

Technical details on the format of papers submitted to the Proceedings of ESU-8

Length of full texts for plenary lectures, panel discussion, oral presentations and workshops: minimum **2000** and maximum **8000 words**, possibly with 2 additional pages (maximum) of tables and/or figures. The first page should include the title, author(s), institutions, email addresses, keywords and the abstract (not exceeding 150 words).

Length of abstracts for short oral communications: **1000** words plus the title, author(s), affiliations, keywords. For the format, see below the format of the first page for texts prepared with MS Word.

References: Use APA style (see an indicative sample below)

Figures and pictures: They may be included in the text but they should also be provided **separately** either in jpg, or png format.

Word Processor:

Microsoft Word

-Go to: *File, Page Setup, Margins:* Top/Bottom 2.5cm, left/right 2.8cm, Header/Footer 1.25cm

-For the **main text**, go to: *Format, Paragraph, Indents and Spacing:* Alignment (Justified), Line Spacing (15 pt), Special (First line: 0,5cm).

-For the **abstract, footnotes** and the **references**, as above, but with Line Spacing (Single).

-*Fonts:* Times New Roman 12pt for the main text and 10 pt for footnotes and the references

Use A4 paper dimensions (210 X 297 mm). In this way one A4 page includes 46 lines and about 550-600 words, if only text is written.

For the first page, the main text and the references use the following template (an indicative sample of references is also included):

- Fauvel, J., & van Maanen, J. (Eds.). (2000). *History in mathematics education: The ICMI Study*, New ICMI Study Series, vol. 6, Dordrecht: Kluwer.
- Furinghetti, F., & Radford, L. (2008). Contrasts and oblique connections between historical conceptual developments and classroom learning in mathematics. In L. English (Ed.) & M. Bartolini Bussi, G. A. Jones, R. A. Lesh, B. Sriraman, & D. Tirosh (Assoc. Eds.), *Handbook of international research in mathematics education*, Second edition (pp. 630–659). New York: Routledge.
- Katz, V. (Ed.). (2000). *Using history to teach mathematics. An international perspective*. MAA Notes, 51. Washington, DC: The Mathematical Association of America.
- Ostermann, A., & Wanner, G. (2012). *Geometry by its history*. Berlin: Springer.
- Percival, I. (2004). *The use of cultural perspectives in the elementary school mathematics classroom*. (Unpublished doctoral dissertation). Simon Fraser University, Canada. <http://summit.sfu.ca/system/files/iritems1/7550/b34633303.pdf>. Accessed: 10 October 2017.
- Rogers, L. (2009). History, heritage and the UK mathematics classroom. In V. Durand-Guerrier, S. Soury-Lavergne, & F. Arzarello (Eds.), *Proceedings of CERME 6* (pp. 2781–2790). Lyon: Institut National de Recherche Pédagogique.
- Siu, M. K. (2007). *Some useful references for course MATH2001 (Development of Mathematical Ideas)* Department of Mathematics, University of Hong Kong. <http://hkumath.hku.hk/~mks/MATH2001ref.pdf>. Accessed: 19 April 2017.
- Stedall, J. (Ed.). (2010). Special Issue: The history of mathematics in the classroom. *BSHM Bulletin: Journal of the British Society for the History of Mathematics*, 25(3), 131–179.
- Swetz, F., Fauvel, J., Bekken, O., Johansson, B., & Katz, V. (Eds.). (1995). *Learn from the masters!* Washington, DC: The Mathematical Association of America.