Article Title

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Structured Abstract

**Background:** contains a short and powerful statement on existing research and practical importance of the present work.

e.g.: Over the past few years, several international studies have addressed the issue of student interest in science and technology (S&T). The findings of these studies describe the phenomenon of declining interest the higher the level of education. Senegalese education system is not an exception to this rule. Several studies in that country refer to the factors that contributes to this decline.

**Purpose:** of your study (in view of the background given before)

e.g.:The present study aimed at exploring the effect of a special science and technology curriculum on students’ middle-school interest.

**Sample/setting:** contains educational level (primary/secondary etc.), age and grade level, country/state, relevant durations (intervention, observation intervals, etc.) and sample size and breakup (control/treatment group, female/male).

e.g.:Stakeholders set consist of eleven experienced secondary science teachers (6 classes in each school). We asked them to teach as usual without changing their practice. We submitted a survey to their respective students to take measures of their interest at the beginning and at the ending of the session. The total sample size is of 471 students.

**Design and Methods:** contains design, analysis method (qualitative or quantitative), a statement about reliability/validity/objectivity of the instruments (if applicable) and the kind of effect size used.

e.g.:A pre-post comparison of student interest and self-concept scores was performed. A repeated-measure analysis of variance made possible to monitor the evolution of student interest and self-concept in the two curriculum cases (CEM and BST).

**Results:** main quantitative data should be included, whenever possible (effect sizes for interventions, reliabilities for instruments, etc.)

e.g.:The results suggest that the interest and the self-concept toward S&T expressed by CEMs’ students evolved positively. Interest expressed by students who have experienced the BSTs’ S&T curriculum has declined. This does not reflect the expected results from the beginning.

**Conclusions:** Implications for classroom practice and future research

e.g.: Even though BSTs were intended to be an opportunity to teach science and technology under suitable conditions, it does not appear that science and technology courses are always provided as indicated when the initiative was created. Indeed, these conclusions suggest that we investigate the effect of the quality of S&T courses on student interest and self-concept.

**Keywords:** up to 6 keywords best suited to index and retrieve your contribution (well-established abbreviations are possible).

Maybe not all of the above entries are applicable for a given type (e.g. theoretical papers) or at a given stage of a study. In some cases, you can also shift relevant information between entries (e.g. between sample and design).

For an example, see the current issue: <https://e-publishing.cern.ch/index.php/prise>

# Introduction (1. Heading Style)

Introduction: brief, one paragraph establishing the importance and relevance of the research topic and second paragraph establishing the existing research gap

Define abbreviations and acronyms the first time they are used in the body text.

Note:

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# Research Background

Provide an adequate background of existing research, establishing concepts, theories and results necessary for your study, point out the existing research gap, and derive your research questions and hypotheses from it.

# Methods

Provide sufficient detail to allow for replication; for tests, questionnaires etc. the explicit wording must be available (e.g. in the appendix or supplementary material). For existing methods refer to the literature, give only the informations and characteristics relevant to your work. “Name/term dropping” especially for advanced methods is not acceptable, a reference (for books with chapter or page number) must be given. Make sure that there is a clear and reliable description of all the data and characteristics required by the sample/setting and design/methods sections of the structured abstract

# Results

Results should be concise and clear, and explicitly refer to your research questions. For empirical work, provide a thorough and understandable documentation of your quantitative results. Some hints: item and instrument analysis according to standard procedures; effect sizes for interventions (best with confidence intervals); labelling in tables and figures should be by explicit variable names or item wordings (if necessary in an adequate short form), not by numbers or cryptic variables names; all values presented in figures must also somewhere be given as numbers; if there are error bars in figures specify whether it is standard error of measurement or standard deviation

## The use of figures (2. Heading Style)

The use of figures to support your message is strongly encouraged. Graphics should be in TIFF or eps:

• 600 dpi for line art (graphics, charts, or drawings),

• and 300 dpi for photos and gray scale images.

Authors are responsible for the copyrights of the images.

### Position (3. Heading Style)

Position figures and tables at the tops and bottoms of columns. Avoid placing them in the middle of columns. Figure captions should be below the figures; table names and table captions should be above the tables. Use the abbreviations “Fig.” and “Tab.”, but not at the beginning of a sentence.

Figures legends and tables may span across as in Fig. 1.



**Fig. 1.** This is a figure legend. Caption to go below figure. (Figure legend style)

If you use tables, format of the tables is advisable to follow the example outlined in Table 1 (if possible).

Tab. 1. This is a table legend. Caption to go above table. (Table legend style)

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# Discussion and Conclusions

Focus on discussion of your results in view of the research questions and their contribution to the state of knowledge, the strengths and limitations of your study, and on implication for future research and classroom practice.

# Appendices

Use numbered appendices.

**Appendix 1: Title 1**

**Appendix 2: Title 2**

# Acknowledgements

Here, thank all the relevant parties that helped you during your research process. Avoid expressions such as “One of us (A.B.C.) would like to thank ... .” Instead, write “Authors thank ...”. Sponsor and financial support acknowledgments are also placed here.

# Supplementary Materials

If you wish to distribute additional material like video material stating the core results, supplementary data files, additional robustness checks, description of your methodology in detail etc. you may do so. This material will be made available at the journal site.

These materials should be provided as additional files for the manuscript submission. The contents of supplementary material should not be critical for the proper evaluation of the paper and delivering the core results of the paper (otherwise include these in the main text) but rather complement the delivery of core message. Define in this section what material is available to complement your manuscript.

# References

According to APA style 7th edition: ([http://www.apastyle.org](http://www.apastyle.org/)).

Do not use linked fields (produced by referencing software) in the final manuscript, but rather remove field codes

before saving the final version of your manuscript that you are going to submit.

References to web-only journals should give URL in full - and DOI. References to websites should give authors if known, title of cited page, URL in full, and the date accessed.

**Examples:**

***Own work***

Please make your own work anonymous.

Authors. (2017).

Parenthetical citations: (Authors, 2017)

Narrative citations: Authors (2017)

Before submitting: Please remove authors identifying information from the document properties.

For Word 2016, click on the "file" tab in the upper-left corner of the window, click the "Check for Issues" button, then select "Inspect Document" from the drop down menu and make sure "Document Properties and Personal Information" is selected for inspection; complete removal.

***Journal Article***

Duit, R. & Treagust, D.R. (2003). Conceptual change: a powerful framework for improving science teaching and learning, *International Journal of Science* Education, *25*(6), 671-688. <https://doi.org/10.1080/09500690305016>

Parenthetical citation: (Duit & Treagust, 2003)

Narrative citation: Duit & Teagust (2003)

***Book***

König, O., & Schattenhofer, K. (2010). Einführung in die Gruppendynamik (4. Auflage). Heidelberg: Carl-Auer.

Parenthetical citations: (König & Schattenhofer, 2010)

Narrative citations: König & Schattenhofer (2010)

***Book Chapter***

Baker, F. M., & Lightfoot, O. B. (1993). Psychiatric care of ethnic elders. In A. C. Gaw (Ed.), Culture, ethnicity, and mental illness (517-552). Washington, DC: American Psychiatric Press.

Parenthetical citations: (Baker & Lightfoot, 1993)

Narrative citations: Baker & Lightfoot (1993)