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**Abstract**

Abstract of 150 to 200 words. Times New Roman 12 point font. Indented 1.25 cm from left and right. Abstract of 150 to 200 words. Times New Roman 12 point font. Indented 1.25 cm from left and right. Abstract of 150 to 200 words. Times New Roman 12 point font. Indented 1.25 cm from left and right. Abstract of 150 to 200 words. Times New Roman 12 point font. Indented 1.25 cm from left and right.

**Heading Level 1 – Used for Each New Section, Times New Roman 13 Point, Bold, Left Justified and Title Case; One Blank Line Before and After Level 1 Heading**

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Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified. Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified. Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified. Block quotes in Times New Roman 11 point, indented 1.25 cm from left and right. Fully justified.

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***Heading level 2, Times New Roman 12 point, bold italics, left justified and sentence case, one blank line before and after level 2 headings***

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Table 1: Tables should have a caption immediately above them. Times New Roman 12 point.

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**Acknowledgments**

Where relevant, acknowledgements should be provided at the end of the paper. If the paper was presented at a conference, then this should also be acknowledged in this area. Times New Roman 12 point, and fully justified – no indent.

**Author Bio**

This should include information about the author’s affiliations, research interests and experiences, and any other details the author feels are relevant to share. (150-200 words)

**References**

References should be provided in alphabetical order. Times New Roman 12 point, hanging indent of 0.75cm and fully justified. Referencing must follow the APA 7th Edition referencing style, for which the following examples are provided:

Anderson, J. O. (1990). *The impact of provincial examinations on education in British Columbia: General report*. British Columbia Department of Education.

Chudowsky, N., & Pellegino, J. W. (2003). Large-scale assessment that supports learning: What will it take? *Theory into Practice*, *42*(1), 75-83.

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