Title of Paper

Student Name

Supervisor Name(s)

School/Department of “Insert school name”

University Name

Client Mentor Name(s)

CEED Client: “Insert Organisation name”

**Abstract**

*The abstract text is formatted with the text justified, but with margins 10 mm narrower than the main text body. The font is 11 point times (in italics). The abstract is limited to less than 200 words. It should provide a clear, concise executive summary of the document. It should briefly identify the reasons for undertaking the project, the objectives and/or deliverables of the project, the approaches used to achieve the objectives, and a summary of the key findings or recommendations. The abstract serves as the “shop window” for a presentation – in multi-session conferences such as the CEED Seminar, delegates will scan the abstract to determine whether they should attend a talk*

1. Introduction

The introduction provides a brief summary of the background information for the project. This will include a summary of the reasons for undertaking the project and the prevailing environment. Identify the motivations for the proposed investigation – why is the project necessary/ important? Describe the environment or context of your project within the client organisation. Why is that organisation interested in the work?

The next element is a discussion of the current state of the art. For the conference paper this would include the critical results of the literature review. Don’t forget to properly cite any references, using the APA referencing style. The third element is to describe the objectives of the project in the context of the current state of the art and/or organisation. How will the project advance the state of the art and/or organisation?

## 1.1 Headings and Styles

Main Headings define the major sections of your paper, and should be numbered so that they can have subheadings clearly identified with them. Major headings (eg “1. Introduction” above) are to appear in 16 point bold Times font. Insert a single 12 point line after the heading. The first level of sub-headings (eg “1.1 Headings and Styles”**)** appears in 14 point bold times font (again with a single 12 point line after the heading). The second level of subheading (see 1.1.1 below) is in 12 point bold font, with a single 12 point line to follow. In a six-page paper the main level and two sub-levels of headings should be sufficient.

Text in the paragraphs is 12 point Times font, and is to be right and left justified. There is no indent at the beginning of paragraphs – each paragraph should be separated by a single 12 point line. All text is to be single line spaced, with 0 pt spacing before and after the paragraph.

It is wise to keep your paragraphs to a reasonable length. If you find paragraphs are getting too long, it may mean you need to break down the points you are making into smaller ideas.

1.1.1 References and Page Limits

It is a good idea to use a hierarchical numbering system for all levels of sub-heading because it gives your readers an additional hint as to how your discussion is structured. It is rare in seminar papers that you will reach the sub-sub heading level – but an example is provided here nevertheless. With regard to References, the APA citation system makes life easier by identifying the author and year of the publication in your main text in brackets – eg (Leggoe, 2008) –**and is mandatory here**. The reference list at the end of the paper is then maintained in alphabetical order, as shown at the end of this template. **Do not use** **software such as Endnote** to track references in the papers – it inevitably causes problems when we have to edit the papers together.

Remember, your paper **must not exceed six pages in total, including the reference list and all figures**. You must take care to avoid orphaning lines of texts and/or figure captions. It’s good practise to try to arrange your figures so at the top or bottom of a page wherever possible – it simplifies the process of formatting.

2. Process

This section describes the “process” by which the project objectives are being achieved. The nature of this process will vary according to the type of project – select a title for this section that is appropriate for the project.

For experimental projects, describe the equipment and specific techniques used. For modelling projects, describe the software tools and the formulation of the models (equations, boundary conditions, model inputs, etc). For theoretical tasks, describe the analysis or derivation that has been undertaken. For design tasks, identify the tools or approaches that have been used. Obviously, a single project may include examples of each of these tasks

2.1 Diagrams and Figures

Diagrams, pictures and graphs should be included to enhance the paper, but when embedded (pasted) directly in Word documents translation can arise. Where possible, please use figures stored in a fixed picture format such as .png or .tiff. Ensure that you use a high enough resolution for the image (especially in scans and photographs) to be of high quality.

One way to avoid translation problems, especially in excel graphs or manually drawn diagrams, is to paste the graph (or diagram) into a powerpoint presentation, and then to save that presentation as “png” images. The resulting image files can be inserted into the document and cropped or resized (use the insert/photo/picture from file option), and are very stable. You can now also paste graphs directly as .png files instead of as excel graphs (using ‘Paste Special”), which also stabilises the format

