

This is the title: Style sheet and template for ALM

First Author's name

Second name

Name your Institute here

Institute

Email address

email

Looking at authors' names above if there is only one delete a column and if three or more either add another column or three more rows. This section is where you write your abstract. It should be between 5 and 12 lines long. It is inset on both sides and italicised. The text immediately following will be "ALMnormal" text.

Contributions should be between 2000 and 5000 words. This is the normal text for the paper. It is called "ALMnormal" in the style sheet and is Times New Roman 12 point font. It also automatically allows a space after each paragraph and justifies the text. The first paragraph of your paper should just start with normal text rather than a heading. It is assumed that it is an introduction. Figure 1 on the next page shows where to find the styles. Do not change any of the styles.

As a general principle do not use the spacebar to add extra space at any stage of your paper.

Save your file under your name and make sure it saves as a word document.

Using the template

If you are just starting your paper highlight each title and type your particulars over it. If you have already written your paper copy the sections of text across into the style template. Save your file regularly and use ALM and your name in the title.

Write the main body of the paper in this style or copy it in from another source then highlight it and click on the "ALMnormal" style at the top left of the formatting ruler.

The page has been set up as A4 with 3cm margins at the top, left and right and a 2.5 cm margin at the bottom.

Headings

There are three levels of headings set up here. "ALMheading 1" is centred and should be used for introducing the major sections of the paper such as results or conclusion and references.

"ALMheading 2" is used for sections within the major headings.

"ALMheading 3" is used if you need to put headings within sections marked with heading 2. Most people will not have a need to use the third level of heading.

The heading above this is ALMheading 2 and the one below is ALMheading 3.

Third level heading

When you wish to use a figure or a table, create it and position it in the text. Table headings go above the table and are left justified while figure headings go below the figure and are centred. All these style heading settings have allowed appropriate spaces above and below. That means they will automatically occur if you use the appropriate style so do not use the space bar to add extra space.

When you wish to use a figure or a table create it and position it in the text. Reference should be made to all figures and tables before they appear in the text. Figure 1 below shows the position of the style on the ruler.

