

Handbooks of Modern Greek Language

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Abstract

Each paper should include an abstract summarizing the main points of the study (up to 300 words), accompanied by a list of three to six keywords. The word "Abstract" should be written in 12-point font and in bold, while the abstract text and keywords should be in 10-point font. All text should be in Calibri font, fully justified, and single-spaced.

Keywords: education, textbooks, literature.

1. Introduction

This guide provides all the necessary information for formatting the submitted manuscripts, which will be included in the Conference Proceedings. You may use this document as a template to format your own paper.

The length of the manuscripts should not exceed 12 pages in total, including references and appendices.

The submitted file must be in .doc or .docx format. The file name should be the surname of the first author (in Greek, lowercase).

Email address for submission: conferenceducat@gmail.com

Please follow the instructions carefully, as failure to comply constitutes a serious reason for non-publication of your paper.

2. Structure of the Paper

● Research-based papers are recommended to follow the structure below:

- Introduction
- Brief description of the research study
- Rationale of the research study and short literature review of previous studies
- Methodology of the research process (research questions, aim and hypotheses of the study, sample, analysis techniques, as well as presentation and interpretation of results)
- Presentation, analysis, and discussion of results
- Conclusions – Recommendations
- References
- Appendix (if required)

● Papers presenting teaching proposals, educational activities, educational programs, etc., are recommended to follow the structure below:

- Introduction
- Implementation details of the teaching proposal, activity, program, etc. (level of education, grade(s), number of students, year of implementation, duration of implementation, etc.)
- Aims – objectives
- Methodology (of the teaching process, activity, program, etc.)
- Teaching or other relevant material (form, content, instructional use)
- Teaching steps / Presentation of activities (preparation, implementation, completion, etc.)
- Evaluation
- References
- Appendix (if required)

3. Main Text

3.1. Page Formatting

Please follow this template for page formatting.

- Page layout:
The text should be written on A4-sized paper. Margins should be 2.5 cm at the top, bottom, right, and left. Indentation: No indentation is required for the first paragraph following a section or subsection title. However, a 1 cm indentation is required for all other paragraphs within the section or subsection.
- Title, author information, abstract, keywords:
The title should be written in 16-point Calibri font, bold, centered, and single-spaced. A blank line should follow. Then, the authors' full names should be written in bold and centered. Under each author's name, their institutional affiliation should be listed in italics, followed by their email address in regular font, all centered. All of the above should be written in 12-point Calibri font and single-spaced. This is followed by: two blank lines, the abstract (see above), one blank line, the keywords, two blank lines, and then the main text.
- Body text:
The body text should be fully justified, single-spaced, and written in 12-point Calibri font.
- Avoid underlining, bold or italic formatting, and the use of symbol combinations within the text. If symbols are required, use dots (·). A space of 0.5 cm should be used between the symbol and the first word of the following sentence.
- Footnotes should be used sparingly and only when necessary (Calibri 10-point font). Endnotes should not be used.

3.2. Formatting of Headings

Please follow this template for section and subsection headings.

There are:

- Section headings (12-point font, **bold**, normal style)

1. Introduction

2. Structure

3.

- Subsection headings (12-point font, **bold italic** style)

3.1. Page Formatting

3.2.

3.3.

- If necessary, you may also use a third level of hierarchy with underlined normal (regular) text.

3.3.1. Images

3.3.2.

3.3.3.

- If further subdivision is required, use bullet points (·).
 - Headings should be left-aligned.
 - Pay attention to the continuity of numbering of sections, subsections, etc.
 - A full stop should be placed after each number in the numbering system, but not at the end of the title.

1. Introduction

- Before each section or subsection heading, leave one blank line; do not leave a blank line for other levels of hierarchy unless necessary. In any case, ensure consistency throughout the document.
- Attention: In the final formatting of the text, make sure that the heading does not appear on a different page from the text that follows it.

3.3. Images, Figures, Tables

Images, Figures, and Tables must be numbered, centered, and placed in a horizontal orientation relative to the text.

3.3.1. Images

- Captions should be placed below the images with continuous numbering (Figure 1, Figure 2, Figure 3, etc.). Captions should be written in 10-point Calibri font. No full stop should be placed at the end of the caption.
- Images should preferably have a border with a black line (30% opacity).
- A blank line should be left before each image and after the caption.

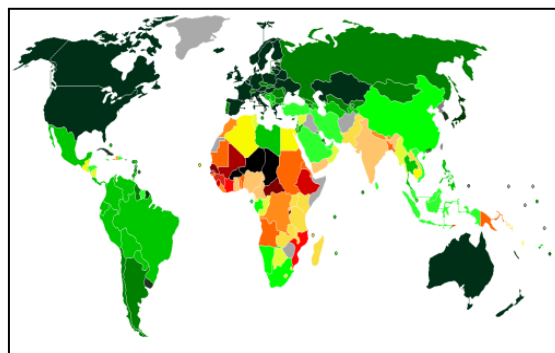


Figure 1. Distribution...

- Similar formatting should be followed for diagrams and charts (Figure 1, Figure 2, etc. / Chart 1, Chart 2, etc.).

3.3.2. Tables

Place the numbered title above the table content, with no blank line between them. Both the table and its title should be centered. Horizontal lines with a thickness of 1 pt must be used at the beginning and at the end of the table. The use of vertical lines in tables is not permitted.

Table 1. Example of table formatting

Age	Frequency	Percentage %
Under 40	44	32.1
40–49	68	49.6
50 and over	25	18.2
Total	137	100.0

Guidelines for References

The article follows the APA referencing system (6th edition, 2010).

