# Title of the paper

[Do not include authors details in the initial submission to facilitate double-blind review]  
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Abstract

Between 150 and 200 words briefly specifying the aims of the work, the main results obtained, and the conclusions drawn.

**Keywords:** Keyword1; keyword2; keyword3 (maximum 5).

Paper length must be between 4 and 6 pages incorporating all text, references, figures and tables. These guidelines are strict: papers failing to adhere to the guidelines (by being more than 6 pages, altering margins or not following the template) will be rejected without consideration of their merits. This document could be used as a template for formatting the papers. All texts, figures and tables must be included within the document margins. Body text font in Times New Roman 10pt.

## 1. Description of the Context

Describe the context of your paper. For some topics it would include the nature of module/programme, pedagogical/assessment challenge i.e. clear description of the teaching context and/or the assessment approach initiated, etc. I should describe the focus of your paper. The first section starts on page two.

## 2. Literature Review

Include a review of the literature which supports your paper.

### 2.1. Example of Subsection

Documents should have no more than three levels of headings, which will be numbered with Arabic numerals starting at 1. The title of the paper should be printed in Times New Roman 13pt bold. The heading of each section should be printed in Times New Roman 11pt bold. The heading of each subsection should be printed in Times New Roman 10pt italics.

Do not insert a blank line after the heading.

### 2.2. Figures and Tables

Figures and tables should appear in numerical order, be described in the body of the text and be positioned close to where they are first cited. Please ensure that all figures are clearly labelled and easily readable in black and white printing. All figures and tables should be centered. Tables should have top and bottom borders.

Table 1. This is the style for table captions (Times New Roman 9pt bold). Table captions should appear *above* tables.

|  |  |
| --- | --- |
| **Variable** | **Value** |
| x | 43.2 |
| y | 12.5 |

Source: Xyz (2016).



Figure 1. This is the style for figure legends. Source:Xyz (2015).

## Empirical data / findings (as appropriate)

You may have formally evaluated your assessment approach and have some data arising; if so, please include a summary. However, this is not required

## Reflection on / analysis of implications for practice:

Presentation of insights arising from your assessment practice, highlighting implications for teaching in large classes.

## References

References must be formatted in APA style (6th ed.) and available from accessible sources. Please ensure that all work cited in the text is included in the reference list and that the dates and authors in the text match those in the reference list.

For citation in the main text use surname of author and year of publication: Bloom (1956). Insert initials only if there are two different authors with the same surname and same year of publication. The abbreviation "*et al.*" should be used in the text when there are more than two co-authors of a cited paper.

References should be listed alphabetically at the end of the paper. References must always be given in sufficient detail for the reader to locate the work cited. You can find some examples on how to format the references here: <http://www.headconf.org/apa-citation-style/>

Domenech, J., Blazquez, D., de la Poza, E., & Mun͂oz-Miquel, A. (2015). Exploring the impact of cumulative testing on academic performance of undergraduate students in Spain. *Educational Assessment, Evaluation and Accountability*, 27(2), 153-169. doi: 10.1007/s11092-014-9208-z.

Farrell, A.M (2019). Building UDL into summative assessment in a large class: Challenges and possibilities. *Pedagogy for Higher Education Large Classes (PHELC19)Co-located with the 5thInternational Conference on Higher Education Advances (HEAd’19)*/Universitat Politècnica de València, València, 2019DOI:10.5281/zenodo.334247

Giblin, F. (2019). Promoting student engagement with a large class (400+): Implications for large sized lectures, small group workshops and online teaching and learning*. Pedagogy for Higher Education Large Classes (PHELC19) Co-located with the 5th International Conference on Higher Education Advances (HEAd’19)*Universitat Politècnica de València, València, 2019DOI: 10.5281/zenodo.34846

Nind, M., Curtin, A., & Hall, K. (2016). *Research methods for pedagogy*. London: Bloomsbury.