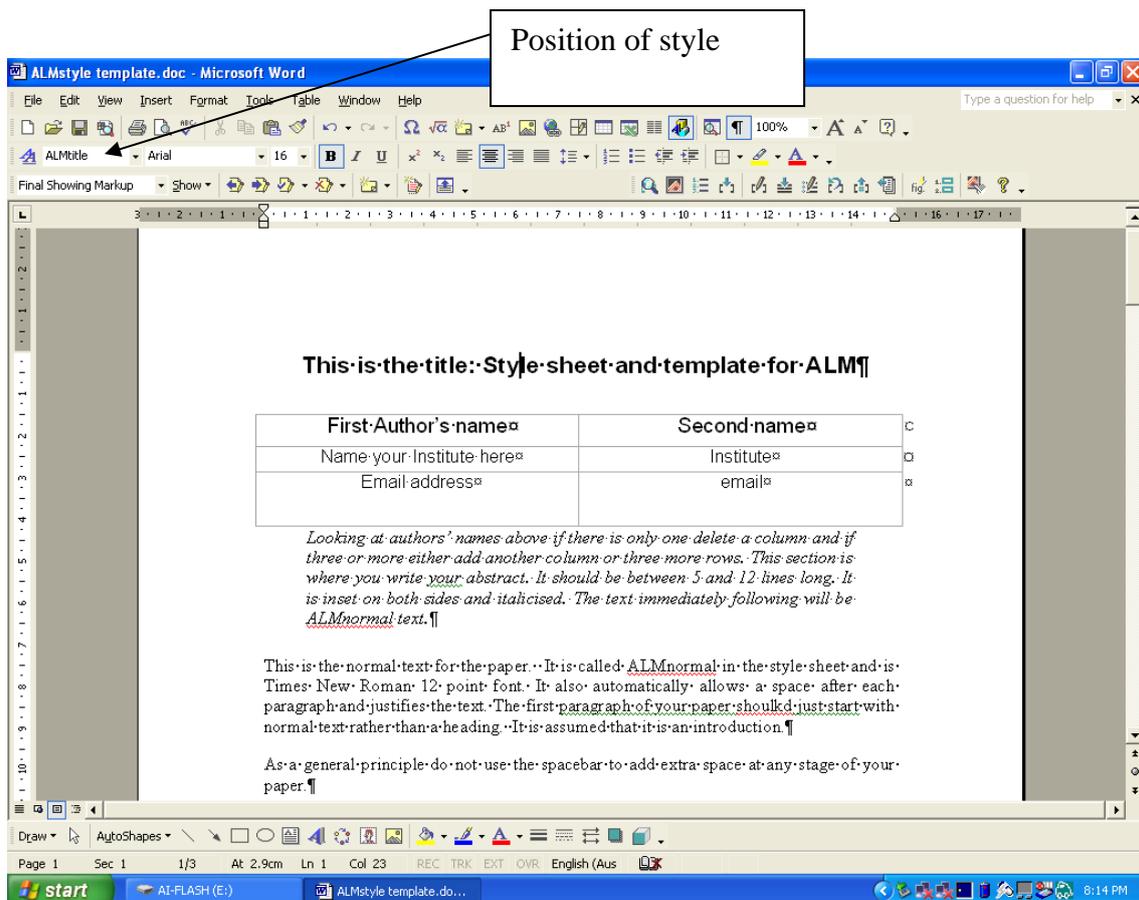


Figure 1. Screen showing position of style.

When you have inserted the figure into the text type the title for the figure, highlight it, and on the style bar at the top click on “ALMfigure heading”. All figures and tables should be placed so that if possible they fit on one page.

The text in tables is set up as a slightly smaller font so for table text use “ALMtable text” as in the table below and use “ALMtable heading” for the heading. As for all other styles just highlight the heading, go to the style as shown in figure 1 and click on the “ALMtable heading” to set up the heading. Insert your table then highlight it and select “ALMtabletext” for the text within the table.

Table 1. A table to show a table.

Group	Teaching approach	Assessment
Control	Traditional approach	Pre and post tests Attitude questionnaire
Experimental A	Cooperative group work	Pre and post tests Attitude questionnaire
Experimental B	Cooperative group work Multiple Intelligences	Pre and post tests Attitude questionnaire

This paragraph immediately following a table needs to be in style “ALMnormal after table” to put in the space necessary. The following paragraph will be just “ALMnormal” again and when you hit the enter key that is what you will get.

Quotes are set in on both ends and are slightly denser text. For a quotation that is over two lines use a separate paragraph and “ALMquote” as the style. Do not use quotation marks for this and make sure you include page number as well as reference. If typing in the template the text will automatically return to “ALMnormal” after the quote (Author, year, p. #).

Dots for dot points and numbering also have ALM styles called “ALMdot points” and “ALMnumbered points”. They are shown here with some general typing instructions.

- This is the dot point style. It is generally set in to 1 cm with the dot slightly inside the normal start for a paragraph
- When typing use the space bar only once to put a space between words or sentences. Also do not use enter more than once at any stage. We will set spaces between using the styles.

Now for the numbered points.

1. Encourage student participation
2. Use discussion initially in small groups
3. Once groups have had a chance to discuss issues then use whole class discussion to enable explanation and highlighting of critical points.

And after the numbered points return to normal text.

References

All references should be written APA style. Some samples are shown here.

Clarke, D. (2001). Understanding, assessing and developing young children’s mathematical thinking: Research as powerful tool for professional growth. In J. Bobis, B. Perry, & M. Mitchelmore (Eds.), *Numeracy and beyond: Proceedings of the 24th Annual Conference of the Mathematics Education Research Group of Australasia* (Vol. 1, pp. 9-26). Sydney: Mathematics Education Research Group of Australasia.

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- Copley, J. V. (2000). *The young child and mathematics*. Washington, DC: National Association for the Education of Young Children.
- Dellbridge, A., Bernard, J., Blair, D., Butler, S., Peters, P., & Yallop, C. (1997). *The Macquarie Dictionary*. Third edition. Sydney: The Macquarie Library.
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- Horne, M., Cheeseman, J., Clarke, D., Gronn, D., & McDonough, A. (2002, April). *Professional development and effective teaching: Developing students' mathematical thinking in the early years of school through enhancing teachers' knowledge*. Paper presented at the 80th Annual Meeting of the National Council of Teachers of Mathematics, Research Presession, Las Vegas, April, 2002.
- Lehrer, R., Jenkins, M., & Osana, H. (1998). Longitudinal study of children's reasoning about space and geometry. In R. Lehrer & D. Chazan (Eds.), *Designing learning environments for developing understanding of geometry and space* (pp. 137-168). Mahwah, NJ: Lawrence Erlbaum.
- Lilburn, P., & Rawson, P. (2000). *Oxford Primary Mathematics Level B Teacher Resource Book*. South Melbourne: Oxford University Press.
- Little, W., Fowler, H. W., & Coulson, J. (1975). *Shorter Oxford dictionary (3rd Ed. with corrections)*. London: Oxford University Press.