the subject of the article and the availability of theoretical information; reflecting the purpose and scope of the study; inclusion of the method of the study, the group of the study, the*

data collection tool, findings, suggestions and keywords” were also considered. In this study, 22 educational journals on “Classroom Education” which are available under the education faculties and published between 2013-2019 were handled. A total of 428 articles published between these years were examined. After the articles were examined in terms of “title, summary and keywords” and determined to be in the field of classroom education, the abstracts of them were shown to two faculty members experts in their field, and their opinions were also obtained.

Table 1. Demographic features of the faculty of education journals reviewed determination of the journals.

No.	Journal Name	ISSN	Year	Publication Number	Total Number of Published Articles	Number of Articles Published on "Classroom Education"
1	Abant İzzet Baysal University Education Faculty	1303-0439	(2013-2019)	23	571	58
2	Ahi Evran University Journal of Kırşehir Education Faculty	2147-1037	(2013-2019)	33	560	39
3	Ankara University Journal of Faculty of Educational Sciences	1301-3718	(2013-2019)	13	143	15
4	Ankara University Faculty of Educational Sciences Journal of Special Education	1304-7639	(2013-2019)	21	130	9
5	Balıkesir University Necati Bey Faculty of Education Journal	1307-6086	(2013-2019)	13	226	8
6	Bartın University Journal of Faculty of Education	1308-7177	(2013-2019)	19	396	35
7	Baskent University Journal of Education	2148-3485	(2013-2019)	14	151	6
8	Journal of Bayburt Education Faculty	1307-1076	(2013-2019)	13	178	12
9	Cukurova University Faculty of Education Journal	1302-9967	(2013-2019)	14	186	12
10	Ege Journal of Education	1307-4474	(2013-2019)	12	174	5
11	Erzincan University Journal of Education Faculty	2148-7510	(2013-2019)	16	319	12
12	Gazi Univesity Jorunal of Gazi Educational Faculty	1301-9058	(2013-2019)	21	241	11
13	Hacettepe University Journal of Education	1300-5340	(2013-2019)	28	536	36
14	Inonu University Journal of the Faculty of Education	1300-2899	(2013-2019)	20	298	24
15	Marmara University Atatürk Education Faculty Journal of Educational Sciences	1300-8889	(2013-2019)	14	141	10
16	Mehmet Akif Ersoy University Journal of Education Faculty	1302-8944	(2013-2019)	27	387	30
17	Mersin University Journal of the Faculty of Education	1305-5429	(2013-2019)	20	437	23
18	On Dokuz Mayıs University Journal of Faculty of Education	1300-302X	(2013-2019)	13	175	14
19	Pamukkale University Joournal of Education	1301-0085	(2013-2019)	14	182	14
20	Trakya University Trakya Journal of Education	2630-6301	(2013-2019)	14	102	28
21	Journal of Uludag University Faculty of Education	2667-6788	(2013-2019)	13	209	12
22	Van Yuzuncu Yil University Journal of Education	1305-2020	(2013-2019)	6	184	15

Universe and sample (study group)

All education faculty journals published perpetually between 2013-2019 in Turkey in TUBITAK TR Index, constituted the universe of the study. In selection of them, the journals at <https://trdizin.gov.tr/statistics/listAcceptedJournals.xhtml> were limited to the keywords of "education faculty, 2013-2019 year range and classroom education".

Those were first accessed on 24.11.2019. All the articles in those journals published between 2013 and 2019, which were determined by the criterion sampling method, were examined within the scope of the research. Then, 428 of them were determined and the study group was formed. A fact to be examined in scientific studies may consist of events, individuals or situations that contain certain characteristics (Büyüköztürk et al., 2014).

Since the issues of Trakya Education Magazine published in 2013, 2014 and 2018 and the 17th volume of Abant İzzet Baysal Education Faculty Journal could not be reached, those were not sampled.

