

# Title of the paper

*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):

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

The author thanks the ...

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 ...

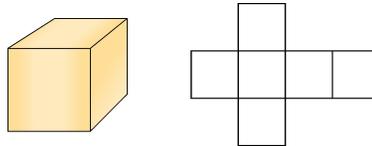
□

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.

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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*

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