**TITLE OF PRESENTATION**

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**Abstract**

It should be written in Times New Roman, 12 Point, 1 line spacing. It should consist of at least 250 and at most 400 words.

**Background:** In this part, information about the subject and the purpose of the study should be presented.

**Materials and Methods:** The study should provide detailed information about the materials used and the methods applied.

**Results:** The findings obtained in the study should be presented and a discussion section should be presented by comparing them with the literature.

**Conclusion:** All results obtained and recommendations, if any, should be presented.

**Keywords:** There must be at least 4 keywords. Keywords should be separated by commas.

NOTE: Research studies must include a structured abstract. There is no need for a structured abstract for review studies.

**INTRODUCTION**

It should be written in Times New Roman, 12 Point, 1.5 line spacing. In the introduction part, information about the subject, current examples and the purpose of the study should be presented.

**MATERIALS AND METHODS**

It should be written in Times New Roman, 12 Point, 1.5 line spacing. The study should provide detailed information about the materials used and the methods applied.

**FINDINGS AND DISCUSSION**

It should be written in Times New Roman, 12 Point, 1.5 line spacing. The findings obtained in the study should be presented and compared with the literature and a discussion section should be presented.

**CONCLUSION**

It should be written in Times New Roman, 12 Point, 1.5 line spacing. All results obtained and recommendations, if any, should be presented.

**REFERENCES**

Under this heading, cited sources should be listed by surname in lowercase letters.

**Article:**

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, *8*(3), 207–217.

Panettieri, R. C. (2015). Can critical-thinking skills be taught? *Radiologic Technology, 86*(6), 686–688. <http://www.radiologictechnology.org/content/86/6/686.extract>.

Reynolds, J., & Moskovitz, C. (2008). Calibrated peer review assignments in science courses: Are they designed to promote critical thinking and writing skills? *Journal of College Science Teaching, 38*(2), 60–66.

Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of “Dr. House.” *PLoS ONE, 13*(3), Article e0193972.

**Book:**

Jackson, L. M. (2019). The psychology of prejudice: From attitudes to social action (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>.

Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin Books.

Svendsen, S., & Løber, L. (2020). The big picture/Academic writing: The one-hour guide (3rd digital ed.). Hans Reitzel Forlag. <https://thebigpicture-academicwriting.digi.hansreitzel.dk/>.

Torino, G. C., Rivera, D. P., Capodilupo, C. M., Nadal, K. L., & Sue, D. W. (Eds.). (2019). Microaggression theory: Influence and implications. John Wiley & Sons. <https://doi.org/10.1002/9781119466642>.

**Internet resources:**

American Psychological Association. (2020). American Psychological Association strategic plan. <https://www.apa.org/about/apa/strategic-plan>.

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***https://apastyle.apa.org/style-grammar-guidelines/references/examples***