**Title of the paper (Arial 14pt, bold, left aligned, paragraph spacing before 96 pt)**

(leave one 14 pt blank line here)

Abstract : (Arial 8pt, bold, 1 cm indent, left justified )

The abstract should be typed here (maximum 250 words). (Palatino 8pt, 1 cm indent, left aligned, normal text, single spacing).

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**Keywords:** please place 3-6 keywords here separated by comas.

**Introduction** (Heading, Arial 10pt, bold, left aligned)

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Manuscripts must be submitted in electronic format as Microsoft Word document file. (Body text, Palatino 10pt, normal, justified

(leave one 10pt blank line between paragraphs)

The paper should be prepared in English according to the written and/or visual guidelines shown here in this template. You may either format your own document, or copy and paste your text into appropriate places in this template, making sure that you maintain the template’s original format. You should delete all the coloured instructional text that appears in brackets throughout the document.

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**Details of manuscript preparation**

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*Page setup.* (Subheading, 10pt, italic, left aligned)

Page size should be formatted to single column, size A4.

* The margins are 2.54 cm from all sides, with no gutter.
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*Manuscript Organisation.*

The paper should be organized in the following order: title, authors, affiliations, e-mail (of the corresponding author only), abstract, body (text), acknowledgements and references.

*Headings and Subheadings.* Left justified headings (10pt, bold). No numbering required. Subheadings (10pt, italic) should lead a paragraph as shown.

*Blank lines and spaces*: Leave

* 2 blank lines before the abstract and before the first main heading.
* 1 blank line before headings and sub-heading

*Figures and images*. Figures and images should be in vector (eps, wmf, pdf) or high-resolution jpg or png format, and should be **inserted** (as opposed to cut and pasted) in the text, centred without text wrapping. Figure captions (10pt) should also be centred immediately below the figure with no line spacing. Figures must be numbered as shown below. Do not include grids or boxes unless absolutely necessary. Insert a single blank line before the figure and another blank line after the figure caption.



**Figure 1.** A representative figure (10pt, centred)

*Tables.* Numbered tables should be placed in the text and centred as shown below. Note that there are no horizontal or vertical lines in the body of the table. Insert a blank line before and after the figure. Table caption should appear centred before the table and must be preceded and followed with one blank 10pt line.

**Table 1.** A representative table. (10pt, centred)

|  |  |  |
| --- | --- | --- |
| Continent | Contributors | |
| Countries | Number |
| Europe | 13 | 73 |
| Asia | 12 | 32 |
| America | 4 | 28 |
| Africa | 3 | 8 |

**Acknowledgements** (leave a 10 pt blank line before and after)

Include any acknowledgements here.

**References** (leave a 10 pt blank line before and after)

They should be listed alphabetically in the format shown by the examples below (Palatino, 8pt, second and subsequent lines indented by 5mm). References in the text are cited by the last name of the authors followed by the year of publication in parentheses. Example: “…findings of Hermann (1995), Taylor and Smith (2005). If there are three or more authors, then cite in text with the first author’s last name followed with “et al.”. Example: “… a new classification of intellectual behaviour levels important in learning was developed in 1995 (Bloom et al., 1995)

*(Reference to a journal paper)*

Aikenhead, G. S., (1996). Science education: Border crossing into the subculture of science. *Studies in Science Education*, **27**, 1-52.

Sander, G. and Klein, F., (1987). Technology in a non-traditional learning environment. *Learning in Higher Education*, **4**(1), 92-98.

*(Reference to a book or section in a book)*

Lave, J., and Wenger, E., (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, England: Cambridge University Press.

*(Reference to papers in edited books)*

Berger, C. F., Lu, C. R., Belzer, S. J., and Voss, B. E., (1994). Research on the uses of technology in science education. In D. Gabel (Ed.), Handbook of research on science teaching and learning (pp. 466-490). New York: Macmillan.

*(Reference to a paper in conference proceedings)*

Rodriguez, P., Nussbaum, M., Zurita, G., Rosas, R. and Largos, F., (2001). Personal digital assistants in the classroom: an experience. Proceedings of the Ed-media World conference on Educational Multimedia, Hypermedia & Telecommunications, Association for the Advancement of Computing in Education, 1567-1572.

*(Reference to an internet source or Web site)*

Athans, M., (2001) “Portuguese research universities: Why not the best?” http://[www.math.ist.utl.pt/~jpnunes/PORTUG-RES-mathans.pdf](http://www.math.ist.utl.pt/~jpnunes/PORTUG-RES-mathans.pdf), (accessed April 2013)

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