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**THE REPUBLIC OF TURKEY**

**MUĞLA SITKI KOÇMAN UNIVERSITY**

**INSTITUTE OF EDUCATION SCIENCES**

**DEPARTMENT OF ……………………**

**…………… PROGRAM**

**TITLE OF THE THESIS**

**NAME AND SURNAME OF THE WRITER**

**MASTER THESIS**

**JANUARY, 2021**

**MUGLA**

**THE REPUBLIC OF TURKEY**

**MUĞLA SITKI KOÇMAN UNIVERSITY**

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| It was used in the review of the abstract section of the thesis/dissertation. |  |
| It was used in the literature review and for finding relevant resources. |  |
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| It was used to determine or shape the thesis/dissertation title. |  |
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The Social Contribution and Sustainable Development Fundamental Goals within the scope of the study titled “Thesis/dissertation Name……………………” that I submitted as my master’s/ thesis/dissertation are shown by marking the relevant sections in the tables below.

|  |
| --- |
| **SOCIAL CONTRIBUTION****(Read each item and tick the appropriate boxes\*\*)** |
| Determination and Analysis of Priority Needs of the Society |  |
| Scientific Research and Development Studies Contributing to the Society |  |
| Education, Information and Awareness Studies for the Society |  |
| Scientific and Innovative Solutions to Priority Problems of the Society |  |
| Collaboration with Stakeholders such as Public, Private Sector and Civil Society Organizations for the Society |  |
| Contribution to Local, National and Global Historical and Cultural Values |  |
| Social Responsibility and Cultural Activities Conducted for the Benefit of the Society |  |
| Other (please explain)……………….. |  |

*\*\* More than one marking is possible.*

|  |
| --- |
| **SUSTAINABLE DEVELOPMENT BASIC GOALS****(Read each item and tick the appropriate boxes\*\*)** |
| Goal 1: No Poverty |  |
| Goal 2: Zero Hunger |  |
| Goal 3: Good Health and Wellbeing |  |
| Goal 4: Quality Education |  |
| Goal 5: Gender Equality |  |
| Goal 6: Clean Water and Sanitation |  |
| Goal 7: Affordable and Clean Energy |  |
| Goal 8: Decent Work and Economic Growth |  |
| Goal 9: Industry, Innovation and Infrastructure |  |
| Goal 10: Reduced Inequalities |  |
| Goal 11: Sustainable Cities and Communities |  |
| Goal 12: Responsible Production and Consumption |  |
| Goal 13: Climate Action |  |
| Goal 14: Life Below Water |  |
| Goal 15: Life on Land |  |
| Goal 16: Peace, Justice and Strong Institutions |  |
| Goal 17: Partnerships for the Goals |  |
| Other (please explain)……………. |  |

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# ABSTRACT

**TITLE OF THE THESIS**

**NAME AND SURNAME OF THE WRITER**

**Master Thesis, Department of ………………………..**

**Supervisor: ……………………………..**

**January 2021, xxx pages**

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*Keywords*: keyword, keyword, keyword, keyword, keyword, keyword, keyword, keyword, keyword

# ÖZET

**TEZİN BAŞLIĞI**

**TEZ YAZARININ ADI SOYADI**

**Yüksek Lisans Tezi, ………………… Bilim / Sanat Dalı**

**Tez Danışmanı: ………………………………**

**Ocak 2021, xxx sayfa**

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# ACKNOWLEDGEMENT

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# LIST OF ABBREVIATIONS

**Abbreviations Explanation**

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# LIST OF APPENDICES

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# SECTION I

# INTRODUCTION

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## 1.1. Problem Status

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## 1.2. Problem Statement

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## 1.3. Purpose of the Research

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## 1.5. Assumptions of the Research

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## 1.6. Limitations of the Research

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## 1.7. Definitions

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# SECTION II

# THEORETICAL FRAMEWORK and RELATED RESEARCH

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## 2.1. Theoretical Framework

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## 2.3. Related Domestic Studies

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## 2.4. Relevant International Studies

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# SECTION III

# METHODS

## 3.1. Research Model

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## 3.2. Sample / Study Group / Participants

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## 3.3. Data Collection Tools

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## 3.4. Data Collection

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## 3.5. Data Analyses

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# SECTION IV

# FINDINGS

## 4.1. Findings Obtained Towards Sub-problems / Sub-goals

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## 4.2. Findings Obtained Towards Sub-problems / Sub-goals

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## 4.7. Findings Obtained Towards Sub-problems / Sub-goals

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## 4.8. Findings Obtained Towards Sub-problems / Sub-goals

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# SECTION V

# DISCUSSION, CONSCLUSION, and SUGGESTIONS

## 5.1. Discussion

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## 5.2. Results

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## 5.3. Suggestions

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# REFERENCES

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Abanoz, T. (2020). *STEM yaklaşımına uygun fen etkinliklerinin okul öncesi dönem çocuklarının bilimsel süreç becerilerine etkisinin incelenmesi* (Tez No. 629972) [Doktora Tezi, Gazi Üniversitesi]. YÖK Ulusal Tez Merkezi.

Balakrishnan, R. (2006, March 25-26). *Why aren't we using 3D user interfaces, and will we ever?* [Paper presentation]. IEEE Symposium on 3D User Interfaces, VA, USA. http://dx.doi.org/10.1109/vr.2006.148

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84, 191-215.

Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel F. (2019). *Eğitimde bilimsel araştırma yöntemleri* (27. bs.). Pegem Akademi. https://doi.org/10.14527/9789944919289

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Günbatar, M. S. (2019). Web destekli eğitim. S. Şahin (Ed.), *Eğitimde bilişim teknolojileri I-II* içinde (5. bs., s.433-452). Pegem Akademi. https://doi.org/10.14527/9786053183846

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# APPENDICES

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If the Ethics Committee Report document will be included in the appendix, the parts with wet signatures should be cut (recommended) or blacked out.

If e-mail screenshots containing the measurement tool usage permissions will be included in the appendix, the contact names and e-mail information should be blacked out.

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