

Preparing an INFEDU Manuscript: A L^AT_EX Demonstration

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Abstract. Authors preparing papers for informatics education need to communicate both a defensible scholarly contribution and its relevance to educational understanding or practice. This instructional demonstration presents a manuscript structure that separates the study summary from reader-facing contribution statements while retaining the evidence and qualifications needed for evaluation. The approach is to illustrate an informative abstract, a concise contribution section, a method-appropriate article body, and the presentation of tables, figures, citations and supporting material. The resulting template distinguishes what was investigated or argued, what was found or established, and what readers may reasonably infer or apply. It also separates the absence of a formal word limit at initial submission from guidance intended for the final publication version. Authors can use these distinctions to identify unsupported implications, repeated explanations and missing contextual information before submitting their work. The demonstration is an authoring aid rather than a report of a classroom intervention, a systematic review or an evaluation of editorial effectiveness. Its practical value is a reusable reporting structure; whether that structure improves manuscript quality or educational practice remains to be evaluated.

Key words: informatics education, manuscript preparation, scholarly contribution, educational implications, academic writing.

Contribution and implications for informatics education

- The demonstration distinguishes the knowledge contribution, educational and community value, and implications for informatics education as connected but different reporting functions.
- Authors and readers can use this distinction to recognise the educational significance of a study without treating methodological sophistication or unsupported benefit claims as its contribution.
- Researchers can use the three questions to explain how their findings or arguments inform understanding, professional judgement, teaching, design or further inquiry.

Instructional example, not a research report. Replace the example abstract and bullets with the manuscript's own content. Use an abstract of 150–250 words in one paragraph,

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followed by 4–6 keywords and 3–5 contribution bullets totalling at most 150 words. Explain the knowledge contribution, educational and community value, and implications for CS education across the section, without compulsory labels. Implications may inform understanding, educational judgment or further inquiry as well as practice. Distinguish proposed uses and potential benefits from demonstrated outcomes. Conditions and limits are optional as a separate bullet; retain qualifications essential to accurate claims. Every statement must be supported and explained in the manuscript.

1. Introduction

This section illustrates the typical opening of a manuscript. Write complete paragraphs and avoid manual line breaks (do not use `\` to format paragraphs). The INFEDU class produces fully justified text by default.

Citations in this example use APA author–date formatting. In `biblatex`, use `\textcite` for narrative citations and `\parencite` for parenthetical citations. For example, Lamport (1994) introduces the $\text{\LaTeX}$ system. The APA manual provides a reference-format model (American Psychological Association, 2020).

1.1. Submission stage and final publication length

INFEDU does not impose a formal word limit at initial submission. For the final publication version, most full-length articles should aim for 6,000–8,000 words and should generally not exceed 10,000 words. This is guidance, not an absolute ceiling; longer articles may be appropriate when the evidence, scope, contextual detail, synthesis or argument requires additional space. Shorter articles are welcome when adequately reported. Exceeding 10,000 words at initial submission does not require advance permission or a separate length justification. Remove avoidable repetition, but retain information essential to evaluating the work.

Counting convention. Count the article body from the introduction through the conclusion, including headings, in-text citations, quotations, footnotes/endnotes, text in tables, and table and figure captions. Also count appendices retained within the article, regardless of position. Exclude the title page, abstract, keywords, contribution-and-implications section, references, acknowledgements, declarations and separate online supplementary files. Report this count on the separate Title Page and update it for the final publication version.

Current author instructions: INFEDU Instructions for authors.

1.2. Document structure and cross-references

Use `\label` and `\ref` to create cross-references. For example, Table 1 demonstrates a compact table, while Figure 1 shows a figure with a placeholder graphic.

Table 1

A basic table with aligned columns and a clear caption.

Category	Description	Count
A	Short text	12
B	Slightly longer text	5
C	Text with a number (e.g., 3.14)	19

Table 2

A table using paragraph columns for wrapped text.

Element	Guidance
Captions	Write complete, descriptive captions that allow a table to be understood without reading the main text.
Alignment	Use consistent alignment: text in left-aligned columns and numbers right-aligned when appropriate.

1.2.1. Subsubsections

INFEDU supports standard sectioning down to subsubsections. Use deeper levels only when they improve readability.

Inline formatting. Use *italics* for emphasis, **bold** sparingly, and `monospace` for literal code or file names (e.g., `references.bib`). Quotation marks should be typeset with `\enquote{...}` from `csquotes`, for example “this is a quoted phrase”.

2. Tables

Tables should be created with the `table` float, a caption, and a label. Place `\label` after `\caption` so references point to the correct number.

2.1. Tables with paragraph columns

When table cells contain longer text, use paragraph columns (`p{...}`) to wrap the content neatly.

3. Figures

Figures should be provided as vector graphics (PDF/SVG via conversion) when possible, or as high-resolution raster images. In a template, it is useful to include a placeholder figure that compiles without external files.