Data collection and analysis

Within the framework of the working group, all the articles were examined one by one. Therefore, the data were collected and analyzed by document analysis. Document analysis involves the analysis of written materials that contain information about the fact or facts intended for investigation. In qualitative research, document analysis can be used either as a stand-alone data collection method or in combination with other data collection methods (Yıldırım and Şimşek, 2013: 217). While creating the codes in the analysis process, the relevant literature was taken into consideration. After the created codes were combined into categories, the frequency and percentage values of them were calculated.

RESULTS

According to the research questions, the data obtained from the articles published in the journals included in the study were enclosed with figures respectively. So, the findings obtained within the scope of first research question "*What are the title tendencies of the articles in the field of "classroom education" published in the journals between 2013-2019?"*" were presented in figures.

When the titles of the classroom education articles published in education faculties' journals between 2013-2019 were examined, the findings for "*Does the title provide information about the study? Does it reflect the content of the study?"*" question were shown in Figure 1.

As seen in Figure 1, the titles preferred in the majority of articles reflected the content of the study and gave information about it (96.4%). When the titles of the articles included in the study were examined, the findings

for "*What is the number of words in the title?"*" question were presented in Figure 2.

When the number of the words used in the titles of the articles on classroom education published in education faculty journals between 2013-2019 was examined, it was determined that the most preferred number range was 10-12 (39.4%). On the other hand, the number of articles with fewer than 5 words is very low (1.63%).

The findings for "*Are the keywords related to research included in the title?"*" question was shown in Figure 3.

As seen in Figure 3, most of the articles examined, included only some of the keywords preferred for the research (62.1%).

After reviewing of the title parts of the articles had been completed, the analysis of the abstract sections was started. Therefore, the findings obtained under second research question "*What are the abstract tendencies of the articles in the field of "classroom education" published in the journals between 2013-2019?"*", were categorized into 14 subject areas and presented in figures. In this context, the findings for "*In which category is the subject of the article?"*" question were shown in Figure 4.

As shown in Figure 4, the article topics in the abstracts were categorized in 14 different topics. The most preferred of them (22.6%) was "*attitude - success-interest determination - perception-anxiety.*" The least preferred subject category (0.93%) was "*computer-assisted teaching*". Another research question was "*Is the abstract started with theoretical knowledge?"*" The findings for it was given in Figure 5.

According to Figure 5, 333 of the 428 studies included in the study, did not conclude a theoretical information in the abstract sections (77.8%), on the other hand, 92 articles (21.4%) started with theoretical knowledge. When the abstract of the articles in the scope of the research were examined, the findings for "*Are the purpose and scope of the study included in the abstract?"*" question were presented in Figure 6.

As seen in Figure 6, a great majority of the articles (94.1%) provided information about the purpose of the study in their abstract sections. 18 of them presented information, but they did not fully meet the purpose and scope (4.2%). In 7 of them, no information was given regarding the purpose and scope (1.6%). Findings for "*Does the abstract reflect the method of the study?"*" question were shown in Figure 7.

As can be seen in Figure 7, among 428, in the abstract sections of 248 articles, the information about the method of the study is included. Findings for "*Are the universe and sample (study group) of the study mentioned in the abstract?"*" were shown in Figure 8.

As seen in Figure 8, most of the articles (91.8%) included in the study's universe and study group information.

Findings for "*Is the data collection tool included in the abstract?"*" question were given in Figure 9.

