(Title of short paper). Short paper title in sentence case. Arial 16 bold: Guidelines for the submission of camera ready papers for the proceedings

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(NLC Abstract) Abstract

(NLC Abstract Text) This short paper describes a research project which aims at showing authors how to submit their short paper for the proceedings

Short papers should be between two and four pages. This includes everything: from the title to the references. Longer descriptions will not be included in the conference publication.

The margins for all submissions should be ‘normal’ 2.54cm all round.

This document is a template document that gives the authors of NLC2016 a template to work from. The style names are in brackets for each section.

(NLC Abstract Text) The abstract should be a maximum of 400 words and no less than 350. The abstract will also be used in the Conference Handbook and on the Conference Website in advance of the conference.

Short papers will be presented as a pecha kucha - 20 slides for 20 seconds each, total 6.6 minutes.

(NLC Abstract) Keywords

(NLC Abstract Text) A list of key or focus terms by which your short paper can be indexed.

# (Heading 1) Research Context

(Normal) Headings in this example are a suggestion only.

The aim of a short paper is to introduce and promote a new piece of research through textual and graphic elements, a time and space will be provided at the conference for this to be displayed and discussed. An abstract for your short paper presentation will be published in the conference handbook (maximum 400 words) and an introduction to your work published with the conference proceedings, (2 - 4 pages) this should provide clear aims and objectives of the study, research context, design and preliminary findings. Further information on background theory, conceptual framework and methodological approaches could be included.

# Aims and Objectives

See the Paper Template for any additional styles.

The margins for all submissions should be ‘normal’ 2.54cm all round.

## Design

The project is currently in the first stage xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

## (Heading 2)Second level heading in Arial 10 bold

No further spaces needed after a Heading 2.

### (Heading 3) Third level heading in Times New Roman 10 point italic

Do not include a blank line after a third level heading. Use bulleted or numbered lists in preference to third level headings where possible.

[Quote) This is a block quotation] Use Times New Roman 10 point, left aligned, single spaced, indented 1.0 cm left and right, not italicised, without quote marks, one blank line before and after. The right indent may be varied slightly from 1.0 cm to improve the fit. Give the referencing for the quotation in the running text immediately before the quotation, or append it to the end of the quotation. In general, very short quotations using only a few words should be given with quote marks in your running text, whilst only longer quotations using a line or more should be formatted as block quotations. (NLC, 2010, p.10)

This is a bulleted list: (List Bulleted)

Times New Roman 10 point left aligned, single spaced, no indents except a hanging indent 0.63 cm

Second bullet item

Last bullet item

This is an ordered list (List Numbered))

1. Times New Roman 10 point
2. left aligned, single spaced,
3. no indents except a hanging indent 0.5 cm. Indentation may be varied slightly to improve the fit.

(NLC Reference Header) References

In your reference list please use APA 5th edition style. This style prescribes alphabetical order by first author. Uses Times New Roman 10 point, left aligned, hanging indent 0.5cm, no blank lines. The following list provides examples of referencing for the main kinds of publications.

(NLC References) Beasley, R.E., & Vila, J.A. (1992). The identification of navigation patterns in a multimedia environment: A case study. Journal of Educational Multimedia and Hypermedia, 1(2), 209–222.

Kearsley, G. (2004). Explorations in Learning & Instruction: The Theory Into Practice Database. http://www.gwu.edu/~tip/ [viewed 14 Jun 2004].

O'Shea, T. & Self, J.A. (1983). Learning and teaching with computers. Englewood Cliffs, NJ: Prentice-Hall Inc.

Underwood, J. (1997). Breaking the cycle of ignorance: Information technology and the professional development of teachers. In D. Passey & B. Samways (Eds.), Information Technology: Supporting change through teacher education. (pp.155­–158). London: Chapman & Hall.

Acknowledgements, author contact details & brief cv notes go after the references and before the ‘Please cite as’ box.