# [Title Here] (H1)

Author Names, Affiliations (subtitle)  
Author Names, Affiliations

## Overview (H2-Left Style)

Main text is formatted with the Normal style. Provide an abstract (or quick overview) of your learning representation, including its purpose, subject, topic, and grade-level (as applicable). Describe how your representation provides a technology-rich experience. Then indicate what learners will do during the experience, including desired outcomes and assessments. The entire overview section should be 75-125 words.

Topics: list topics covered, separated by commas

Time: Indicate how long it will take to complete your learning representation.

### Materials (H3-Left Style)

List materials needed for your learning representation:

* Material (Indent Left: 0.05”, Handing: 0.15”)
* Website
* Supplies
* Computer equipment

### Setup (H3-Left Style)

Briefly describe setup procedures for the learning presentation. What should the learning environment look like? How much time should an instructor estimate to setup the environment effectively?

Context-at-a-glance (H2-Context)

**This section uses the** **Normal Context style**. It provides a brief overview of the context behind learning representation design. This section should be **150-175 words total**. Summarize information about the following topics:

**Setting**  
Describe the location, including country, and setting where the learning representation was implemented (e.g., urban, rural, public, private, informal, formal).

**Modality**  
How was the learning representation implemented (e.g., online, hybrid, face-to-face)?

**Class Structure**  
How was instruction delivered (e.g., session length, room setup, instructor autonomy to modify layout)?

**Organizational Norms**  
Summarize organizational goals, access to resources, support, workplace expectations, etc.

**Learner Characteristics**  
Describe learners who participated in the implementation (e.g., demographics, prior knowledge, attitudes towards the subject/instruction, grade/age of learners, audience size, differentiation needs).

**Instructor Characteristics**  
Describe instructor expectations for the learning representation (e.g., teaching norms, technical familiarity, pedagogical and content knowledge).

**Development Rationale**  
Why was this learning representation created (e.g., desired outcomes, learning objectives/goals, sequence within larger goals/context)?

**Design Framework**  
What design framework structured development (e.g., backward design, flipped instruction, TPACK).

### Standards (H3-Left Style)

What professional standards (if applicable) align with your learning representation? You may delete this section if standards were not aligned to your representation.

## Context and Setting (H2-Left Style)

Describe the context and setting in more detail than the Context at a Glance section. Provide information that will help readers understand the context for the representation. Highlight aspects of the setting and context that were most influential to the design of the learning representation. Use this section to help your audience understand the design decisions.

## Learning Representation (H2-Left)

The learning representation should be described in sufficient detail so that others can either implement it as printed or adapt it to meet individual settings and circumstances. Organize information around an introduction, content presentation, practice, assessment, and so forth.

### General Guidelines (H3-Left Style)

#### Styles (H4 Style)

Heading levels support screen readers. JTILT uses five levels of heading (all used in this template).

Headings have been preformatted in Microsoft Office using the Styles option in the Home tab. All styles use the freely downloadable Roboto font from [Google fonts](https://fonts.google.com/).

**Heading 1:** Manuscript title is used for the title of your learning representation in white, 26-point text. The H1 next to the title location signifies this style

**Subtitle:** Used to include author names and affiliations below the title in white, 10-point text.

**Heading 2:** Are main headings in the template. Three Heading 2 styles exist: Left, Right, and Context. Left and right headings have green backgrounds with bold, blue 14-point text. The Context heading has a dark yellow background with bold, blue, 14-point text.

**Heading 3:** The main sub-headings in the template. Each has bold, blue 14-point text with a green underline. There are two versions of this heading: Left and Right.

**Heading 4:** Has bold, blue 14-point text on a white background.

**Heading 5:** Has bold, italicized, blue 12-point text on a white background. It is available through Styles.

**Normal-Context:** Has light yellow background and black, 10-point text. It is only used in the Context at a Glance section.

**Normal:** Has black, 10-point text on a white background.

#### Bullets and Numbering (H4 Style)

Manuscripts may include bullets and numbering. Try to limit them to three levels. In either case, use the following formatting guidelines:

##### ***Bullets (H5 Style***)

* First bullet (Indent Left: 0.05”, Hanging: 0.15”)
  + Sub-bullet 1 (Indent Left: 0.2”, Hanging: 0.15”)
    - Sub-bullet 2 (Indent Left: 0.35”, Hanging: 0.15”)

##### Numbering (H5 Style)

1. Main Point (Indent Left: 0.05”, Hanging: 0.2”)
   1. Sub-Point (Indent Left: 0.25”, Hanging: 0.2”)
      1. Sub-Point (Indent Left: 0.5”, Hanging: 0.1”)

Figures and Tables (H3-Right Style)

Figures and tables may be placed directly within the manuscript. They must also be described and referred to in the narrative. Their minimal horizontal size is 3.3 inches (one text column width). Their maximum horizontal size is 6.8 inches. The vertical size of a table or figure should fit on one page.

Provide high quality figures for inclusion in JTILT. Avoid figures that look pixelated or blurry. Do not worry about exact placement, the editorial team will handle final layout. Refer to the Copyright Policies in the Author Guidelines for use and permissions.

All figures need to include captions that number them based on their order of appearance and provide a brief, descriptive title.

#### Alternative Text (H4 Style)

Alternative text is required for all figures. Tables should include a heading row.

## Critical Reflection (H2-Left Style)

Document how many times the learning representation was implemented. Then analyze those implementations. Was the learning episode able to meet intended goals/objectives? How well did it fit within the larger instructional context? What lessons did you learn? What implementation tips do you have? What future modifications might you enact? Reflect on what went well *and* what could have gone better. Honest and open reflection (not necessarily positive) is desired.

## References (H2-Left Style)

Research, theory, websites, and other sources that helped you develop your learning representations should be cited according to current APA guidelines. The [Purdue OWL site](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) provides useful tips for APA formatting. Below are a few additional examples for websites, books, and journal articles.

### Websites (H2-Left Style)

Science Buddies. (n.d.). *How to use a breadboard. https://www.sciencebuddies.org/science-fair-projects/references/how-to-use-a-breadboard*

Shepherd, C. E., Smith, S. M., & Buss, A. (2021). *Origami circuits. https://sites.google.com/view/ origamicircuits/home*

Books (H3-Right Style)

Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. Cornell University Press.

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.

Journal Articles (H3-Right Style)

Shepherd, C. E., Smith, S. M., Kvenild, C., Buss, A., & Ratcliffe, C. l. (2021). Adding reach and ownership with paper airplane circuits. *International Journal of Designs for Learning*, *12*(2), 127-136*.* https://doi.org/10.14434/ ijdl.v12i2.30358

Support Materials (H2-Right Style)

In addition to your manuscript submission, JTILT encourages you to submit any support materials (e.g., audio, and video, multimedia, presentations, job aids, worksheets, assessments, work samples) used in your learning representation.

You must have copyright permissions to embed images or share support materials that you did not create. However, our editorial team will help you prepare these documents.

All support materials should be attached with your submission and include concise and accurate titles.