

Title of the paper

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Abstract. Text of the abstract.

Key words and phrases: thinking, mathematical thinking, ...

MSC Subject Classification: 97D40, 97xxx.

Title of the section

In this section ...

Title of the subsection

According to Pólya (1962, p. 11), we can say that ...

Title of the subsubsection

According to the results of the investigations which were shown in the subsection “*Title of the subsection*”, we can say:

- (1) text of the **first item** (Andrews & Hatch, 2001),
- (2) text of the second item (Sweller et al., 2007).

In this subsubsection, we will use the formulas (Sweller et al., 2007; Schmidt, 2012):

The author thanks the ...

$$a^2 - b^2 = (a - b) \cdot (a + b)$$

and

$$\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}.$$

Or you can write

$$a^2 - b^2 = (a - b) \cdot (a + b)$$

$$\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}.$$

PROOF. The proof of these formulas is ...

□

The following table (Table 1) shows the ...

1	2
3	4

Table 1. Table's title

The following figure (Figure 1) shows the ...

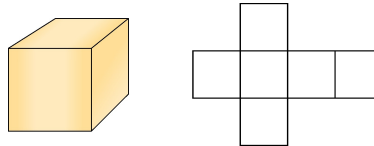


Figure 1. Figure's title

Acknowledgements

Text of the acknowledgements.

Appendix

This is a section for e.g., large tables, sample questionnaires if any.

References must be formatted in **APA style (7th edition)**:

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References

- Andrews, P., & Hatch, G. (2001). Hungary and its characteristic pedagogical flow. In J. Winter (Ed.), *Proceedings of BCME5: Proceedings of the British Society for Research into Learning Mathematics* (Vol. 21, No. 2, pp. 26–40).
- Pólya, G. (1962). *Mathematical discovery: On understanding, learning and teaching problem solving* (combined ed.). Wiley.
- Schmidt, H. (2012). A brief history of problem-based learning. In G. O’Grady, E. Yew, K. Goh & H. Schmidt (Eds.), *One-day, one-problem: An approach to problem-based learning* (pp. 21–40). Springer. doi: 10.1007/978-981-4021-75-3
- Sweller, J., Kirschner, P. A., & Clark, R. E. (2007). Why minimally guided teaching techniques do not work: A reply to commentaries. *Educational Psychologist*, 42(2), 115-121. <https://doi.org/10.1080/00461520701263426>

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References

- Andrews, P., & Hatch, G. (2001). Hungary and its characteristic pedagogical flow. In J. Winter (Ed.), *Proceedings of BCME5: Proceedings of the British Society for Research into Learning Mathematics* (Vol. 21; No. 2, pp. 26–40).
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- Schmidt, H. (2012). A brief history of problem-based learning. In G. O’Grady, E. Yew, K. Goh, & H. Schmidt (Eds.), *One-day, one-problem: An approach to problem-based learning* (pp. 21–40). Springer. doi: 10.1007/978-981-4021-75-3

Sweller, J., Kirschner, P. A., & Clark, R. E. (2007). Why minimally guided teaching techniques do not work: A reply to commentaries. *Educational Psychologist*, *42*(2), 115–121. Retrieved from <https://doi.org/10.1080/00461520701263426>

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(Received March, 2023)