As shown in Figure 9, a huge number of the articles

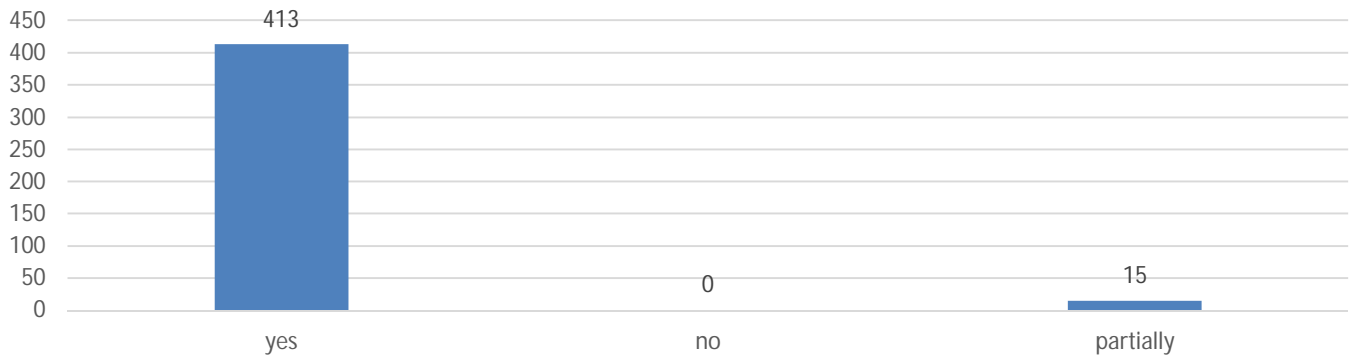


Figure 1. The status of the title in terms of "Providing Information about the Research and Projecting the Content of the Research".

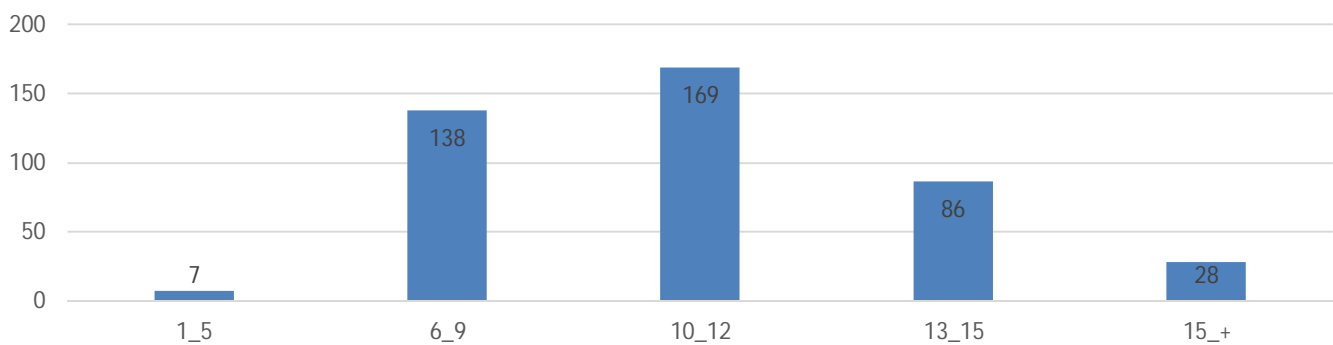


Figure 2. The status of the titles in terms of the numbers used.

