**Article´s Title**

**Author’s name and affiliation/email**

**Abstract**

This text contains indications regarding the article´s format. It should be noted that the document itself respects the format and can serve as the basis for the final edition of the text to be submitted.

The abstract text should not exceed 1500 characters with spaces. The font used should be Georgia, 9.5, italics, single spacing, justified, 6 pts after the paragraph.

Keywords: between 3 and 5.

Text

The document may not exceed 30 000 characters, including spaces and excluding: title; affiliation and contact; abstract and keywords. The margins are what this model defines.

The font used should be Georgia, 9.5, normal, line spacing of 1.5 cm, justified, 6 pts after the paragraph.

Section title

The font is Georgia, size 9.5, bold, 1.5 line spacing, aligned to the left.

Subsection title

The font is Georgia, size 9.5, italic, spacing 1.5 lines, left-aligned, with 1.25 cm indent, 12 pts before paragraph.

Quotes

The font is Georgia, 9.5, normal, justified, single spaced, 6 pts after the paragraph, 1.25 cm indent left and right.

Figures, graphs, tables or tables subtitles

Figures and graphs: numbered and captioned in Georgia, 9.5, normal, centered, single spaced, 6 pts before the paragraph and 18 pts after the para graph.

Tables or charts: numbered and graded in Georgia, 9.5, normal, centered, single spaced, 18 pts before the paragraph and 6 pts after the paragraph.

**References**

APA Standards

The source is Georgia, 9.5, justified, single spaced, with special advancement pendant of 1.2 cm, 6 pts after paragraph.

Examples:

Jonassen, D. (2007). *Computadores, Ferramentas Cognitivas: Desenvolver o pensamento crítico nas escolas*. Porto: Porto Editora.

Chapman, O. (2003). Facilitating peer interactions in learning mathematics: Teachers’ practical knowledge. In M. J. Høines & A. B. Fuglestad (Eds.), *Proc. 28th Conf. of the Int. Group for the Psychology of Mathematics Education* (Vol. 2, pp. 191-198). Bergen, Norway: PME.

McDonough, A., & Clarke, D. (2002). Describing the practice of effective teachers of mathematics in the early years. In N. A. Pateman, B. J. Doherty, & J. Zilliox (Eds.), Proc. 27th Conf. of the Int. Group for the Psychology of Mathematics Education (Vol. 3, pp. 261-268). Honolulu, USA: PME.

Ball, D. L. (1990). Prospective elementary and secondary teachers’ understanding of division. *Journal for Research in Mathematics Education*, 21(2), 132-144.

Wu, C.-C., & Lee, G. C. (2004). Use of computer-mediated communication in a teaching practicum course. *International Journal of Science and Mathematics Education*, 2(4), 511-528.

Rodrigues, E. F. (2001). *Formação de Professores para a utilização das TIC no Ensino: Definição de Competências e Metodologias de Formação*. Acedido em 10 de Outubro, 2002, em <http://www.educ.fc.ul.pt/recentes/mpfip/comunica.htm>.

Note:

Any additional clarifications may be requested to IPCE Organizing Committee (ipce@ipleiria.pt).