Within the text, references with one author are written as follows: "As Arvanitis (2007) states, ..." or "(Arvanitis, 2007)".

References with two authors are written as follows: "According to Arvanitis and Georgiou (2010), ..." or "(Arvanitis & Georgiou, 2010)".

References with three or more authors are written as follows: "In the study by Arvanitis, Georgiou and Antoniadis (2012) ..." or "(Arvanitis, Georgiou, & Antoniadis, 2012)".

For references with three or more authors, from the second citation onwards within the text, only the first author's surname is given, followed by the abbreviation et al. for foreign-language references and K.á. for Greek-language references, without a comma between the author's name and the abbreviation, as follows: "In the study by Arvanitis K.á. (2012) ..." or "(Hobson et al., 2017)".

For direct quotations (i.e., verbatim text in quotation marks), in-text references are written as follows: "Arvanitis, Georgiou and Antoniadis (2012: 57) state that: '.....'" (pp. if the pages are more than one, and p. or pp. for English references).

At the end of the text, references are listed in strict alphabetical order according to the surname of the first author of each source (first foreign-language sources and then Greek-language sources), with a 1 cm hanging indent for the second line, as shown below. Examples/guidelines for references at the end of the paper for each main type of source follow.

Book with one author

Malafantis, K. D. (2011). *The fairy tale in education: Psychopedagogical dimension and utilization* (2nd ed.). Athens: Diadrasi.

Shaffer, S. E. (2019). *The child and the museum: Theoretical approaches and educational practices* (Ed. K. D. Malafantis, Trans. M. Kardamitsa-Psychogiou). Athens: Institute of the Book–Kardamitsa.

Book with two or more authors

Glytsi, E., Zafeirakou, A., Kakourou-Chroni, G., & Pikopoulou-Tsolaki, D. (2002). *The dimensions of cultural phenomena: Culture and education. Volume III*. Patras: Hellenic Open University.

Hohenstein, J., & Moussouri, T. (2018). *Museum learning: Theory and research as tools for enhancing practice*. Oxon: Routledge.

Edited volume (collective volume with editor)

Vemi, M., & Nakou, E. (Eds.). (2010). *Museums and education*. Athens: Nisos.

Lang, C., Reeve, J., & Woollard, V. (Eds.). (2006). *The responsive museum: Working with audiences in the twenty-first century*. Surrey, UK: Ashgate.

Note: (Ed.) is used for a single editor.

Chapter in an edited volume

Nakou, E. (2002). The epistemological background of the relationship between museum, education and history. In G. Kokkinos & E. Alexaki (Eds.), *Interdisciplinary approaches in museum education* (pp. 115–128). Athens: Metaixmio.

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 509–535). Thousand Oaks, CA: Sage.

Article in a scientific journal

Gazis, A. (2004). Museums for the 21st century. *Museum Studies Notebooks*, 1, 3–12.

DiCindio, C. (2019). The past in the present: The relevance of the history of museum education today. *Journal of Museum Education*, 44(4), 342–344.

Paper in conference proceedings

Kantartzis, E. (2018). Discovering literary authors' school readers: A program of the Museum of School Life and Education. In K. D. Malafantis (Ed.), *Literature and Education, Proceedings of the 10th Panhellenic Conference of the Pedagogical Company of Greece. Volume A* (pp. 164–165). Athens: Diadrasi. Retrieved from <http://www.pee.gr/wp-content/uploads/%CE%A3%CE%B5%CE%BB%CE%AF%CE%B4%CE%B5%CF%82-1-222.pdf>

Bounia, A., & Stylianou-Lambert, T. (2011). National museums in Cyprus: A story of heritage and conflict. In P. Aronsson & G. Elgenius (Eds.), *Conference proceedings from EuNaMus, European National Museums: Identity politics, the uses of the past and the European citizen* (pp. 165–202). Linköping, Sweden: Linköping University Electronic Press. Retrieved from http://www.ep.liu.se/ecp_home/index.en.aspx?issue=064

Doctoral dissertation and master's thesis

Kasvikis, K. (2004). Archaeological narratives and education: Content and illustration analysis in primary school textbooks (Unpublished doctoral dissertation). Department of History–Archaeology, School of Philosophy, Aristotle University of Thessaloniki, Thessaloniki, Greece.

Dion, H. W. (1998). A history of children's museums in the United States, 1899–1997: Implications for art education and museum education in art museums (Unpublished doctoral dissertation). Columbus, OH: The Ohio State University.

Note: (Unpublished Master's Thesis) is used for master's theses.

For references retrieved from the World Wide Web, the full URL of the website must be provided at the end, as follows: Retrieved from <http://www.ekedisy.gr> or Ανακτήθηκε από <http://www.ekedisy.gr> or Retrieved from <https://www.ne-mo.org/>.

Appendix

The appendix is placed at the end of the text, after the list of references. However, it is considered part of the paper, and therefore the formatting specifications applied to the rest of the text must also be followed here.

If you include images, please ensure it is clear what they represent and whom they refer to, as well as how they relate to the relevant section of your paper. Images should also be centered, placed one below or next to another with consistent sizes (unless there is a specific reason for a different arrangement), framed with borders, and accompanied by numbered captions, etc.

If you include textual material, please ensure that its sources are properly documented, that it is correctly formatted and aligned, and that it is clearly indicated where each excerpt begins and ends, to avoid any confusion for the reader.