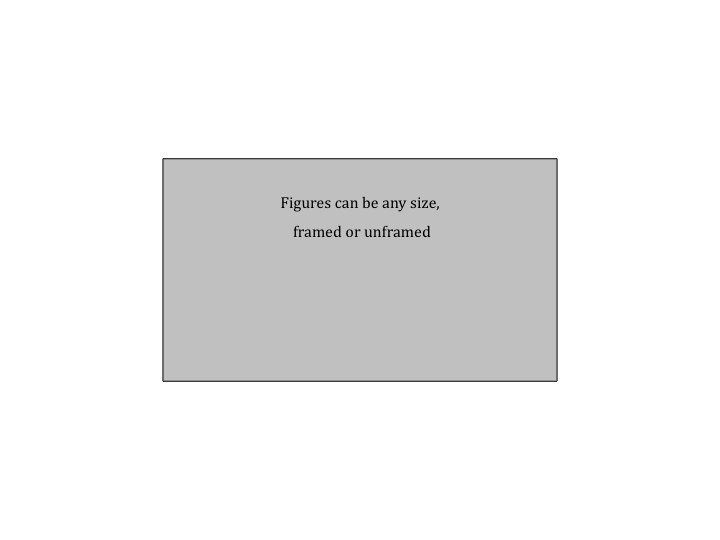


Figure 1 The caption style font is 10 point Times, and the text is indented 2 cm from the margin (but not justified). Note the placement of the figure at the top of the page.

Inserting images or diagrams from files is preferred – it is much easier to handle from a formatting standpoint than an image that is inserted amongst or over the text. Align single figures with the center of the page, and ensure that all figures have a caption (using the format illustrated above). The font and margins of the caption are not to be deviated from.

Note that the proceedings will be printed in Black and White – so if you use colour photographs or have colour in your graphs, make sure that they still look good (and convey the intended message) when printed in Black & White.

One observation for experimental projects – drawings and schematic diagrams of test rigs and procedures are usually preferable to photographs. Photographs are often difficult to interpret for readers who are nor famiiar with the equipment, and when printed in black and white become even more difficult to interpret. Photographs should only be used when they are illustrating results or experimental findings, and you must be certain that they will be clear to a reader who has not been connected with the investigation.

3. Results and Discussion

This section should provide the results (to date) of your investigation, and discuss their implications. Results should be provided in graphical or tabular form, where appropriate; given the strict page limits on the seminar paper, present the results that best characterize the findings of your investigation – the full results will be provided in your final reports. Tables should be numbered and provided with captions placed below the table, as illustrated below. Table borders and shading may be used as necessary to optimally present the data.

Level of refinement Sample (1) Sample (2) Sample (3)

One 17 % 12 % 19 %

Two 15 % 10 % 18 %

Three 3 % 4 % 4.5 %

Four 1 % 2 % 2.5 %

Table 1 Table captions are formatted the same as figure captions: the font is 10 point times, and the text is indented 2 cm from the margin (but not justified)

The results you present should be discussed in the context of the current state of the art and your project objectives. The discussion should be a logically constructed argument based on the evidence you have accumulated from your literature review and investigations. You should never make an unsupported statement in the discussion, and in cases where arbitrary choices have had to be made, they should be acknowledged as such (preferably accompanied by discussion of the overlooked objectives).

The form of this section will obviously depend on the nature of your project. For experimental investigations, results will be presented and discussed here. For design investigations, the proposed design should be presented, along with a discussion of the choices made and the alternatives that were rejected. For professional practice or policy investigations, the recommendations will be presented, along with a discussion of the underlying reasons supporting the recommendations.

4. Conclusions and Future Work

Conclusions should state concisely the most important findings of the project to date. Assess whether the aims of the project have been or will be achieved, along with how those aims may have evolved over the course of the project.

In the case of CEED seminar papers, the work is usually ongoing at the cutoff date when papers must be subitted for approval, so you should describe the work that remains to be done here. You should also describe any future work arising from the project that has already been identified (unresolved issues, or steps for implementation – things that won’t be done as part of the current project).

5. Acknowledgements

A short paragraph acknowledging special support provided or input received from people associated with the project who are not on the main author list (ie other than the supervisors and client mentors) is usually a good idea. People inherently enjoy receiving recognition, and and their goodwill can only help you as you continue working on the project

6. References

References must be listed alphabetically (and then sorted by year, where a single author is referenced multiple times) using the APA7 System (details available at <https://guides.library.uwa.edu.au/ld.php?content_id=48459791>), as below (and formatted with 11 point font, margins and indent EXACTLY as shown below):

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. Psychology of Popular Media Culture, 8(3), 207-217. https;//doi.org/10.1037/ppm0000185

Quinn, C.J. & Jones, K.L. (1993) Using The Correct Style “Paper References”. *Journal Name*, **23** (18) pp. 234-38.