

RUNNING HEAD: PAPER TITLE (max. 5 words)

Title of Your Paper: (Heading 1)

Optional Subtitle of Your Paper

First name Last name^a, First name Last name^{a*} and First name Last name^b

*Corresponding author: Correspondence email

^a Institution name, Full postal address

^b Institution name, Full postal address

Author Note (Heading 1)

A short biography of 5 to 6 lines should be included to introduce the author/s to the readers. A short biography of 5 to 6 lines should be included to introduce the author/s to the readers. A short biography of 5 to 6 lines should be included to introduce the author/s to the readers.

Number of words (including only the main body of the text, footnotes, and in-text citations):

Number of images:

Number of figures:

Number of tables:

Title of Your Paper (Heading 1): start in a new page

Introduction

Author (2019) argues that students who are active learners and take responsibility for their learning can challenge themselves. It is argued that students who are active learners and take responsibility for their learning can challenge themselves (Author, 2019). Plagiarism is defined as “the act of presenting the words, ideas, or images of another author as your own” (Author, 2020, p. 24).

Author and Author (2016) demonstrate that overall population growth has slowed in developed countries over the past fifty years. Overall population growth has slowed in developed countries over the past fifty years (Author & Author, 2016).

Literature Review (optional)

Include a literature review if you feel it is relevant to your paper. Ensure you reference in APA style. (Author, 2020; Author and Author, 2019; Author, 2017)

Methodology (Heading 1)

Overall population growth has slowed in developed countries over the past fifty years (Author et al., 2020). Many have supported that overall population growth has slowed in developed countries over the past fifty years (Author, 2012; Author and Author, 2019; Author, 2018). Many have supported that overall population growth has slowed in developed countries over the past fifty years (Table 1).

Table 1

Table Title

Topic 1	Topic 2	Topic 3	Topic 4
Topic	Number	Number	Number
Topic	Number	Number	Number
Topic	Number	Number	Number
Topic	Number	Number	Number
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Total	Number	Number	Number

Note. Adapted from *Title*, by Author, A., 2020, p. 100.

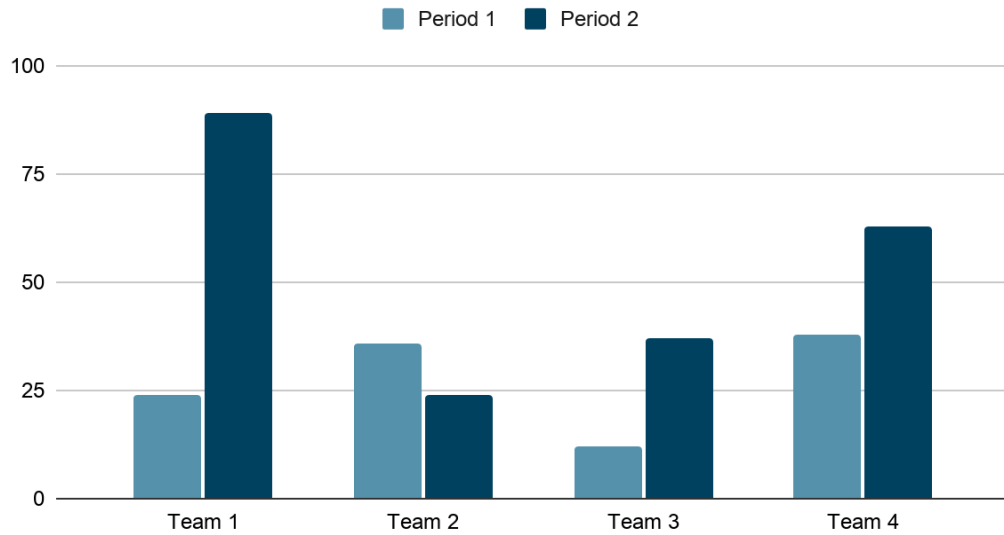
Author (2000, as cited in Author, 2017) argues that students who are active learners and take responsibility for their learning can challenge themselves. It is argued that students who are active learners and take responsibility for their learning can challenge themselves (Author, 2000, as cited in Author, 2017).

Author and Author (2000) note that “the ways in which academic staff experience their work often inhibit them from taking up what the research consensus suggests are ways to be better teachers” (p.69). It has been noted that “the ways in which academic staff experience their work often inhibit them from taking up what the research consensus suggests are ways to be better teachers” (Author & Author, 2000, p.69).

A study shows that 30% of the research participants believe that students who are active learners and take responsibility for their learning can challenge themselves (Figure 1).

Figure 1

Figure Title



Note. Period 1: Maths, Period 2: Art

Author et al. (2018) described how they addressed potential researcher bias when working with an intersectional community of transgender people of colour:

Everyone on the research team belonged to a stigmatized group but also held privileged identities. Throughout the research process, we attended to the ways in which our privileged and oppressed identities may have influenced the research process, findings, and presentation of results (p. 311).

The potential researcher bias when working with an intersectional community of transgender people of colour has been described as follows:

Everyone on the research team belonged to a stigmatized group but also held privileged identities. Throughout the research process, we attended to the ways in which our privileged and oppressed identities may have influenced the research process, findings, and presentation of results (Flores et al., 2018, p. 311).

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Heading 2: use this style for level two headings

New Paragraph: use this for the first paragraph in a section, or to continue after an extract, keeping the double-spaced line before and after the title.

Heading 3: use this style for level three headings

New Paragraph: use this for the first paragraph in a section, or to continue after an extract, keeping the double-spaced line before and after the title.

Heading 4: use this style for level four headings. Begin text on the same line, keeping the double-spaced line before and after the title.

Heading 5: use this style for level 5 headings. Create the heading in italics. Begin text on the same line, keeping the double-spaced line before and after the title.

Results (Heading 1)

Heading 2: use this style for level two headings

New Paragraph: use this for the first paragraph in a section, or to continue after an extract, keeping the double-spaced line before and after the title.

Discussion (Heading 1)

New Paragraph: use this for the first paragraph in a section, or to continue after an extract, keeping the double-spaced line before and after the title. 2017)

Conclusion (Heading 1)

New Paragraph: use this for the first paragraph in a section, or to continue after an extract, keeping the double-spaced line before and after the title. Include your conclusions in this section.

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References (Heading 1): start in a new page

Author, A. A. (Year of publication). Title of the article. *Name of the Periodical*, volume(issue), page–page. DOI (if available)

Author, A. A., & Author, B. B. (Year of publication). Title of the article. *Name of the Periodical*, volume(issue), page–page. DOI (if available)

Author, A. A., Author, B. B., & Author, C. C. (Year of publication). Title of the article. *Name of the Periodical*, volume(issue), page–page. DOI (if available)

Author/Creator. (Year) *Title* [Medium: Photograph, Graph, Clip art, Painting, etc.]. Name of Website. URL

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Appendix I (Heading 1): start in a new page

Appendices can consist of figures, tables, maps, photographs, raw data, computer programs, musical examples, interview questions, sample questionnaires, etc. Follow the same format (Heading styles, etc) as the main body of the article.