

**Title of the Article**

Author names, Designations

**Article information**

Received: 13th January 2022 Volume: …

Received in revised form: 12th March 2022 Issue: …

Accepted: 15th April 2022 DOI: …

Available online: 6th June 2022

**Abstract**

What is an abstract? An abstract is a concise summary of a research paper or entire thesis. It is an original work, not an excerpted passage. An abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper. What is an abstract? An abstract is a concise summary of a research paper or entire thesis. It is an original work, not an excerpted passage. An abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper.

**Abstract in Article Language**

An original research article offers a detailed report of the techniques and methods used to conduct original research and their results. The results obtained are often through analytical and experimental studies with defined research questions and hypotheses. The findings of the study are mentioned in the discussion section with implications whether the findings have proved or disproved the hypothesis. These types of articles in journals may also contain survey/interview responses or detailed observations in place of wet-lab experiments. This type of journal article will have the basic IMRAD structure – Introduction, Methods, and Results and Discussion. Original research articles undergo a peer-reviewed process to ensure their quality before it is published.

Keywords: - up to 5 or 6 separated by commas

1. **Introduction (*Heading 1*)**

Insert text (**Times New Roman font, size 10, and single-line spacing, contents should be pasted in Text only format**).

The Introduction should give a brief precise of the study in a broad context and highlight why it is important and necessary. It should give a general background of the study, define a problem, emphasize the purpose/justification for its execution, and provide a clear and concise study objective. Hypotheses should also be addressed here.

The current state of the research field should be carefully reviewed, and key publications, especially updated ones, should be cited. The Introduction should be comprehensible and connect the points mentioned above with a dynamic flow of reading, making it available to scientists outside of the specific research field. Citations should be given in parentheses, using only the last name of the first author followed by the year, without commas or periods.

**Examples of citations:**

***Single author****:* The author's last names first letter should be in uppercase and the rest in lowercase, whether it appears inside or outside parentheses. Examples: In the text: (Smitha, 2024) or Smitha (2024).

***Two authors***: When referencing an article authored by two individuals, include both authors' last names followed by the publication date each time you mention it in the text. Examples: In the text: James and Sara (2023) or (James & Sara, 2003).

***Three or more authors****:* In cases where it has three or more authors, only the last name of the first author should be used, followed by the Latin expression "et al.", and then the publication date. Examples: In the text: Agarwal et al. (2023) or (Agarwal et al., 2023).

1. **Ease of Use**
   1. ***Selecting a Template (Heading 2)***

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size.

* 1. ***Maintaining the Integrity of the Specifications***

The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. The measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

**III. Prepare Your Paper Before Styling**

Before you begin to format your paper, first write and save the content as a separate text file. Complete all content and organizational editing before formatting. Please note sections A-D below for more information on proofreading, spelling and grammar.

Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads-the template will do that for you.

***a. Abbreviations and Acronyms***

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

1. ***Units***

* Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive”.
* Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
* Do not mix complete spellings and abbreviations of units: “Wb/m2” or “webers per square meter”, not “webers/m2”. Spell out units when they appear in text: “. . . a few henries”, not “. . . a few H”.
* Use a zero before decimal points: “0.25”, not “.25”. Use “cm3”, not “cc”. (*bullet list*)

1. ***Equations if any***

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus ( / ), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in:

*a**b* 

Note that the equation is centered using a centre tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “(1)”, not “Eq. (1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”

***d. Some Common Mistakes***

The word “data” is plural, not singular.

The subscript for the permeability of vacuum **0, and other common scientific constants, is zero with subscript formatting, not a lowercase letter “o”.

In American English, commas, semicolons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)

A graph within a graph is an “inset”, not an “insert”. The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).

Do not use the word “essentially” to mean “approximately” or “effectively”.

In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.

Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.

Do not confuse “imply” and “infer”.

The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.

There is no period after the “et” in the Latin abbreviation “et al.”.

The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

An excellent style manual for science writers is [7].

**IV Using the Template**

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

***Authors and Affiliations***

The template is designed for, but not limited to, six authors. A minimum of one author is required for all conference articles. Author names should be listed starting from left to right and then moving down to the next line. This is the author sequence that will be used in future citations and by indexing services. Names should not be listed in columns nor group by affiliation. Please keep your affiliations as succinct as possible (for example, do not differentiate among departments of the same organization).

***For papers with more than six authors****: Add author names horizontally, moving to a third row if needed for more than 8 authors.*

***For papers with less than six authors****:* To change the default, adjust the template as follows.

***Selection****:* Highlight all author and affiliation lines.

***Change number of columns****:* Select the Columns icon from the MS Word Standard toolbar and then select the correct number of columns from the selection palette.

***Deletion****:* Delete the author and affiliation lines for the extra authors.

1. ***Identify the Headings***

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is “Heading 5”. Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract”, will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named “Heading 1”, “Heading 2”, “Heading 3”, and “Heading 4” are prescribed.

1. ***Figures and Tables***

***Positioning Figures and Tables****: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1”, even at the beginning of a sentence.*

| **Table Head** | **Table Column Head** | | |
| --- | --- | --- | --- |
| ***Table column subhead*** | ***Subhead*** | ***Subhead*** |
| copy | More table copya |  |  |

Sample of a Table footnote. (*Table footnote*)

Example of a figure caption. (*figure caption*)

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”. If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization {A[m(1)]}”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

**Acknowledgment**

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression “one of us (R. B. G.) thanks ...”. Instead, try “R. B. G. thanks...”. Put sponsor acknowledgments in the unnumbered footnote on the first page.

**References**

Gibbs, G. (1995). Talking about teaching “How can promoting excellent teachers promote excellent teaching?” Innovations in Education and Training International, 32(1), 78-84.

Glazer, C., Abbott, L., & Harris, J. (2004). A teacher-developed process for collaborative professional reflection. Reflective Practice, 5(1), 33-46.

Gönen, İ, K. (2016). A study on Reflective Reciprocal Peer Coaching for Pre-service Teachers: Change in Reflectivity. Journal of Education and Training Studies, Vol 4(7), 211-225.

Cameron, M., & Lovett, S. (2015). Sustaining the commitment and realising the potential of highly promising teachers. Teachers and Teaching,21(2), 150-163. https://doi.org/10.1080/13540602.2014.928132

Cochran-Smith M. (2004). The problem of teacher education. Journal of Teacher Education, 55(4), 295–299.

Cochran-Smith M., Craig C. J., Orland-Barak L., Cole C., Hill-Jackson V. (2022). Agents, agency and teacher education. Journal of Teacher Education, 73(5), 445–448.

Cochran-Smith M., Reagan E. M. (2022). Centering equity in teacher education evaluation: From principles to transformative enactment. Journal of Teacher Education, 73(5), 449–462.

Sharpe, R., and Abrahams, I. (2020). Secondary school students’ attitudes to

practical work in biology, chemistry and physics in England. Res. Sci. Technol. Educ.38, 84–104. doi: 10.1080/02635143.2019.1597696

Wahlström, N., Adolfsson, C-H., & Vogt, B. (2020). Making social studies in standards-based curricula. Journal of Social Science Education, 19(SI), 66-81.

Ferguson-Patrick, K., Reynolds, R., & Macqueen, S. (2018). Integrating curriculum: a case study of teaching Global education. European Journal of Teacher Education, 41(2), 187-201.

**NB: All contents in the template should be erased and final submission should inlcude only the article content in the prescribed format given in the template**