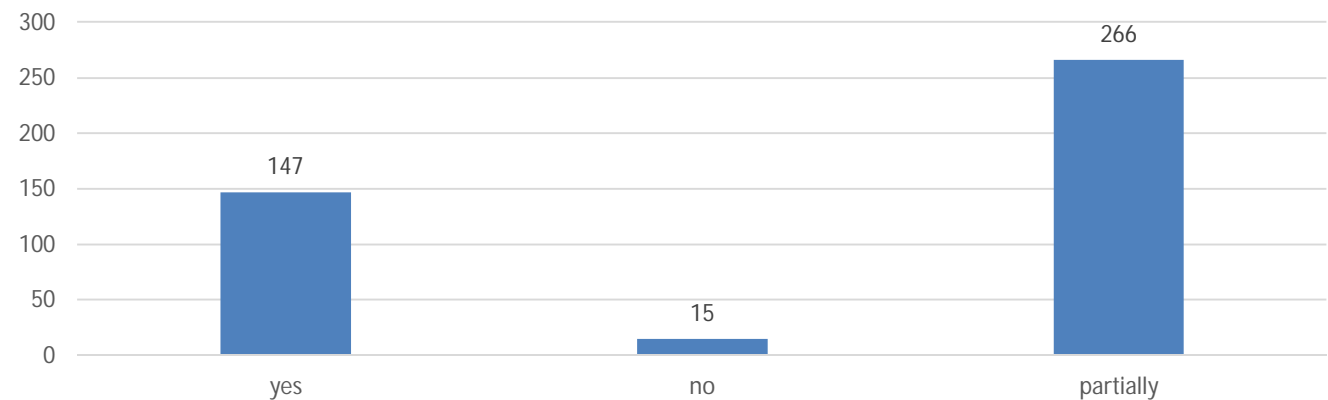


Figure 3. The status of the titles in terms of involving keywords related to the study.

provides information about the data collection tool in abstract sections (83.8%). Findings for "Are the findings or results of the study expressed in the abstract?" question were presented in Figure 10.

When examining Figure 10, it could be understood that a great majority of the articles (95.3%) contain the study's findings or results in abstract parts. Only in 20 of 428 articles (4.7%) there wasn't any knowledge for findings or results of the study in abstract sections. Findings for "Are

the recommendations or suggestions of the study expressed in the abstract?" question was presented in Figure 11.

As seen in Figure 11, while the study's recommendations or suggestions were not included in the abstract section of 375 of 428 articles (87.6%), 53 articles (12.4%) provide informations about them. Findings for "Are the keywords related to the research included in the abstract?" are shown in Figure 12.

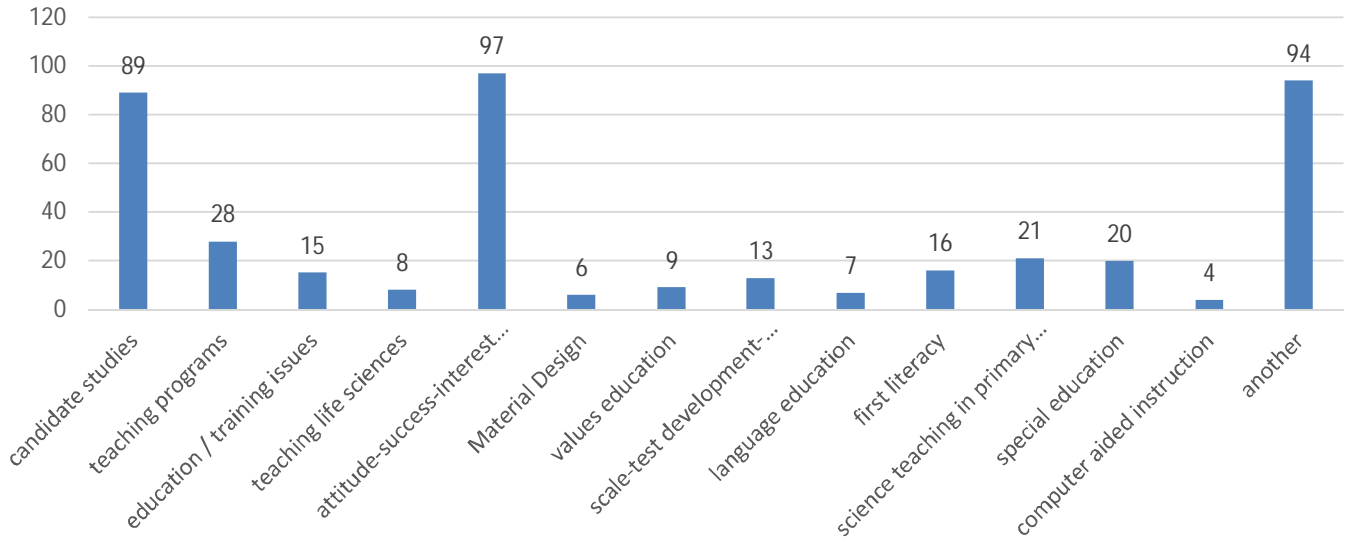


Figure 4. The status of the subject areas of the articles.