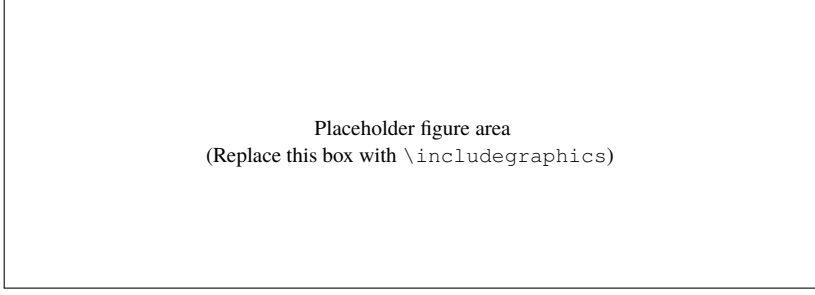


Figure 1. A placeholder figure with a descriptive caption.

4. Mathematics

Use `amsmath` environments (already loaded by the `INFEDU` class) for displayed equations. Inline math uses `$ . . . $`, for example $a^2 + b^2 = c^2$.

4.1. Single equations

$$\text{RMSE} = \sqrt{\frac{1}{n} \sum_{i=1}^n (\hat{y}_i - y_i)^2}. \quad (1)$$

Equation 1 is referenced with `\ref`.

4.2. Aligned equations

$$\mathbf{w}_{t+1} = \mathbf{w}_t - \eta \nabla \mathcal{L}(\mathbf{w}_t), \quad (2)$$

$$\mathcal{L}(\mathbf{w}) = \frac{1}{n} \sum_{i=1}^n \ell(f_{\mathbf{w}}(\mathbf{x}_i), y_i). \quad (3)$$

5. Lists

Use `itemize` for an unordered list. Use `enumerate` for numbered steps.

5.1. Unordered lists

- Use one sentence or phrase per item.
- Keep punctuation consistent across items.
- Avoid excessive nesting.

5.2. Ordered lists

1. Prepare the manuscript content (sections, figures, tables).
2. Ensure references compile correctly (see Section 6).
3. Run a final build that resolves all cross-references.

5.3. Description lists

Goal Demonstrate common INFEDU structures.

Non-goal Report new empirical findings.

6. Citations and references

This section demonstrates typical citation patterns.

6.1. Narrative and parenthetical citations

- Narrative: Knuth (1984) discusses typesetting systems.
- Parenthetical: This demonstrates a parenthetical citation (Knuth, 1984).

6.2. Citing different entry types

The reference examples include a journal article by Wing (2006), an edited-book chapter by Mayer (2005), and a journal guidance page (Informatics in Education, n.d.). These are formatting examples, not sources that authors are required to cite in their own manuscripts.

6.3. Citing multiple sources

Multiple sources can be cited together (American Psychological Association, 2020; Lamport, 1994).

6.4. Adding page numbers for quotations

For quotations or precise locations, add a postnote argument, e.g., (Wing, 2006, p. 33).

6.5. A short code example

Short code can be typeset with the built-in `verbatim` environment:

```
% Example: a labelled equation
\begin{equation}
  \label{eq:example}
  E = mc^2
\end{equation}
```

7. Conclusion

This template demonstrates commonly required manuscript elements. In a real submission, replace the placeholder text with the study content while keeping the structural pattern: consistent sectioning, properly captioned floats, mathematics in `amsmath` environments, and citations produced by the selected bibliography workflow.

Declarations

- Funding and acknowledgements.** [Provide the applicable statements; use a no-funding statement only when true.]
- Competing interests.** [Disclose relevant competing interests, or state that there are none.]
- Ethics, consent and privacy.** [Give applicable approval or exemption information, consent/assent and privacy safeguards, or a justified non-applicability statement.]
- Data, materials and code availability.** [State what is available, where it can be accessed, and any justified restrictions or non-applicability.]
- Generative AI and AI-assisted tools.** [Disclose relevant use according to INFEDU policy. Verify every statement; do not copy an untrue declaration of non-use.]
- Author contributions.** [Describe the authors’ roles; for a single-author paper, describe the sole author’s contribution.]

A. Appendix: Example of a long table

For material that is useful but not essential to the main narrative, place it in an appendix. Long tables may be placed in an appendix using `longtable`.

Table 3
A small longtable example (continues automatically if needed).

Field	Meaning
Title	Manuscript title as it should appear in print.
Runtitle	Short title used in running headers.
DOI	Digital Object Identifier for the article (if assigned).

References

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Informatics in Education. (n.d.). *Instructions for authors*. Retrieved October 4, 2026, from <https://infedu.vu.lt/journal/INFEDU/information/instructions-for-authors>

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A. Author Alice Author is a placeholder author used to demonstrate the biography format. Replace this text with a short biographical note (position, affiliation, research interests).

B. Contributor Bob Contributor is a placeholder author used to demonstrate the biography format.