**Title of Article**

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**ABSTRACT** A concise and factual abstract is required (maximum length of 100 words). The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

**KEYWORDS** Authors are invited to submit keywords associated with their paper.

**1 Introduction**

Present purposes of the study and provide background for your work. Include a pertinent literature review with explicit international connections for relevant ideas and explain the theoretical underpinnings and key concepts of your paper, outlining connections to relevant scholarly work in your field of research.

**2 Study Procedure**

Provide sufficient detail for readers to understand how you engaged in your inquiry. Clear descriptions of your context and participants along with strategies used to collect and analyse data should be described.

**3 Results**

Results should be clear and concise.

*3.1 Figure captions*

Ensure that each illustration has a caption. Supply captions separately, not attached to the figure. A caption should comprise a brief title (not on the figure itself) and a description of the illustration. Keep text in the illustrations themselves to a minimum but explain all symbols and abbreviations used.



**Fig. 1.** A caption should comprise a brief title

*3.2 Tables*

Please submit tables as editable text and not as images. Tables can be placed either next to the relevant text in the article, or on separate page(s) at the end. Number tables consecutively in accordance with their appearance in the text and place any table notes below the table body. Be sparing in the use of tables and ensure that the data presented in them do not duplicate results described elsewhere in the article. Please avoid using vertical rules and shading in table cells.

**Table 1**

Sample table for verbal descriptions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Research question (RQ)** | **Theme** | **Illustrative quotes** |
| 1 | What are the experiences of online learning and loneliness in OSWD? (Experience) | Self-paced study can reduce stigma but cause loneliness | “Online learning is great as it allows me as someone with a physical disability (wheelchair) to access higher education easily and comfortably … [But] when others are having discussions in the boards and I give my response, it feels like I am intruding and sometimes people will not respond to my posts.” |
| 2 | How do they make sense of their feelings of loneliness? (Understanding) | Loneliness and social difficulties relate to misunderstanding of disability | “Your disability might mean that you can’t sit for long. It might mean that you can’t read on the screen long. It might mean you can’t take in a whole lot of information quickly. You kind of get nearly left behind, and I think you’re at a greater disadvantage if you have a disability.” |
| 3 | What would help to reduce loneliness in online learning? (Future support) | Activities, events and staff for informal socialization are needed | “I’d like small group seminars over Zoom or Skype to discuss ideas. That would help so much with learning and with meeting others on the course … [instead of] just posting your work and reading the reply from your tutor.” |

**Table 2**

Sample table for data supports.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Variable X** | **Variable Y** | **Variable Z** |
| Group A |  |  |  |
| Group B |  |  |  |
| Group C |  |  |  |

**4 Discussion**

This section should explore the significance of the results of the work, not repeat them. Combining your results and discussion into a single section may be suitable. Returning to relevant literature from the introduction should show how your work connects with or interrupts already published literature.

**5 Conclusions**

The main conclusions of the study may be presented in a short Conclusions section, which may standalone or form a subsection of a Discussion or Results and Discussion section.

**6 Appendices**

If there is more than one appendix, they should be identified as A, B, etc.

**Acknowledgments**

Collate acknowledgments at the end of the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.).

**Formatting of funding sources**

List funding sources in this standard way to facilitate compliance to funder's requirements:

Funding: This work was supported by the National Institutes of Health [grant numbers xxxx, yyyy]; the Bill & Melinda Gates Foundation, Seattle, WA [grant number zzzz]; and the United States Institutes of Peace [grant number aaaa].

It is not necessary to include detailed descriptions on the program or type of grants and awards. When funding is from a block grant or other resources available to a university, college, or other research institution, submit the name of the institute or organization that provided the funding.