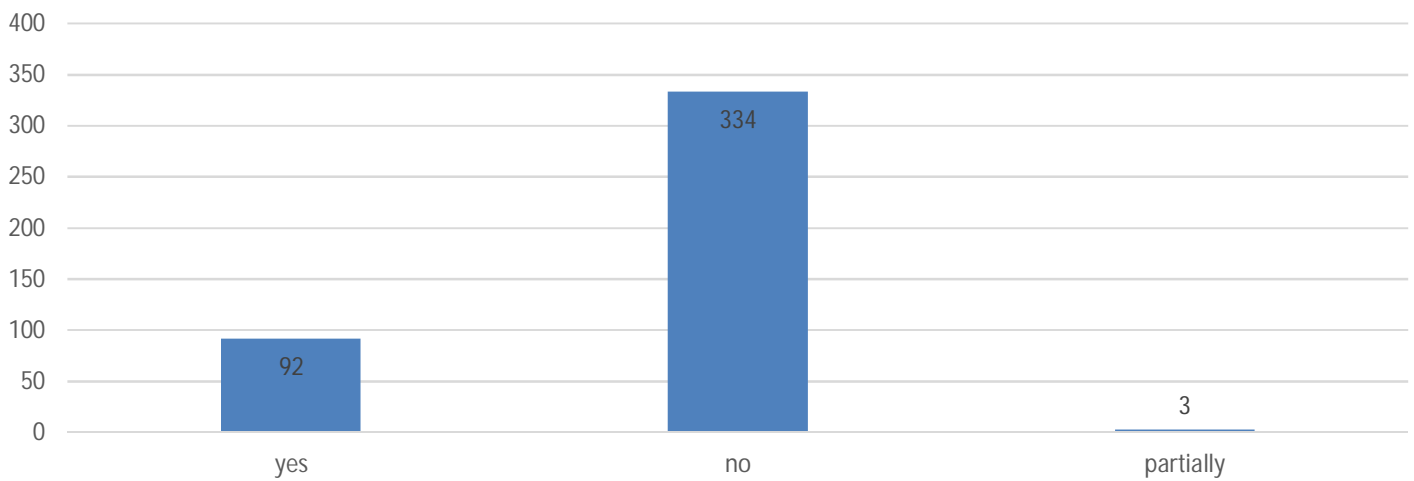


Figure 5. The status of the abstracts in terms of starting with theoretical knowledge.

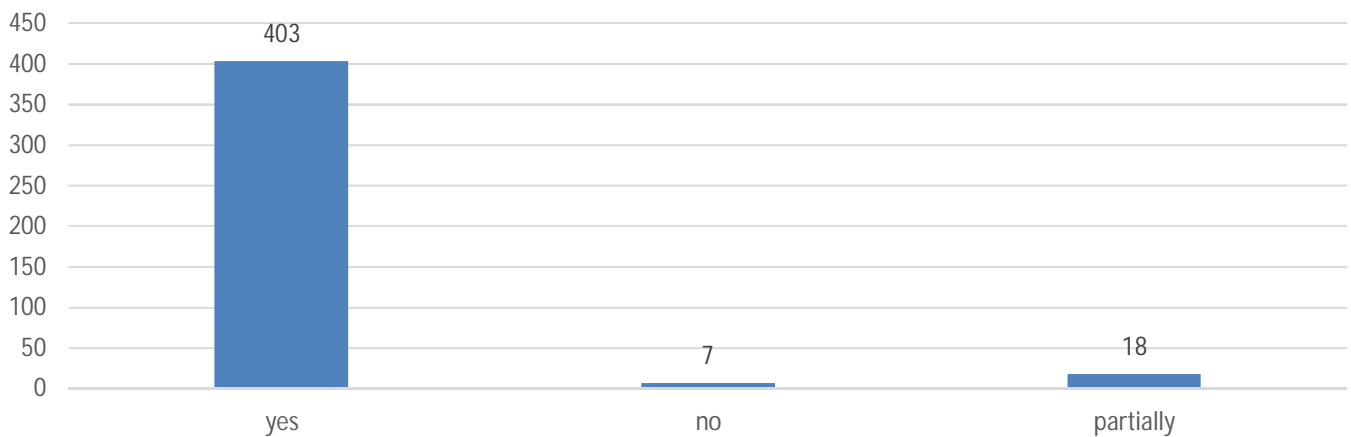


Figure 6. The status of the abstracts in terms of including the purpose and scope of the study.

