[**Title**]

[**Author1**][[1]](#footnote-1)

[**Institution**]

[**Author2**][[2]](#footnote-2)

[**Institution**]

**Abstract**

Authors should write a one-block paragraph of about 200 words maximum. For research articles, abstracts should give a pertinent overview of the work following the IMRAD logic. It should present concisely the objectives, methodology used, results obtained, and their significance

**Keywords:** keyword 1, keyword 2, keyword 3 (List three to seven keywords ordered alphabetically).

**Papers’ length varies between 4000 and 7000 words.**

**Headings**

[Pay attention to follow your text style formatted to match APA requirements. The headers on the cover and continuation pages are also set up for APA standards. For more information about APA formatting requirements, please consult the APA Style Manual, 6th Edition.] or get help from the APA official website (<http://www.apastyle.org/learn/index.aspx>).

**References (*APA Manual* 6th ed. format)**

**Article in a journal**

Allexsaht-Snider, M, Deegan. J. G. & White, C. S. (1995). Educational renewal in an alternative teacher education program: Evolution of a school-university partnership. *Teaching and Teacher Education, 11(*5), 519-530.

**Chapter in a book**

Allsop, T. (1994). The language of partnership. In M. Wilkin and D. Sankey (Eds.), *Collaboration and Transition in Initial Teacher Training.* (pp. 42-55). London: Kogan Page.

**Edited Book**

Booth, M., Furlong., J. & Wilkin, M. (Eds.) (1990). *Partnership in initial teacher training.* London: Cassell.

**Book, single author**

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed approaches.* New York: Sage Publications.

**Book, multiple authors**

Furlong, V. J., Hirst, P. H., Pocklington, K., & Miles, S. (1988) *Initial teacher training and the role of the school.* London: Open University Press.

**Book, later editions**

Denzin, N. K. & Lincoln, Y. S. (Eds.) (2003). *Collecting and interpreting qualitative materials* (2nd ed.). London: Sage Publications.

Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). New York: McGraw Hill.

**Paper presented in a conference**

Borthwick, A. C., Stirling, T. & Cook, D. (2000) Achieving successful school-university collaboration. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED 441 774).

**Report from a web site on the Internet**

Brisard, E., Menter, I. & Smith, I. (2005). Models of partnership in initial teacher education. Full Report of a systematic review commissioned by the General Teaching Council for Scotland. GTCS Research, Research Publication No. 2, September, Edinburgh: GTCS. Retrieved from

 <http://www.gtcs.org.uk/nmsruntime/saveasdialog.asp?lID=825&sID=1254>

**Article from an online journal**

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods 1* (2), Article 2. Retrieved from <http://www.ualberta.ca/~ijqm>

**Book with no author specified from the Internet**

*Initial professional teacher education program handbook.* (August, 2004). University of Colorado at Denver: School of Education. Retrieved from <http://thunder1.cudenver.edu/ipte/ogreen/IPTEHandbook2006wcov.pdf>

**Unpublished master’s theses or doctoral dissertations**

Almaida, D. M. (1990). *Fathers’ participation in family work: Consequences for fathers’ stress and father-child relations.* Unpublished master’s thesis. University of Victoria, Victoria, British Columbia, Canada.

Wilfley, D. E. (1989). *Interpersonal analyses of bulimia: Normal-weight and obese.* Unpublished doctoral dissertation. University of Missouri, Columbia.

**Appendixes**

**Sample paper structure:**

The structure of the research article is mostly similar to this article.

**Abstract**

**Keywords**

**1. Introduction**

**2. Review of Literature**

*2.1 ....*

*2.2 ....*

*2.3 ....*

**3. Methodology**

*3.1 Context*

*3.2 Participants*

*3.3 Procedures*

**4. Results and Discussion**

**5. Conclusion**

**References**

**Appendix**

1. Author: [complete correspondence address and email] [↑](#footnote-ref-1)
2. Author: [complete correspondence address and email] [↑](#footnote-ref-2)