

# **Author Guidelines for *Open Mathematical Education Notes***

## **1. General guidelines**

- Papers are accepted only in English. US English spelling and punctuation is preferred.
- Manuscripts should be compiled in the following order: title page; abstract; keywords; main text; acknowledgments; appendixes (if any); references; table(s) with caption(s) (on individual pages); figure caption(s) (as a list).
- Abstracts of up to 250 words summarizing key points of the paper in a single paragraph are required for all papers submitted.
- Each paper should have 3-8 keywords.
- Section headings should be concise and numbered sequentially, using a decimal system for subsections.
- All the authors of a paper should include their full names, affiliations, postal addresses, telephone or fax numbers, and email addresses on the cover page of the manuscript. One author should be identified as the Corresponding Author.
- It is a condition of publication that authors assign copyright or license the publication rights in their articles, including abstracts, to IMVI. Authors are themselves responsible for obtaining permission to reproduce copyright material from other sources.

## **2. Formatting instructions**

The paper size is standard ISO A4 (210 × 297mm) with margins pre-set to create a main print area of 152.3 × 241.4mm (6 × 9.5"). Additionally, headers and footers have been pre-set at 12.7mm (0.5") from the top and bottom paper edges respectively. Use a single not double space after a period at the end of a sentence. Manuscripts may be submitted in Word (saved as .doc. or .docx) or PDF. LaTeX files should be converted to PDF prior to submission.

## **3. Main text**

Set body text paragraphs in 'Normal' style. The pre-set typeface Times New Roman is preferred, although Palatino and Times may be substituted. Words to be emphasized should be set in italics or boldface but not underline. Blank lines between paragraphs should be avoided.

## **4. Section headings**

Set first level section headings in 'Heading 1' style.

### **1.1. Subsection headings**

Set second level section headings in 'Heading 2' style.

#### **1.1.1. Third level headings**

Set third level section headings in 'Heading 3' style. Third level headings should be used sparingly. Text should not be nested deeper than this level.

## 5. Figures, tables and captions

Illustrations should be placed as close as possible to where they are first mentioned in the main text. Illustrations should be numbered consecutively throughout the paper and not section-wise. For example:

- Figure 1, Figure 2, etc.; not Figure 1-1, Figure 1-2, etc.
- Table 1, Table 2, etc.; not Table 1-1, Table 1-2, etc.

## 6. Equations

Equations should be numbered consecutively throughout the paper and not section-wise. The preferred typeface for equations is Times New Roman. For example:

$$F_{n+1} = F_n + F_{n-1} \quad (1)$$

## 7. Footnotes

Footnotes should be used sparingly<sup>1</sup>. (Peripheral comments and observations may also be incorporated into the main text within parentheses, as in this example.)

## 8. Bibliography

Bibliographical references should be numbered and listed at the end of the paper. When referenced in the main text, the citation number should be enclosed in square brackets, i.e., [1]. Precede the listing with the section heading “References” in its own paragraph. Italicize the publication name. Include the name(s) of the editor(s) of cited publications where appropriate. For example:

### References

- [1] Ellerton, N. F., and Clarkson, P. C. (1996). Language factors in mathematics teaching and learning. In A. J. Bishop et al. (Eds), *International Handbook of Mathematics Education*: 987–1033. Dordrecht: Kluwer Academic Publishers.
- [2] Kilpatrick, J. (1987). Problem formulating: Where do good problems come from? In A.H. Schoenfeld (Ed.), *Cognitive Science and Mathematics Education*, 123–147, Hillsdale, NJ: Lawrence Erlbaum.
- [3] Davis, P. J., Hersh, R., and Marchisotto, E. A. (1995). *The Mathematical Experience*. Boston: Birkhäuser.
- [4] Poyton, T. A. (2004). Computer literacy across the lifespan: a review with implications for educators. *Computers in Human Behavior*, **21**(6): 861-872.

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<sup>1</sup> This is an example of a Footnote, and these should be used sparingly.