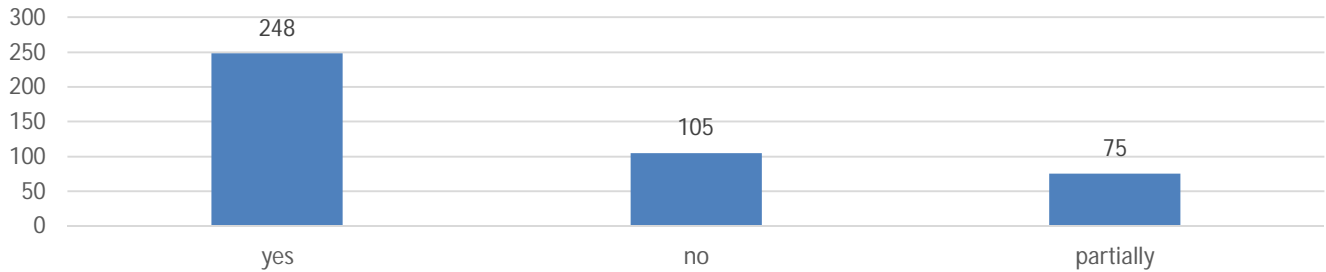


Figure 7. The status of the abstracts in terms of reflecting the method of the study.



Figure 8. The status of the abstracts in terms of reflecting the universe and sample of the study.



Figure 1. The status of the abstracts in terms of involving the data collection tool of the study.



Figure 10. The status of the abstracts in terms of involving the findings or results of the study.

As seen in Figure 12, in 252 of 428 articles the keywords of the article are in the range of 1-3 (58.8%), while in 90 of them are in the range of 4-5 (21.0%). On the other hand, in 69 of them more than 5 words (16.1%) used for keywords.

DISCUSSION

In this study, 428 articles about “classroom education” in 22 educational faculty journals with TR index scanned in ULAKBİM have been handled. When the titles of the

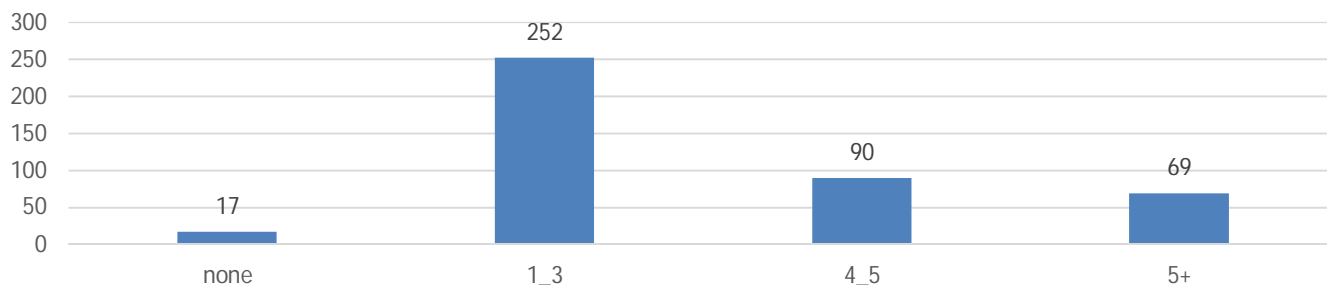


Figure 12. The status of the abstracts in terms of involving the keywords of the study.

