Formatting Papers for the Journal of Effective Teaching and Learning Practices (JETLP)

(**Leave this section as is for the double-blind review process**) First A. Author, Second B. Author, and Third C. Author, Jr.

**Abstract**

These guidelines are provided for authors preparing manuscripts for submission to the Journal of Effective Teaching and Learning Practices (JETLP). Utilize this template if you're using Microsoft Word 6.0 or later; otherwise, treat this document as your instructional guide. Ensure that paper titles are written with a mix of uppercase and lowercase letters rather than being all uppercase. Steers clear of including lengthy formulas with subscripts in the title. The abstract should be a succinct yet thorough summary of your article, capturing the interest of potential readers and providing enough information to convey the relevance of your paper while enticing further exploration. Specifically, the abstract should stand alone, devoid of abbreviations, footnotes, or references, serving as a miniature representation of the full article. Aim for an abstract length of 150–250 words, adhering to these limits to avoid the need for subsequent editing. Craft the abstract as a single paragraph without displayed mathematical equations or tabular material. Incorporate three to six distinct keywords or phrases to enhance discoverability. Strive to avoid excessive repetition of these phrases to prevent search engine rejection. Ensure the abstract is grammatically correct and flows smoothly for readability.

*Keywords*—Enter three to six keywords or phrases in alphabetical order, separated by semi-colons.

*JETLP Category*—Choose one: Research, Practice, or Op-Ed. (Please note, Op-Eds are by invite only. Refer to the Author Guidelines for more details.)

**Heading Level 1 – Used for Each New Section, Times New Roman 13 Point, Bold, Left Justified and Title Case; One Blank Line Before and After Level 1 Heading**

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified. Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified. Block quotes in Times New Roman 11 point, indented 1.25 cm from

left and right. Fully justified. Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified.

**Heading Level 1 – Used for Each New Section, Times New Roman 13 Point, Bold, Left Justified and Title Case; One Blank Line Before and After Level 1 Heading**

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

***Heading level 2, Times New Roman 12-point, bold italics, left justified and sentence case, one blank line before and after level 2 headings.***

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

*Heading Level 3, Times New Roman 12 point, italics, indented 1.25cm and sentence case*The lead paragraph follows the level 3 heading. Body text, Times New Roman, fully justified at 12 points. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. text in the body. Times New Roman, fully justified at 12 points. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

Table 1: Tables ought to have a caption right above the table. 12-point Times New Roman font.

|  |  |  |
| --- | --- | --- |
| Section | Style | Detailsa |
| Title | Title | 24 pt, Bold, centered |
| Author names | Authors | 11 pt, Centered |
| Abstract | Abstract | 11 pt, Bold, the word “Abstract” is italicized |
| Keywords | Abstract | 11 pt, Bold, the word “Keywords” is italicized  |
| JETLP Category | Abstract | 11 pt, Bold, the words “JETLP Category” are italicized |
| Heading 1 | 1. Heading I | 13 Point, Bold, Left Justified and Title Case |
| Heading 2 | A. Heading 2 | 12-point, bold italics, left justified and sentence case |
| Heading 3 | 1) Heading 3 | 12-point, bold italics, left justified and sentence case |
| Main text | Text | 12 points fully justified |
| Figure caption | Figure caption | 12-point Times New Roman font |
| Table caption | Table Title | 12-point Times New Roman font |
| Bibliography | Bibliography | 12 points, hanging indent of 0.75cm and fully justified |

Figure 1: Figures should have a caption immediately below them. Times New Roman 12 point.

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph. Body text: 12 points completely justified Times New Roman font. The first line should be indented by 1.25 cm, except for paragraphs that come after Heading Level 1. There is a space between each paragraph.

**Acknowledgments**

Acknowledgments should be included at the conclusion of the manuscript if applicable. In this section, it should also be mentioned if the paper was presented at a conference. Fully justified, Times New Roman 12 point, with no indent.

**Author Bio**

The author's affiliations, research interests, experiences, and any other information they feel is pertinent to convey should all be included. (Between 150 and 200 words)

**References**

The list of references needs to be alphabetized. Times New Roman 12 point, fully justified, with a 0.75 cm dangling indent. The APA 7th Edition referencing style, for which the following examples are given, must be used for referring.

Anderson, J. O. (1990). *The impact of provincial examinations on education in British Columbia: General report*. British Columbia Department of Education.

Chudowsky, N., & Pellegino, J. W. (2003). Large-scale assessment that supports learning: What will it take? *Theory into Practice*, *42*(1), 75-83.

Earl, L. (1999). Assessment and accountability in education: Improvement or surveillance? *Education Canada*, *39*(3), 4-6.

Earl, L., & Torrance, N. (2000). Embedding accountability and improvement into large-scale assessment: What difference does it make? *Peabody Journal of Education*, *75*(4), 114-41.

Falk, B. (1998). Testing the way children learn: Principles for valid literacy assessment. *Language Arts*, *76*(1), 57-66.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). Teachers College Press.

Kohn, A. (2000). *The case against standardized testing: Raising scores, ruining the schools.* Heineman.

McNeil, L. (2000). Creating new inequalities: Contradictions of reform. *Phi Delta Kappan*, *81*(10), 729-34.

Yeh, S. S. (2001). Tests worth teaching to: Constructing state-mandated tests that emphasize critical thinking. *Educational Researcher*, *30*(9), 12-17.