If no funding has been provided for the research, please include the following sentence:

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

**References**

**Reference to a journal publication:**

1. Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, & R., Cruz, P. (2001). Writing labs and the Hollywood connection. Journal of Film Writing, 44(3), 213-245.
2. Slifka, M.K., & Whitton, J.L. (2000). Clinical implications of dysregulated cytokine production. Journal of Molecular Medicine, 78(2), 74-80. doi:10.1007/s001090000086
3. Kreger, M., Brindis, C.D., Manuel, D.M., & Sassoubre, L. (2007). Lessons learned in systems change initiatives: benchmarks and indicators. American Journal of Community Psychology. doi: 10.1007/s10464-007-9108-14.
4. Kruger, M., Brandis, C.D., Mandel, D.M., & Sassoure, J. (2007). Lessons to be learned in systems change initiatives: benchmarks and indicators. American Journal of Digital Psychology. doi: 10.1007/s10469-007-5108-14.

**Reference to a book:**

1. Altbach, P. (2016). Global perspectives on higher education. John Hopkins University Press.
2. Calfee, R.C., & Valencia, R.R. (1991). APA guide to preparing manuscripts for journal publication. Washington, DC: American Psychological Association.
3. O'Neil, J.M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B.R. Wainrib (Ed.), Gender issues across the life cycle (pp. 107-123). New York: Springer.

**Conference:**

1. Pishva, D., Nishantha, G.G.D., & Dang, H.A. (2010). A survey on how Blackboard is assisting educational institutions around the world and the future trends. In: 2010 The 12th International Conference on Advanced Communication Technology (ICACT) (pp. 1539–1543). Gangwon, Korea (South): IEEE
2. Brockhus, S., van der Kolk, T. E. C., Koeman, B., & Badke-Schaub, P. G. (2014). The influence of ambient green on creative performance. Proceeding of International Design Conference (DESIGN 2014), Croatia, 437–444.

**Dissertation:**

1. Ames, J. H., & Doughty, L. H. (1911). The proposed plans for the Iowa State College athletic field including the design of a reinforced concrete grandstand and wall [Unpublished bachelor’s thesis]. Iowa State University.
2. Knight, K.A. (2011). Media epidemics: Viral structures in literature and new media (Accession No. 2013420395) [Doctoral dissertation, University of California, Santa Barbara]. ProQuest Dissertations Publishing.

**Others:**

1. Tse, E. The rise of entrepreneurship in China. [Internet] Forbes. 2016 April 5. [cited 2019 Feb 26] Available from: https://www.forbes.com/sites/tseedward/2016/04/05/the-rise-of-entrepreneurship-in-china/?sh=646b308c3efc
2. Abou-Allaban, Y., Dell, M.L., Greenberg, W., Lomax, J., Peteet, J., Torres, M., & Cowell, V. (2006). Religious/spiritual commitments and psychiatric practice. Resource document. American Psychiatric Association. http://www.psych.org/edu/other\_res/lib\_archives/archives/200604.pdf. Accessed 25 June 2007.
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5. Doe, J. (1999). Trivial HTTP, RFC2169. ftp://ftp.isi.edu/in-notes/rfc2169.txt. Accessed 12 Feb 2006.
6. ISSN International Centre (2006). The ISSN register. http://www.issn.org. Accessed 20 Feb 2007.

***Note:* Essential title page information**

**Title**

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Please clearly indicate the given name(s) and family name(s) of each author and check that all names are accurately spelled. You can add your name between parentheses in your own script behind the English transliteration. Present the authors' affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lowercase superscript letter immediately after the author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name and, if available, the e-mail address of each author.

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**Abstract**

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**Keywords**

Immediately after the abstract, provide a maximum of 6 keywords, avoiding general and plural terms and multiple concepts (avoid, for example, "and", "of"). The controlled list of keywords is based on the ERIC list on index descriptors (for more information, please see: http://www.eric.ed.gov/); however, authors may include one or two additional 'free' keywords if they wish to do so. These keywords will be used for indexing purposes.

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**Table footnotes**

Indicate each footnote in a table with a superscript lowercase letter.

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