articles on “classroom education” published in the journals of education faculties between 2013-2019 are examined, it is seen that the title sections reflect the contents and provided information about the research at the ratio of 96.49%. It is determined that the number of the words mostly used in the titles of the articles is at 10-12 word range with a rate of 39.48%. It is also observed that the second most preferred word range was between 6-9 with a rate of 32.24% and the least preferred word range was between 1-5 with a ratio of 1.63%. While 34.34% of the articles consist the keywords in their titles, 3.50% of them don't involve any keywords. But in the vast majority of articles (64.16%), keywords are partially taken place in their titles. According to the research conducted by Turan et al. (2018), doctoral dissertation titles prepared in the field of Turkish education were generally created in accordance with the spelling criteria. In the titles of them, 6-10 word range was the most preferred (44.3%) and 11-15 words range was the second with a 42.65% rate.

At first step, researchers read the title of a study. Therefore, since the number of people who read the whole study is lower, the words in the title should be chosen very carefully. In the study where Sevim and Özdemir Erem (2012) examined the titles of master's theses, it has been concluded that 43.8% of the titles are written in line with the accepted criteria. In the study conducted by Deniz and Karagöl (2017), it has been determined that the number of words of the title varies from 15 to 26 words in the thesis writing guides. Similarly, it is seen in this study that the number of words used in the titles is mostly between 6-12 words. So, these statements support the findings in the literature.

In the research, the articles have been categorized as 14 different subject areas. The most preferred of these categories is “attitude-success-determination-interest-perception-anxiety” with a 22.66% rate while the least preferred one is “computer aided education” with a 0.93% ratio. In the study of Şahin et al. (2013) who studied postgraduate theses in the field of classroom teacher education between 2005-2010, it has been observed that the researches have been carried out primarily in the fields of Turkish education, then Science Education and Mathematics education. In the study of Şahin (2019), in

which he studied postgraduate theses in the field of classroom teaching between 2008-2018, it has been observed that studies are conducted mostly in the fields of Turkish, Mathematics, Science and Social Studies, respectively. On the other hand he found that Guidance, Foreign Language Teaching, Children's Literature, Music and Physical Education and Play Teaching are the least preferred subject areas. In parallel with these findings, it is seen that the topics of the articles examined in the study differ variously.

No theoretical information has been taken place in the abstract sections in 78.03% of the studies included in the research. It should be appropriate for the abstracts to contain enough information in the introductory sentence. This information may be the purpose, importance, or consequences of the research. The most outstanding finding and result can also be included in the abstract. Therefore, many of the studies researched, present purpose information in their abstracts.

According to this study, 94.15% of the articles have mentioned the purpose and scope in their abstract sections. On the other hand, in 1.65% of the articles, the purpose and scope are not mentioned. Similarly, according to the study of Turan et al. (2018), the purpose of the research have stated in 98.2% of the abstracts of the doctoral theses in the field of Turkish education. With reference to the research conducted by Sevim and Özdemir Erem (2012), it is seen that the purpose information of the researches is included in the summary section of 128 master's theses. In the abstract sections of 216 graduate theses examined within the scope of the study of Coşkun and Kan (2013), 'the purpose of the research' has been included in 88% of master thesis abstracts and 99% in doctoral thesis abstracts. According to the research carried out by Aktaş and Uzuner Yurt (2015), it is seen that the information of "the purpose of the research" in the abstract sections of 724 articles published in the field of Turkish education is at the rate of 90.88%. As those, it is seen that purpose and scope information is generally included in the summary of the researches.

Information for the method is included in the abstract sections of 57.94% of the articles while 24.53% of them don't conclude any information about their methods.

Similarly, the method information in the thesis abstracts has been found to be 67.2% (Turan et al., 2018). In their study, Coşkun and Kan (2013) have found that methodology has been included at the rate of 45% in master's degree and 48% in doctoral theses. Sevim and Özdemir Erem (2012) have found that the method of the research is not sufficiently included in the master thesis abstracts. According to the research conducted by Aktaş and Uzuner Yurt (2015), it has been found that the method part is included in the summary at the rate of 39.92%. Accordingly, it can be concluded that the method information is not sufficient in the summary section of the researches.

