

Guidance notes: submission of contributions for BSRLM informal proceedings

This is a fuller version of the concise BSRLM template. This page illustrates all the styles you should use, and you should not use any others (except within tables/figures). It is easiest to write your paper directly here or in the template. If you write elsewhere then cut and paste, you will introduce new styles.

Please save your paper as “1st author’s name BSRLM monthyear”. It should be no more than 6 pages. Please number your pages. Looking at papers in past Informal Proceedings or RME is helpful to illustrate the conventions.

Article Title: Use style BSRLM Article Title (Times New Roman; 12 point; bold, left justified, 18 point before and 18 point after). The title should be in sentence case, i.e. capitalise only the first letter and proper nouns.

Name: Use style BSRLM Affiliation for your name (Times New Roman, 11 point; left justified, 6 point after) and ...

BSRLM Affiliation italics for your institution

Abstract: Use style BSRLM Abstract (Times New Roman; 12 point; single spacing, justified, 12 point before and 12 point after. Indent 1cm on left and right.)

Keywords: Use BSRLM keywords (Times New Roman; 12 point; bold, left justified. Indent 1cm.) The 12pt blank line after keywords is optional.

First level heading: Use BSRLM Heading1 ((A-head): Heading 1 + Times New Roman; 12 point; single spacing, space before 12, space after 12. Sentence case.)

BSRLM Body Text is the appropriate style for the main sections of text. The first paragraph of each section should not be indented. You may need to do this manually.– simply delete the leading tab. The style will then appear in the ‘Styles and Formatting’ list as BSRLM Body Text + First line: 0cm.

All subsequent paragraphs are in standard BSRLM Body Text (Normal, justified, first line of paragraphs indented by 1.27cm. No space before or after)

If a quotation is more than 40 words then it need to be inset. Use BSRLM Quotation (Times New Roman 10, indent left and right 1.5 cm, space before and after 6 point). The parenthetic citation should be in the same style (see below but note no comma between author and date). Do not use inverted commas or speech marks.

If the paragraph continues from the quotation then start at the margin; if not then indent for a new paragraph as usual.

Second level heading: Use BSRLM heading2 ((B-head): Heading 2 + Times New Roman; 12 point; bold, italic, space after 12 point)

Third level heading: Use BSRLM Heading3 (C-head). Heading 3 + font not bold, italic

Tables and Figures should be numbered consecutively by Arabic numerals. When referring to them in the text, do not italicise the word 'Figure'.

--	--	--	--	--

Captions can be above or below the figure/table. They should include keys to any symbols used and be in the style BSRLM Figure Caption (Normal + Times New Roman 10).

An (optional) 10pt empty line before and after the table or figure often looks best if it is surrounded by paragraphs in Body Text.

References

Use BSRLM References for the reference list (Times-Roman, 12pt, single spaced with no space before or after, and a hanging indent of 1.27cm). Note that you should use Chicago author-date style. (On Endnote this is based on output style Chicago 15th B)

The style is explained with examples below. The features that surprise people in the citations are: use no comma between author and date, instead use a comma before cited page numbers but with no abbreviated "p", also write out "and" not "&". In the reference list there are no brackets around dates, and only the first author's name is given as surname, initial.

Further Notes

The notes below provide further details – please take particular note of the guidance on references.

General

The margins of this page are set at 2.54cm top and bottom, 3.17cm left and right, with 1.25 cm header and footer

All styles are left justified.

Footnotes and endnotes to the text should be avoided or kept to a bare minimum.

Sponsorship of research reported (e.g. by research councils, government departments and agencies, etc.) should be declared at the end of the text and before the list of references.

Acronyms and spelling

All contributors should be aware that they are addressing an international audience. In particular, acronyms for the names of organisations, examinations, etc. should be preceded by the title in full, and succinctly explained if necessary. United Kingdom (UK) spelling is preferred e.g. colour, generalise.

Mathematical Notation

Special care should be taken with mathematical script, especially subscripts, superscripts and differentiation between the letter ‘ell’ and the figure one, and the letter ‘oh’ and the figure zero. Mathematical terms, formulae and equations should preferably be typewritten, with subscripts and superscripts suitably formatted. In both displayed equations and in text, scalar variables must be in *italics*, with non-variable matter in upright type. For simple fractions in the text, the solidus ‘/’ may be used instead of a horizontal line. Mathematical terms, formulae and equations may alternatively be inserted as Equation Editor or MathType objects.

Quotations and inverted commas

Give short quotations in double inverted commas “...”, immediately followed by the citation, with page number. Quotations that run to more than forty words should be indented and displayed without inverted commas. Note that single inverted ‘...’ commas are to be used to *refer* to a word or phrase (e.g. the term ‘ability’ is a difficult one to define).

Citations and References

These should conform to Chicago author-date style. Full details can be found at <http://www.chicagomanualofstyle.org/home.html>. The following guidance may suffice for most submissions.

Citations

Single author e.g. (Skemp 1976). Note, no comma between name and date. Give page numbers for quotations after a comma e.g. Skemp (1976, 21), Laborde (2001, 94-95) Where the author’s name appears in the text, it need not be repeated in the parenthetical citation e.g. Singh’s entertaining book (1997) became an international best-seller. According to Skemp, ‘understanding’ has “two meanings whose difference is non-trivial” (1976, 20).

For works by two or three authors, all names are included e.g. (Sperber and Wilson 1986). For works by more than three authors use et al. e.g. (Brown et al. 1998). Note that et al. is not italicized in text citations and has a full stop).

References

References are listed alphabetically. The BSRLM References style is single spaced with no space before or after, and a hanging indent of 1.27cm.

The date is not in parentheses.

Do not use the ampersand (&); instead write “and” in full.

Titles of journals and names of publishers are capitalized but not abbreviated

Each line ends with a full stop.

For journals there is a colon between the volume/issue number and pages; there is no comma before the volume number; and issue number is not needed unless the journal begins each issue at page 1.

Page numbers are given without “p” or “pp.” (cf examples 1 and 4 below). Only the changed part of the second page number is used, (except for 10 to 19 where full numbers are used).

Only the first author's name is inverted, not subsequent authors'. When there are multiple authors, a comma must appear both before and after the first author's given name or initials (cf examples 1, 2).

For multiple entries by the same author(s), arrange chronologically by year of publication. After the first entry a 3-em dash replaces the name(s) after the first appearance (cf example 4 below). only the first author's name is inverted.

Examples

1. Journal article

Ainley, J., D. Pratt, and A. Hansen. 2006. Connecting engagement and focus in pedagogic task design. *British Educational Research Journal* 32 (1): 23–38.

2. Book

Sperber, D., and D. Wilson. 1986. *Relevance: communication and cognition*. Oxford: Basil Blackwell.

3. Edited book

Nesher, P., and J. Kilpatrick, eds. 1990. *Mathematics and cognition: a research synthesis by the International Group for the Psychology of Mathematics Education*. Cambridge: Cambridge University Press.

4. Chapter in an edited book

Fuson, K.C. 1991. Children's early counting: saying the number-word sequence, counting objects, and understanding cardinality. In *Language in mathematical education*, ed. K. Durkin and B. Shire, 27–39. Milton Keynes: Open University Press.

5. Papers in BSRLM day-conference proceedings after 2000

Rowland, T. 2002. Diagnostic tools and pedagogical content knowledge: a response. *Proceedings of the British Society for Research into Learning Mathematics* 22 (1): 59–64.

6. Multiple entries

Piaget, J. 1929. *The child's conception of the world*. New York: Harcourt, Brace and Company.

——— 1970. *Le structuralisme*. Paris: Presses Universitaires de France.