91.82% of the articles contain information about their universes and samples. According to Turan, Sevim and Tunagör (2018), the sample or study group information is included in the rate of 78.92% in the abstract sections of the theses. Researchers arrive at the conclusion that the universe and sampling information mostly takes place in the article abstracts. In the study of Aktaş and Uzuner Yurt (2015), they have found that the sample information is included in the summary at a rate of 69.06%. Coşkun and Kan (2013) have also found that universe and sampling information was 51% in master thesis abstracts and 53% in doctoral thesis abstracts. In the study of Sevim and Özdemir Erem (2012), it is concluded that in the thesis abstracts, the knowledge of the universe and sampling is not handled sufficiently. When the researches carried out over the years, are examined it can be seen that the information on the universe and sample is increasingly included in the abstracts. This situation can be attributed to increasing number of the studies such as document analysis and to revealing the deficiencies in the researches carried out as a result of identifying and reporting the deficiencies.

Information about the data collection tool was included in 83.87% of the articles' abstracts. According to this research, the level of expression of data collection tools is high. Similarly, Aktaş and Uzuner Yurt (2015) have stated that data collection tool information is adequately addressed in the summary of the articles. In the research conducted by Turan et al. (2018), it has been found that data collection techniques at the rate of 74% and the information on data analysis techniques at 65.4% are included in thesis summaries. Coşkun and Kan (2013) have concluded that data collection information is not sufficiently expressed in the summaries of theses. Sevim and Özdemir Erem (2012) have also found that knowledge of data analysis techniques is not sufficient in thesis abstracts.

In this study, it is seen that 95.32% of the relevant article summaries included the findings or conclusions. In the research carried out by Turan, Sevim and Tunagör (2018), the information on findings is included in the thesis abstracts at a rate of 50.7%. In the study done by Aktaş and Uzuner Yurt (2015), it has been determined that the information on the findings in the summary

section is mentioned at a rate of 24.86%. Turan et al. (2018) have found that information about the findings is included in the abstract sections at a rate of 90.1%. In the study where Aktaş and Uzuner Yurt (2015) examined the summary section of the articles, it has been found that "information of the result of the research" is included in the rate of 60.08%.

In this study, it is determined that 87.61% of the relevant article abstracts do not include the recommendations for the researches. In the research conducted by Turan et al. (2018), they have found that thesis abstracts are insufficient to include their suggestion information. Aktaş and Uzuner Yurt (2015) have found that the suggestion information is included at the rate of 15.88% in the article abstracts. Therefore, it can be concluded that suggestions are not sufficiently addressed in summary sections.

The keywords used in the abstracts of the research are in the range of 1-3 words in 58% of the articles. In 3.97% of them, no the keyword is used. In the research conducted by Turan et al. (2018), they have found that the number of keywords in the thesis abstracts is mostly in the range of 4-5 words. In the study of Aktaş and Uzuner Yurt (2015), it is concluded that the word distribution of keywords is between 4-5 words (50.14%). Deniz and Karagöl (2017) have also found that keywords are never mentioned in 46.7% of the studies they examined.

A well-planned abstract should state the scope and main objectives of the research, define the methodology used, summarize the findings, indicate the main results and provide relevant recommendations (Büyükoztürk et al., 2014). In this context, when the result of the research is evaluated in general, the abstract parts of the related researches included the universe, sample, data collection tool, findings or results. At the point of addressing the method and suggestion sections of the researches, it has been observed that the abstracts are insufficient. This may be caused due to the inadequacy of the training received by the researchers on the scientific research and reporting.

RECOMMENDATIONS

Based on the results obtained from the research, the following suggestions should be made:

- Lessons related to scientific research can be applied more effectively and practically to undergraduate students.
- Students can be encouraged to attend various symposiums while they are at the undergraduate level.
- Discussion environments related to the subject can be created continuously with the students.
- A similar study can be done on foreign journals.
- A similar study can be carried out under meta-analysis

technique.

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